

HOMAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1317

Principal: Nirvana Rao

School Address: 89 Browns Road, Manurewa

School Postal Address: 89 Browns Road, Manurewa, Manukau, 2102

School Phone: 09 266 8918

School Email: office@homai.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

HOMAI SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements

	Other Information
--	--------------------------

	Members of the Board
--	----------------------

	Kiwisport
--	-----------

	Analysis of Variance
--	----------------------

Homai School

Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

David Wyder
Full Name of Presiding Member

NIRVANA RAO
Full Name of Principal

D. Wyder
Signature of Presiding Member

N Rao
Signature of Principal

31/05/2022
Date:

31/05/2022
Date:

Homai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,183,190	3,709,259	3,789,724
Locally Raised Funds	3	93,288	70,500	119,823
Interest Income		3,797	3,000	3,969
Gain on Sale of Property, Plant and Equipment		201	-	190
		4,280,476	3,782,759	3,913,706
Expenses				
Locally Raised Funds	3	30,697	19,600	31,374
Learning Resources	4	2,620,018	2,394,859	2,448,732
Administration	5	449,606	260,988	174,124
Finance		2,301	941	1,975
Property	6	736,858	1,004,860	937,396
Depreciation	11	91,562	74,587	86,489
Loss on Disposal of Property, Plant and Equipment		181	-	-
		3,931,223	3,755,835	3,680,090
Net Surplus / (Deficit) for the year		349,253	26,924	233,616
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		349,253	26,924	233,616

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Homai School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,291,704	982,489	1,058,088
Total comprehensive revenue and expense for the year		349,253	26,924	233,616
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		6,137	-	-
Equity at 31 December		1,647,094	1,009,413	1,291,704
Retained Earnings		1,647,094	1,009,413	1,291,704
Equity at 31 December		1,647,094	1,009,413	1,291,704

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Homai School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	523,237	231,451	537,388
Accounts Receivable	8	210,724	149,299	139,679
GST Receivable		1,531	17,558	-
Prepayments		12,206	4,316	3,927
Inventories	9	4,684	1,255	4,887
Investments	10	388,685	63,787	166,497
		1,141,067	467,666	852,378
Current Liabilities				
GST Payable		-	-	12,518
Accounts Payable	12	180,581	155,998	180,748
Revenue Received in Advance	13	-	10,860	8,643
Provision for Cyclical Maintenance	14	52,717	35,543	48,642
Finance Lease Liability	15	13,420	13,115	12,173
Funds held for Capital Works Projects	16	20,509	-	49,070
		267,227	215,516	311,794
Working Capital Surplus/(Deficit)		873,840	252,150	540,584
Non-current Assets				
Property, Plant and Equipment	11	781,870	766,836	768,828
		781,870	766,836	768,828
Non-current Liabilities				
Finance Lease Liability	15	8,616	9,573	17,708
		8,616	9,573	17,708
Net Assets		1,647,094	1,009,413	1,291,704
Equity		1,647,094	1,009,413	1,291,704

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Homai School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,278,202	1,233,644	1,260,762
Locally Raised Funds		95,061	50,900	107,229
Goods and Services Tax (net)		(14,049)	-	30,076
Payments to Employees		(637,593)	(767,419)	(710,858)
Payments to Suppliers		(377,825)	(440,021)	(315,560)
Interest Paid		(2,301)	(941)	(1,975)
Interest Received		3,164	3,000	4,345
Net cash from/(to) Operating Activities		344,659	79,163	374,019
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,165	-	577
Purchase of Property Plant & Equipment (and Intangibles)		(100,284)	(72,000)	(102,101)
Purchase of Investments		(222,187)	-	(32,710)
Net cash from/(to) Investing Activities		(321,306)	(72,000)	(134,234)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,137	-	-
Finance Lease Payments		(8,709)	(7,760)	(10,993)
Funds Administered on Behalf of Third Parties		(34,932)	-	76,548
Net cash from/(to) Financing Activities		(37,504)	(7,760)	65,555
Net increase/(decrease) in cash and cash equivalents		(14,151)	(597)	305,340
Cash and cash equivalents at the beginning of the year	7	537,388	232,048	232,048
Cash and cash equivalents at the end of the year	7	523,237	231,451	537,388

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Homai School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Homai School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	5-40 years
Buildings	40 years
Furniture and Equipment	5-40 years
Information and Communication Technology	3-5 years
Leased Assets	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

w) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,012,273	1,091,932	1,037,423
Teachers' Salaries Grants	2,104,872	1,743,238	1,847,920
Use of Land and Buildings Grants	506,745	732,377	716,763
Other MoE Grants	559,300	141,712	184,728
Other Government Grants	-	-	2,890
	<u>4,183,190</u>	<u>3,709,259</u>	<u>3,789,724</u>

The school has opted in to the donations scheme for this year. Total amount received was \$58,950.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	100	-	540
Fees for Extra Curricular Activities	41,292	43,100	43,777
Trading	8,768	-	8,474
Fundraising & Community Grants	43,128	27,400	67,032
	<u>93,288</u>	<u>70,500</u>	<u>119,823</u>
Expenses			
Extra Curricular Activities Costs	18,100	19,600	6,674
Trading	7,452	-	7,572
Fundraising & Community Grant Costs	5,145	-	17,128
	<u>30,697</u>	<u>19,600</u>	<u>31,374</u>
<i>Surplus for the year Locally raised funds</i>	<u>62,591</u>	<u>50,900</u>	<u>88,449</u>

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	116,919	143,179	91,221
Information and Communication Technology	-	500	-
Library Resources	1,036	2,500	2,799
Employee Benefits - Salaries	2,483,351	2,227,180	2,340,249
Staff Development	18,712	21,500	14,463
	<u>2,620,018</u>	<u>2,394,859</u>	<u>2,448,732</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,445	7,000	6,768
Board Fees	1,680	2,800	2,120
Board Expenses	7,549	10,200	6,246
Communication	6,127	7,950	7,218
Consumables	1,869	7,300	8,878
Legal Fees	-	-	391
Other	15,840	18,425	14,935
Employee Benefits - Salaries	107,252	192,677	107,810
Insurance	5,021	2,000	5,642
Service Providers, Contractors and Consultancy	13,188	12,636	14,116
Healthy School Lunch Programme	283,635	-	-
	<u>449,606</u>	<u>260,988</u>	<u>174,124</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	57,461	56,858	52,110
Cyclical Maintenance Provision	4,075	30,584	7,267
Grounds	9,688	19,700	11,343
Heat, Light and Water	30,625	29,000	35,466
Repairs and Maintenance	33,610	39,341	20,511
Use of Land and Buildings	506,745	732,377	716,763
Security	10,337	7,000	6,618
Employee Benefits - Salaries	84,317	90,000	87,318
	<u>736,858</u>	<u>1,004,860</u>	<u>937,396</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	523,237	231,451	537,388
Cash and cash equivalents for Statement of Cash Flows	<u>523,237</u>	<u>231,451</u>	<u>537,388</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$523,237 Cash and Cash Equivalents \$72,831 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	2,332	2,967	4,105
Receivables from the Ministry of Education	-	13,225	-
Banking Staffing Underuse	60,000	-	-
Interest Receivable	1,072	815	439
Teacher Salaries Grant Receivable	147,320	132,292	135,135
	<u>210,724</u>	<u>149,299</u>	<u>139,679</u>
Receivables from Exchange Transactions	3,404	3,782	4,544
Receivables from Non-Exchange Transactions	207,320	145,517	135,135
	<u>210,724</u>	<u>149,299</u>	<u>139,679</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	4,684	1,255	4,887
	<u>4,684</u>	<u>1,255</u>	<u>4,887</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	388,685	63,787	166,497
Total Investments	<u>388,685</u>	<u>63,787</u>	<u>166,497</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Buildings	264,078	-	-	-	(10,368)	253,710
Building Improvements	36,704	-	-	-	(2,377)	34,327
Furniture and Equipment	404,534	55,047	-	-	(47,589)	411,992
Information and Communication Technology	25,670	44,377	(1,145)	-	(15,241)	53,661
Motor Vehicles	2,820	-	-	-	(209)	2,611
Leased Assets	29,741	5,464	-	-	(14,818)	20,387
Library Resources	5,281	861	-	-	(960)	5,182
Balance at 31 December 2021	768,828	105,749	(1,145)	-	(91,562)	781,870

The net carrying value of equipment held under a finance lease is \$20,387 (2020: \$29,741)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	416,870	(163,160)	253,710	416,870	(152,792)	264,078
Building Improvements	110,889	(76,562)	34,327	110,889	(74,185)	36,704
Furniture and Equipment	803,052	(391,060)	411,992	748,006	(343,472)	404,534
Information and Communication Technology	297,317	(243,656)	53,661	262,325	(236,655)	25,670
Motor Vehicles	3,125	(514)	2,611	3,125	(305)	2,820
Leased Assets	51,923	(31,536)	20,387	54,498	(24,757)	29,741
Library Resources	71,588	(66,406)	5,182	70,728	(65,447)	5,281
Balance at 31 December	1,754,764	(972,894)	781,870	1,666,441	(897,613)	768,828

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	19,728	15,431	35,636
Accruals	7,445	4,570	5,068
Employee Entitlements - Salaries	147,320	132,292	135,135
Employee Entitlements - Leave Accrual	6,088	3,705	4,909
	180,581	155,998	180,748
Payables for Exchange Transactions	180,581	155,998	180,748
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	180,581	155,998	180,748

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - MoE	-	-	8,643
Other	-	10,860	-
	-	10,860	8,643

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	48,642	4,959	41,375
Increase to the Provision During the Year	14,283	30,584	18,358
Adjustment to the Provision	(10,208)	-	(11,091)
Provision at the End of the Year	52,717	35,543	48,642
Cyclical Maintenance - Current	52,717	35,543	48,642
Cyclical Maintenance - Term	-	-	-
	52,717	35,543	48,642

15. Finance lease liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	14,788	13,115	14,176
Later than One Year and no Later than Five Years	9,005	9,573	18,979
Future finance charges	(1,757)	-	(3,274)
	22,036	22,688	29,881
Represented by			
Finance lease liability - Current	13,420	13,115	12,173
Finance lease liability - Term	8,616	9,573	17,708
	22,036	22,688	29,881

16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Project No.	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Senior Block 1 Upgrade	208375	(19,745)	-	-	-	(19,745)
Boiler Replacement	215261	(7,077)	6,686	391	-	-
SIP Automated Entrance Gate	232118	(11,278)	64,416	(26,344)	-	26,794
LSC Office	218980	(3,729)	39,600	(32,494)	-	3,377
ILE upgrade of 5 Teaching Spaces	215260	(4,986)	49,614	(1,968)	-	42,660
Roof Replacement & Leak Remediation	228949	-	47,918	(47,918)	-	-
SIP Swimming pool Paving Repairs	226194	-	17,117	(17,117)	-	-
SIP Electronic Sign	226192	12,600	-	(20,935)	-	(8,335)
SIP Site Covered Waiting Area	226191	-	23,535	(47,777)	-	(24,242)
SIP Court Fencing	226190	38,250	1,562	(39,812)	-	-
SIP Block 6: Solar Panels	226188	45,035	4,127	(49,162)	-	-
Totals		49,070	254,575	(283,136)	-	20,509

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

72,831
(52,322)
20,509

2020	Project No.	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Senior Block 1 Upgrade	208375	(19,745)	-	-	-	(19,745)
Boiler Replacement	215261	-	54,540	(61,617)	-	(7,077)
SIP Automated Entrance Gate	232118	-	-	(11,278)	-	(11,278)
LSC Office	218980	-	-	(3,729)	-	(3,729)
ILE upgrade of 5 Teaching Spaces	215260	-	-	(4,986)	-	(4,986)
Roof Replacement & Leak Remediation	228949	-	-	-	-	-
SIP Swimming pool Paving Repairs	226194	-	-	-	-	-
SIP Electronic Sign	226192	-	12,600	-	-	12,600
SIP Site Covered Waiting Area	226191	-	-	-	-	-
SIP Court Fencing	226190	-	38,250	-	-	38,250
SIP Block 6: Solar Panels	226188	-	45,035	-	-	45,035
Totals		(19,745)	150,425	(81,610)	-	49,070

A prior period adjustment was made to correct the allocation of funds received from the Ministry of Education. In 2020 the School received a total of \$95,885 in grants for three projects. These grants were allocated to the SIP Automated Entrance Gate project in error.

To correct the error, funds were reallocated to the following projects; \$12,600 to SIP Electronic Sign, \$38,250 to SIP Court Fencing, and \$45,035 to SIP Block 6: Solar Panels.

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal and Lead Coaches.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,680	2,120
<i>Leadership Team</i>		
Remuneration	544,355	564,159
Full-time equivalent members	4.48	5.00
Total key management personnel remuneration	<u>546,035</u>	<u>566,279</u>

There are 5 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80 - 90	150 - 160
Benefits and Other Emoluments	1 - 2	0 - 5
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	2.00	2.00
110 - 120	1.00	1.00
120 - 130	1.00	-
	<u>4.00</u>	<u>3.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

The School is involved in an ongoing legal matter which is expected to be settled in late 2022. The amount of the settlement is not yet able to reliably measured, and thus no provision has been recorded within the current year. It is expected that some or all of the settlement amount will be covered by the School's insurer.

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$351,501 contract for the Senior Block 1 Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$336,851 has been received of which \$356,596 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$71,574 contract for the SIP Automated Entrance Gate as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,416 has been received of which \$37,622 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$36,222 contract for the LSC Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$39,600 has been received of which \$36,223 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$496,136 contract for the ILE upgrade of 5 Teaching Spaces as agent for the Ministry of Education. This project is fully funded by the Ministry and \$49,614 has been received of which \$6,954 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$20,935 contract for the SIP Electronic Sign as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,600 has been received of which \$20,935 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$35,000 contract for the SIP Site Covered Waiting Area as agent for the Ministry of Education. This project is fully funded by the Ministry and \$23,535 has been received of which \$47,777 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$351,501 contract for the Senior Block 1 Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$336,851 has been received of which \$356,596 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$60,000 contract for the Boiler Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$54,540 has been received of which \$61,617 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$106,539 contract for the SIP Automated Entrance Gate as agent for the Ministry of Education. This project is fully funded by the Ministry and \$95,885 has been received of which \$11,278 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$39,600 contract for the LSC Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$3,729 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	523,237	231,451	537,388
Receivables	210,724	149,299	139,679
Investments - Term Deposits	388,685	63,787	166,497
Total Financial assets measured at amortised cost	1,122,646	444,537	843,564

Financial liabilities measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Payables	180,581	155,998	180,748
Finance Leases	22,036	22,688	29,881
Total Financial Liabilities Measured at Amortised Cost	202,617	178,686	210,629

23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Homai School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
David Hydes	Presiding Member	Elected	Sep 2022
Rosina Wikaira	Principal		Jul 2021
Nirvana Rao	Acting Principal	Appointed	
Elizabeth Havill	Parent Representative	Elected	Sep 2022
Helen Tua	Parent Representative	Elected	Jan 2021
Bill Neva	Parent Representative	Elected	Sep 2022
Richard Carpinter	Parent Representative	Appointed	Sep 2022
Estea Peautau	Staff Representative	Elected	Dec 2021

Homai School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$5,095 (excluding GST). The funding was spent on sporting endeavours.



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaoati te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho korerū ki roto i te ao G.I.V.E.S i waihangaia e rātou.

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal: Consolidate Culture Counts - RF Reform across the school at all levels

- Common code of practice
- Family Like Context
- Agentic Discourse

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
To accredit new 2021 Team Coaches (including those who were conditionally accredited in 2020), and build RbL (Relationships Based Learning) expertise.	Whānau Ship Te Korowai o Homai through Relationship First	Staff Retreat to Hokiangā Supporting our new whanau (staff) by introducing the research and the results we have had thus far. For our current staff, it was about strengthening their prior knowledge around Te Korowai o Homai (our RBL journey)	To ensure consistency and understand that we are all moving forward together as a team, as a whanau. Acknowledging the journey we started together and the positive results that have come from staying true to RBL.	Sustaining this throughout the school, and ensuring that all staff walk the walk, and talk the talk.
		Weekly professional development on a focus - through the RBL lens.	To ensure that our staff pedagogy remain current and guided by our cultural responsive practice	Continuing this every week to sustain the pedagogy staff have around RBL and how this is woven in everything that we do. Continuing to use evidence to draw on a focus for the following weeks.



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakacati te kura o Homai ki te tuku atu te manatanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangatia e rātou.

	<u>MCGC (Manurewa Guiding Coalition) working together on our individual goals, (co-construction process)</u>	Each Waka was to create their own GPILSEO - which meant they had to identify the students in their classes who required support because of their attendance. We looked at students with the following HA&HA, HA&LA, LA&LA, and LA&HA	The data would have given us a clear indication to who these students were, what waka/classes they were in, and for us to therefore look at the support systems we needed to put into place for them.	Due to COVID19 - this was put on hold due to our focus being on student and whanau Health and Well being. This would be continued when and if we return to school
	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM TWO	TERM TWO	TERM TWO	TERM TWO
	6 Accredited Impact coaches came in to collect students, whānau, support staff, and teachers' voices.	To create the optimal conditions for accelerated progress and expected achievement for Maori and all learners (Classroom)	Data from voices were analysed by Lauryn Tafa (Cognition) and draft was sent through for Lead Coaches to read through.	<u>Time 1 - Voices - 2021</u> <u>HOMAI VOICES R1 2021-Recording</u> Term 3 Unpack Voices with staff identifying Barriers and enablers.
<u>MCGC working together on our individual goals, (co-construction process)</u>	Each school gave an update of what they had been doing in relation to RBL - whilst Laurayne used this as an opportunity to demonstrate how a Co-construction meeting is carried out.	This was to share where each of our schools were at - with regards to RBL, but most importantly, to see how an effective Co-construction meeting is carried out.	To take this process and to attempt holding our own Co-construction meetings with our staff around data.	
	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM THREE	TERM THREE	TERM THREE	TERM THREE
	<u>10 minutes Walk Through....</u>	Most of the RF Dimensions being actioned	Common Practice and pedagogy around RF	Use to Barriers as teacher's next learning steps - <u>Classroom Observations</u>



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kereuri ki roto i te ao G.I.V.E.S i whāngatia e rātou.

<p>RBL CLASSROOM OBSERV...</p> <p><u>Co-construction process</u> The co-construction process (LCs to model at PLD)</p> <p><u>COVID19 Te whare Tapa wha</u></p>	<p>Did not happen due to lockdown</p> <p>Laurayne had come through to once again model and support the TCs on how to carry out an effective Co-construction meeting</p>	<p>No staff or students on site. Distant learning</p> <p>This was the trial run before we met to carry out the process with our staff - using their data. Paused due to Lockdown - no current data to analyse</p>	<p>Action in Term 2 - 2022</p> <p>To encourage teachers to ask questions that allow the Teacher (who shared their data) delve deeper into what the data is telling us.</p>
<p>TERM 2 PLD - .pptx</p> <p><u>GUIDING COALITION</u> September Level 4 - Check... October level 3 - Check ins ...</p>	<p>Keeping wellbeing at the forefront; staff was encouraged to incorporate Te Whare Tapa Wha into their daily routines. Regular check-ins with students/whanau and each other.</p>	<p>This came from our first COVID19 hit. So many families had experienced being laid off due to businesses being closed down - so it was about Homai doing what they could to take care of the wellbeing of our whanau.</p>	<p>Continue this as we progress through the year, not knowing whether this was just the surface of what may be waiting ahead. Continuing this support for our students and their whanau.</p>
<p>Action (What did we do?)</p>	<p>Outcome (What happened?)</p>	<p>Variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>TERM FOUR</p>	<p>TERM FOUR</p>	<p>TERM FOUR</p>	<p>TERM FOUR</p>
<p><u>Student agency as the new status quo</u></p>	<p>Online PLD with Rosina</p>	<p>Due to COVID19 L4 lockdown - using student agency to drive learning and</p>	<p>Teachers took on key points raised in the PLD to allow power-sharing</p>



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangaia e rātou.

Resetting relationships with whānau	Webinar with Laurayne Tafa.	learner engagement	with our students and how they best engage in their learning.
Copy of Term 4 Impact Coa...	Online PLD with Rosina	Reassessing how we can best utilize our parents as co-teachers, and empowering them - from COVID19 L4 lockdown	Communicating more with our whānau to ensure their voice is clear in how we best deliver learning for our students and equipping them with the tools to help them in the home.
Homai Whānauship Pedag...	Staff completed an SLT survey using our Whānauship Pedagogy - Create, Interact, Monitor, Evaluate	ERO Review	To monitor the impact our whānauship pedagogy is having on student outcomes.
Ownership	Awa, Terangi, and Nirvana Presented at the online RBL Conference.	To evaluate our leadership impact on teaching, learning, and leading to the North East. It is our optimal conditions (no exceptions, no excuses!) where all succeed.	Strengthening our Te Korowai o Homai within our classroom teachers and spreading the benefits of Relationship First.
Sustainability in the Midst o...		Build leadership and sustainability in our Team Coaches.	
Copy of Modified Feedback...			



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

STEAM Plan, coordinate and evaluate teaching of	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM FOUR	TERM FOUR	TERM FOUR	TERM FOUR



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 3 - LEADERSHIP: Invest & develop optimal leadership conditions at all levels
NELP: Quality Teaching & Learning

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM TWO	TERM TWO	TERM TWO	TERM TWO
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Created a localised curriculum aligning elements of STEAM that were relevant to our inquiry topic for the Term	Collaborative Approach to Learning Shared clarity across the focus of the Term, and resources required for the STEAM focus for the Term.	Provision of professional learning development in Curriculum Guiding coalition teams. This was to ensure staff could see the links in the integration of STEAM interwoven within literacy and numeracy	Transparent and clear assessment opportunities and the tools required that ensure we are on the right track - and tracking progress effectively. https://sites.google.com/view/manurewasteamhub/home
	Explicitly brainstorm authentic learning experiences that fall under the acronym of STEAM.			
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM THREE	TERM THREE	TERM THREE	TERM THREE
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Teachers designed their own STEAM activities to share with students & their whanau	More whanau engagement - from the tasks/learning designed that allowed them the opportunities to use realistic contexts (the world around them)		Create a hub or site that allows for all these resources/lessons to be uploaded and accessible should we go through another lockdown Create opportunities to provide online support for our whanau with Teaching/delivering lessons from their homes.
	LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 3: Invest & develop optimal leadership NELP: Quality Teaching & Learning

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
Effective Leadership, Teaching & Learning Principles & Practices. Develop a coaching leadership model that reflect optimal teaching & learning conditions for all learners & their whanau To provide high-quality learning experiences outside the classroom that maximise learning and safety.	Working through the Homai Induction & Mentoring programme	Clarity around the expectations for Provisionally registered teachers and their mentors.	To ensure that Paulicia and I had shared clarity around our roles and responsibilities.	Working through this document and constantly referring back to this if in doubt. Conversation guide . And keeping a reflective journal - PLD
	Unpacked Teacher's Council key documents - for Provisionally Registered Teachers.	Paulicia having a better understanding of the specific criteria required to be signed off at the end of the year.	My role as a mentor is to ensure that Paulicia has a good understanding of what the criteria entails, and the learning opportunities she would provide for her learners.	Identify an area (Teaching Criteria) she requires support on and work on how she can better provide opportunities to give evidence of her professional growth.
	Professional Learning Development	Enrolled in the Incredible Years Teacher programme.	With the makeup of Paulicia's class and the diverse needs - Paulicia was enrolled to support her beginning years as a Teacher - support her learners	Implement the strategies covered over the course in her teaching practice - reflect over the successes, challenges and work on. <i>Work closely on the new Professional Growth Cycle developed.</i>
	Support on effective FB & FF	Discussion and shared resources on the purpose of FB & FF.	To ensure that the FB/FF that Paulicia was providing her learners, was providing opportunities for student agency/self-regulation - which would ultimately see students taking control and being independent learners and designers of their learning.	Use the resources provided and reflect on student voice collected to assess the level of FB/FF she is providing her learners.



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

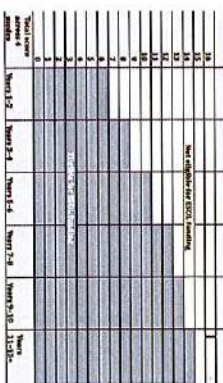
Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
TERM TWO	TERM TWO	TERM TWO	TERM TWO
Supporting students of concern <ul style="list-style-type: none"> Communication 	Paulicia had some concerns about some of the academic progress of students in her classroom.	Needing clarity around how we can accelerate the learning of these students, but equally taking into account the other contributing factors such as attendance, learning supports etc.	Implement (in her planning) the strategies and resources we discussed to cater to the learning needs of her learner; still allowing for accelerated opportunities and/or experiences.
Email communication between a parent, Paulicia and I regarding support around bullying issues that were surfacing in Room 5 The parent of the child was very vigilant and grateful that even though things were moving slowly - plans were in place to support her daughter. (email)		Paulicia had reached out (via email) to Melisha (Learning Support Coordinator) & I regarding bullying issues in her class.	Continue to implement the restorative strategies in her classroom and use the PB4L lessons created to support desired behaviours.
Teaching support (PLD) Samoan Language Week Support	Supported with the delivery of Gagana Samoa and other elements of the Samoan culture.	Samoan language week - I released Paulicia and upon her request I delivered lessons with fun activities to help build their knowledge around the Samoan culture.	Collect student voice at the start and end of language weeks - to provide evidence on the learning that has taken place over the week. Continue to implement these in other areas - INTEGRATE
Inquiry Process support <ul style="list-style-type: none"> Communication 	Robust discussions on how we could look at creating opportunities for students to self-regulate	Paulicia wanted to provide enough support without feeling as if it was entirely Teacher directed. It was important that student voice was heard and acknowledged.	Collect student voice on what ownership they have had over their learning. Bring in the GPLSEO model here for students to begin being the key drivers of their learning.
Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
TERM THREE	TERM THREE	TERM THREE	TERM THREE
Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

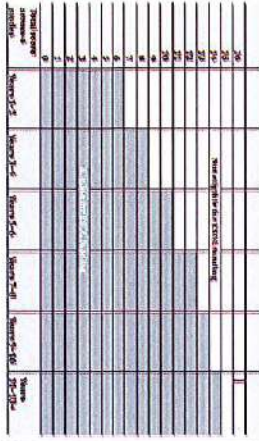
Kia whakapapai te kura o Homai ki te tuku atu te mātauranga kia whakaiti ai ngā ākonga mā te ao hurihuri, kia pōho kērerū ki roro i te ao G.I.V.E.S i whāngatia e rārou.

2021 ESOL Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Goal Learning Progress & Achievement - Promote and Improve Learner Success.	<p>The teaching and learning strategies provide teachers with models for developing learning materials for their students, which can be adapted and used in other contexts and curriculum areas.</p>	<p>Teachers are identifying ESOL students from enrolment forms and ongoing formative observations</p>	<p>Teachers come with their own perception of how assessments are administered. (ELLP)</p>	<p>PLD on how to administer the assessment</p> <p>Identifies who qualifies and who doesn't</p>
Leading & Teaching in the North East - Agentic / Nurture & Care / High Expectations / Optimal Learning Environments / Know our learners know their learning	<p>To ensure that English language learners:</p> <ul style="list-style-type: none"> are eligible to attend school in New Zealand have their culture, language and identity affirmed, and their learning needs identified are eligible for funding twice a year from the Ministry of Education and fall into three categories <ol style="list-style-type: none"> Refugees Students born outside of New Zealand (Migrants) Students who have a parent born outside of New Zealand (NZ born) 	<p>TERM 1 & 2 FUNDING - 133 students received funding for Terms 1 & 2</p> <p>40 - Migrants</p> <p>2 - refugees</p> <p>91 - NZ born</p> <p>TERM 3 & 4 FUNDING - 135 Students received funding for Term 3&4</p> <p>38 - Migrants</p> <p>2- refugees</p> <p>95 - NZ born</p> <p>ESOL students identified and getting extra support from Whaea Karita and Matua John</p>	<p>Upskilling of SSTs by learning new strategies to deliver teaching and learning of ESOL students</p> <p>Students use their first language to read using Dual Language Readers</p> <p>ESOL students getting extra support apart from their daily learning in class</p> <p>Teachers using SELLPs in the teaching and learning of Second Language Learners</p> <p>Supporting English Language Learning in Primary School (SELLPS) / Resources for planning / Planning for my students</p>	<p>Upptaua to ensure this page is attached to ELLP record of progress</p>  <p>An intervention such as Quick 60 is used to address the reading achievement of ELL students.</p> <p>Continuation of the termly assessment of students</p> <p>Continuation of the moderation of evidence and assessment</p>
We aim to provide a dynamic education with an enriched and nurturing "family like context" learning environment that benefits our whole school community.	<p>Teachers are asked twice a year to assess these students.</p>			
We are a multicultural inclusive school that caters for all learners.	<p>The teachers use a graded criteria system to assess against.</p>	<p>Relationships-based Learning - Collection of Evidence</p>		
We highly value our school community and its cultural diversity,				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.
Kia whakapiri te Kura o Homai ki te tuku atu te marautanga kia whakaitia ai ngā ākonga mō te ao hurihuri, kia pōho karewā ki roto i te ao GLVES i whānangatia e rōtōu.

<p>acknowledging, embracing and celebrating all the languages, cultures and identities of our people.</p> <p>We seek to give all our learners the opportunity and have their success celebrated.</p> <p>We provided optimal learning conditions for all!</p>	<p>Once a student achieves a benchmark as outlined below, or they exceed the time limit their funding ceases.</p> <p>This funding is used to provide in class support for these students.</p> 	<p>The use of DUAL Readers to ensure the importance of supporting and encouraging the use of learner's first language when they are learning and additional language (ELLP pg.4)</p>		<p>Continuation of the school wide assessment procedures</p> <p>Integrate into curriculum planning more strategies applicable for these students.</p> <p>Teachers and parents to encourage the use of Dual Language Readers as discussed at Fonau Fono</p>
	<p>SCHOOL ENROLMENT PROCESS</p> <p>School Enrolment Process</p> <p>Enrolment - parent fills in ESOL supplementary form if applicable. Enrolment officer to assist with filling the form in if English is a barrier or Uputaua</p> <p>Enrolment officer to enter child's home language as their Ethnicity on Edge</p> <p>The Enrolment Officer files the forms in the ESOL Folder.</p> <p>ESOL Coordinator checks forms and eligibilities</p>			



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Kia whakaaori te kura o Homai ki te tuku atu te marautanga kia whakaiti ai nga akonga mo te ao hurihuri, kia poho kerau ki roto i te ao G.I.V.E.S i whangaitia e ratou.

	<p>ESOL Coordinator enters information from ESOL Supplementary Enrolment Form</p> <ul style="list-style-type: none"> • Ethnic Group • Country of birth • Home language • Counties of residence • Mother / Father's Name • Mother / Father's Ethnic group • Mother / Father's country of birth • Previous Education overseas/NZ <p>ESOL checks ELLP record progress and enters</p> <ul style="list-style-type: none"> • carryover students scores into the Ministry of Education ESOL status list • new NZ born students – • New NZ born • new Migrant • new Refugee <p>Contact new ESOL students previous schools to send ELLP forms</p> <p>Karita (SST) teaching ESOL students 4 days a week in 30 mins slots</p> <p>ESOL-teaching-strategies</p> <p>Using ELLP matrices as teaching</p>			
--	--	--	--	--



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Kia whakacori te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho kereu ki roto i te ao G.I.V.E.S i whangaitia e rātou.

	<p>focus</p> <p>3 SSTs attending PTAP - to improve teaching and learning</p> <p>1 Teacher attending PELP - to improve teaching and learning of ESOL students using Dual Language Books</p> <p>Facilitator observed John, Karita and Donna teaching using what was taught at course</p> <p>Trialling the inclusion of ELL strategies and approaches in the curriculum delivery. For example increased use of visuals, repetition, vocabulary development and spelling/phonemic awareness strategies.</p> <p>TERM 2 PLD 2021</p>				
	<p><u>Glossary of Acronyms and abbreviations.</u></p> <p>ESOL - English for Speakers of Other Language</p> <p>TESSOL - Teaching English in School for Speakers of Other Language</p> <p>MOE - Ministry of Education</p> <p>ELLP - English Language Learning Progression</p> <p>SST - Support Staff Teacher</p>				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Ka whakacacoti te kura o Homai ki te tuku atu te marautanga ka whakaitia ai nga akonga mo te ao hurihuri, ka poho koreru ki roto i te ao G.I.V.E.S i whangatia e ratou.

PD - Professional Development



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Ka whakacooiti te kura o Homai ki te uku atu te marautanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kerevā ki roto i te ao G.I.V.E.S i whāngatia e rātau.

2021 Mentor/PRT AoV Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>To ensure Manju receives an appropriate level of support & ongoing professional development.</p> <ul style="list-style-type: none"> To follow the guidelines of the New Zealand Teachers Council. To provide the PRT clear guidelines on the level of documentation required of meetings, observations & assessment of teaching programmes. 	<p>Ensure everything is align with Te Korowai o Homai</p> <p>Provide ongoing feedback and feedforward to reflect and improve practice, planning and classroom and management.</p> <p>Provide ongoing guidance and support especially during stressful times such as report writing, Lockdown etc.</p> <p>Ensure they have optimal support for setting their classrooms up. Refer to Homai Induction & Mentoring Programme</p> <p>Ensure they have structured routines in their classrooms.</p> <p>Co-teach and co/plan with them</p> <p>Creating resources to cater for the needs of our students</p> <p>Provide models and exemplars u</p> <p>Co-construct feedback and feedforward</p>	<p>To:</p> <ul style="list-style-type: none"> administer own assessments analyse and enter own assessments plan use Te Korowai o Homai whanaupia - Create optimal learning conditions for their learners share students success with Mentor teacher/colleagues spread knowledge learned from School Pld's and other workshops in their practice Effective classroom practice. 	<p>Whanaupia was our Korowai - Our Culture, Our Way. We started with our Why and always refer back to it.</p> <p>Te Korowai o Homai PLDs every Tuesday</p>	<p>Continued mentoring and support to a high standard.</p> <p>Continually reflect and evaluate the support given to ensure that they are receiving the very best support and guidance possible.</p> <p>Continuing to build an environment which fosters risk taking and opportunities to grow leaders is encouraged and opportunities are provided.</p> <p>Keep referring to Homai Induction & Mentoring Programme</p> <p>Continue aligning everything with Te Korowai o Homai</p> <p>Become North East Teachers/Leaders</p>



At Homai we promise to deliver a curriculum where students will be future-ready, & have confidence to invent a G.I.V.E.S world they want to live in
*Ka whakaoti te kura o Homai ki te tuku atu te marautanga kia whakaiti ai ngā ākonga mā te ao huruhuri, kia poho kererū ki roto i te
 ao G.I.V.E.S i waihangatia e rātou.*

Writing AOV - 2021

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Goal Promote our CIM (Create, Interact, Monitor) practices for learner impact & progress	Develop assessment practices to inform effective pedagogy	eASTTle Assessment Writing Profiles eASTTle Moderation PD	New staff Beginning Teachers	Continue provide effective PLD for: Administering assessment tools that suite Homai Collecting, scrutinising and understanding data Moderating students writing Moderating teachers marking
	Identify and show progress for Maori learners to support their learning & well-being as Maori	Developing learning relationships through RBL.	Research shows that using RBL Profile ie Part 1 and Part 2 compliments best practice.	For teachers to continue using the RBL Profile to build/strengthen relationships that leads to accelerated progress for students.
	Resources	Purchasing resources - Spelling resources Phonological awareness	Resources used by teachers as models and exemplars for teaching and learning.	Continue adding to existing resources.
	RBL Observations-Writing Focus	Writing was used as a focus area for RBL observations.	Writing was identified as a target area for Priority students.	For teachers to use the feedback and feedforward to improve their practice. Setting goals for future RBL Observations using their RBL evidence/data.
	Structured Literacy PLD Joy Allcock Spelling Program	Planning, resources, videos, theory and evidence	Explicit teaching of Phonics to support Encoding.	Continue making links between Reading and Writing Allow students to use Writing in different contexts. To plan explicitly for teaching Spelling. To plan explicitly for teaching of Writing.

				Using the LLPs as to what their next steps are. To cover the length and breadth of the the Writing Curriculum.
--	--	--	--	---

Reading - AOV- 2021

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Promote our CIM (Create, Interact, Monitor) practices for learner impact & progress	Reading PLD Homai Theory Action	Unpacking the Curriculum Document Unpacking the Literacy Progressions Co-planning & C-teaching with Leitia Literacy in Class support with Leitia Unpack Reading The SETS (PACT) with Leitia and Leaders then with teachers Plan PLD for Leaders to deliver to Wakas 2022 Planning for reading Term 1 -2022	Develop Teacher pedagogy To plan explicitly for teaching of Writing To conference with students using the LLPs as to what their next steps are To cover the length and breadth of the the Reading Curriculum Know your learners know their learning For Teachers to better understand how the PACT tool can track student progress across the school To align with other schools using PACT in our Kaahui Ako Identify student's learning styles - kinesthetic, musical learner etc Make OTJs using Summative/Formative data that will support the PACT TOOL	Unpack the rest of the Reading Aspects before Term ends. Vision Education to continue supporting PLD on the PACT TOOL Teachers starting to use the PACT TOOL to track student progress

	Teachers Identified Target students	Deliberate planning in place for Target learners that are at risk.	As a school we need to create the conditions where accelerated progress and expected achievement for all students is guaranteed.	Identify 2022 target students for reading and create the optimal conditions for learning, progress and achievement.
	Supporting Target students for Reading during Lockdown	SST's worked with little groups on Zoom Teachers did the planning for these sessions	To still support students that needed the acceleration in Reading Engagement for students during Lockdown	Go collect FB/FF on this plan
	Structured Literacy	Developing teachers Pedagogy and using SL School referral for RTLB support for SL RTLB and Literacy Leader delivery of SL Professional Development Literacy Leader worked alongside 2 Junior teachers to co-teach SL	SL has been the program rolled out by MOE to focus on explicit teaching of Sounds/Letters. Reviewing the impact/effectiveness of Reading programs prior to SL. Using Reading data and evidence of previous programs.	Invite RTLB (2021) to support teachers who missed the first PLD Continue with our SL journey in 2022 Purchase any other Resources that teachers may need to supplement SL Program
	Resources	New resources purchased to support new Reading programmes. SL manuals New Benchmark kit Order new resources from Ready to Read	Old resources did not suite new reading programs. Readers (Benchmark kit) need replenishing all the time. These seem to go missing and or there isn't enough to go around when testing	Ensure New sets of readers are available across the school



At Homai we promise to deliver a curriculum where students will be future-ready, & have confidence to invent a G.I.V.E.S world they want to live in

2021 AC3 BOT Report - Analysis of Variance

Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>AC 3 Goals/Objectives</p> <p>Objective One:</p> <p>Develop a shared understanding of STEAM & Integrated Learning based on our community context and use this to develop common teaching practices.</p> <p>Create a Kaahui Ako learner inquiry model that is adaptable across schools and curriculum levels.</p>	<ul style="list-style-type: none"> - Providing ongoing PLD and support for all staff around implementing and integrating Reading, Writing, and mathematical skills and techniques through a Digital-STEAM approach to learning. - Explicitly brainstorm authentic learning experiences that fall under the acronym of STEAM. - Developed a tool which guides our mahi as the AC3 Kaahui Ako inquiry process 	<ul style="list-style-type: none"> - Improvement in student engagement during lessons - Collaborative Approach to Learning - Whanau engagement during lockdown with Distant Learning - https://sites.google.com/view/manurewesteamhub/home - Supplying resource kits for our new curriculum delivery. By supporting our classrooms with these resources, teaching programmes were innovative, exciting, and engaging. - Kaahui Ako AC3 Within School Inquiry Process 	<ul style="list-style-type: none"> - To ensure that all Teachers felt confident in integrating Reading, Writing, and Maths into the authentic learning experiences. - Lessons taught online via Facebook, Zoom, emails, Hapara - The purpose of the within school teacher is to promote best teaching practice and strengthen the use of an inquiry approach to teaching and learning, in order to achieve the shared achievement challenges. 	<ul style="list-style-type: none"> - Systems to monitor the interaction and success of all learners. - Prepare for 2022 Kaahui Ako conference to share findings

Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Objective Two: Improve staff confidence in offering STEAM and Integrated Learning opportunities by investigating the needs of our staff and developing resources and PLD that address these needs.	<ul style="list-style-type: none"> - Lots of STEAM opportunities are provided by staff for students and the community. - Students are beginning to be well engaged and articulate about what they are doing. - In 2020 under tool a Kaahui Ako survey on Steam 	<ul style="list-style-type: none"> - Baseline Report: Where are we in terms of STEAM and Integration 	<ul style="list-style-type: none"> - To explore differences in where schools in our community were when it came to their development of STEAM based or integrated learning opportunities. 	<ul style="list-style-type: none"> - To continue with programmes and Professional development of all staff with integrating STEAM
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Objective Three: Establish and promote shared ways of collaborating, sharing, teaching and learning throughout our Kaahui Ako to better foster connections	<ul style="list-style-type: none"> - Developed a Kaahui Ako Digital Curriculum Rubric to assist schools with exploring, implementing and measuring student success and achievement in the Digital Technologies Curriculum. - Collated fishbone diagram that identified key factors underpinning inequity in student achievement in our community. 	<ul style="list-style-type: none"> - Digital Curriculum Rubric - Collated fishbone diagram 	<ul style="list-style-type: none"> - To have a shared and collaborative approach to teaching and learning throughout our Kaahui Ako 	<ul style="list-style-type: none"> - To continue working within the Kaahui Ako and foster stronger connections.

between our schools.				
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<u>Objective Four:</u> Establish shared channels of data that measure student development in Integrated and Steam based learning opportunities.	<ul style="list-style-type: none"> - Data informs our practice. - Integrated learning through power-sharing school-wide. - Exploring ways of measuring successes. - AC3 Kaahui Ako inquiry investigation 	<ul style="list-style-type: none"> - Collaboration between Kaahui Ako schools and within schools is still ongoing - AC3 inquiry process - My inquiry 	<ul style="list-style-type: none"> - To set a baseline for data and links between Steam based learning opportunities and student achievement and engagement. 	<ul style="list-style-type: none"> - Collaboration between Kaahui Ako schools to continue - Prepare for 2022 Kaahui Ako conference to share findings
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<u>Objective Five:</u> Collaborate with science specialists and representatives throughout our Kaahui Ako to investigate and address engagement and achievement concerns in this learning area.	<ul style="list-style-type: none"> - Wonder Project -Water powered Rockets- collaboration with Kaahui Ako teachers who were working with the Wonder Project 	<ul style="list-style-type: none"> - Plans and designs were shared across the Kaahui Ako teachers working with the Wonder project 	<ul style="list-style-type: none"> - To engage within our teachers and students to share ideas and problem-solve design issues with rockets 	<ul style="list-style-type: none"> - Continue with working relationships and build stronger connections with Kaahui Ako teachers who were working with the Wonder Project in 2022
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)

<p><u>Objective Six:</u></p> <p>Foster connections with external STEAM providers.</p>	<ul style="list-style-type: none"> - Explored Community and business involvement - Links to mana whenua / Marae - Secured funding for South Sci and We Share Solar power project and Epro 8 Challenge. - Continued enrolment with Epro 8 Challenge - Wonder Project -Water powered Rockets 	<ul style="list-style-type: none"> - External providers and their respective projects were engaging and beneficial to our students - Engagement levels were high - More PLD and support required for all staff who wish to uptake Challenges such as the Wonder Project and Epro 8 	<ul style="list-style-type: none"> - Provide a variety of engaging opportunities for students at Homai through external STEAM providers 	<ul style="list-style-type: none"> - Continue with working relationships and build stronger connections with external STEAM providers. in 2022
---	---	---	--	---



At Homoi we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 1: Learning & Wellbeing: Promote & improve learner success & wellbeing.
NELP: Learner at the centre

AREA	Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
EOTC Curriculum Dev. Develop a localised curriculum relevant to student needs with an emphasis on enriched learning opportunities for all learners.	Opportunities provided for our students to connect with our whenua - which in turn linked back to our Inquiry for the term.	TERM ONE	TERM ONE	TERM ONE	TERM ONE
			Eye on nature: Year 5-6 trip to the Auckland Botanic Gardens	To have students engage in a variety of hands-on activities related to the native NZ forest. The experience is related to our Inquiry Topic: "My past is my present and my present will be my future which makes me unique"	Identify other possible learning experiences outside of the classroom - that link to the topic of the next term. Begin the planning process early to ensure we meet deadlines, and health measures have been considered and met.
		Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
		TERM TWO	TERM TWO	TERM TWO	TERM TWO
		PLD provided for our staff to stay well informed on the processes around EOTC. Provide EOTC learning experiences	Staff have a better understanding of the processes and the deadlines required for EOTC. MPSSA - all schools who are included in the cluster took turns hosting different sports.	Staff were unsure of how to fill in RAMS forms, and when they had to ensure paperwork was completed by - to meet deadlines. Shared responsibility between the schools - building relationships in our community	Ensure that students are referring back to our timelines and using our school docs. If they are ever unsure of policies when taking students out, or staying overnight, whether on or offsite.
To provide high-quality learning experiences outside the classroom that maximise learning and safety.	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)	
		TERM THREE	TERM THREE d	TERM THREE	TERM THREE
		LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN
		Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
		TERM FOUR	TERM FOUR	TERM FOUR	TERM FOUR



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

	Wellington	Parliament visit - scheduled visit to the Beehive in	Cancelled - due to covid Virtual opportunity of the learning experience made available	Due to the current situation with COVID - other means by the education team were provided to still allow students the opportunity to experience the Parliament house and the roles and responsibilities carried out.	Continue to keep up communication between our school and outside agencies - who are supporting us with visits and ensure deadlines are met with policies considered in planning.
--	------------	--	--	--	--



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 1: Learning & Wellbeing: Promote & improve learner success & wellbeing.

NELP: Learner at the centre

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
EOTC Learner at the centre: Learners with their whānau at the centre of education Use our whanauship approach to promote a learning environment that is safe, inclusive and free from racism, discrimination and bullying	TERM ONE	TERM ONE	TERM ONE	TERM ONE
	Establishing our why as leaders with the portfolio's we hold. <u>When we show care for one another, we can be at our best - together</u>	Providing opportunities where all learners/stakeholders can self-regulate and monitor their wellbeing, by taking responsibility to clearly communicate this (to receive support)	With the shift in the way our learners learn - due to the pandemic, it was important to acknowledge that learning would look, feel and sound very different moving forward. It was important however that in any capacity we provided equal opportunities for all to learn within optimal conditions (<u>CIM</u>). To ensure that all stakeholders felt supported, it was important to establish norms that could be referred to in the event that staff or students were unsure	Continue to develop these practices by using and believing in the impact from the evidence the research has provided - to work towards the sustaining stage as a whole service, to, by and for our learners Promote the importance of using and sticking to the protocols we have in place to ensure the integrity of our whanauship framework
Develop our collaborative approaches to enhance student wellbeing, seeing and sharing knowledge of what works best for all our learners (CIM framework)	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	Supporting staff, students and whānau with concerns.	Communications, discussions and meetings around resolving issues involving our students - to clarify any misunderstandings.	Whānau had reached out regarding concerns relating to their children and other students. <ul style="list-style-type: none"> LSC & I support Email communication to I Communication with R5 parent Follow up email after meeting Email to tutor Parents communications around their child's learning needs 	Support staff, students and whānau to use/implement practices or strategies to eliminate undesirable behaviours <ul style="list-style-type: none"> PB4L analysis <u>I1</u>, <u>I2</u>, <u>I3</u> PB4L lessons PB4L information



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

<p>Partner with family & whānau to equip every ākonga/learner to build and realise their aspirations</p>	<p>Collection of voices from all stakeholders</p>	<p>Organised for <u>accredited voice collectors</u> to come through and collect voices from our students, whānau, teachers, TMiNak, SSTs and leaders.</p> <ul style="list-style-type: none"> • <u>Timetable</u> • Focus group interview <u>template</u> • Focus group <u>questions</u> 	<p>Reflecting on our whanauship journey - part of the framework requires the collection of voices from the different groups within the learners. This process allows us to measure our impact; identifying the enablers, barriers and activations.</p>	<p>Reflect on the underlying themes from the different focus groups. Identifying key areas that are simple work-ons and activations - which we can collectively plan for in order to improve our voices in the next round of voice collection.</p>
	<p>Action (What did we do?)</p> <p>LOCKDOWN</p> <p>Working alongside staff to bridge the gap - by communicating to parents important information specific to their child's needs.</p>	<p>Outcome (What happened?)</p> <p>LOCKDOWN</p> <ul style="list-style-type: none"> • Supporting Staff, <u>SENCo</u>, <u>GC</u> & LSC • <u>Organised food parcels</u> • Contacting our Samoan families who have a language barrier. • <u>Ann - Nariah and Jaedalei</u>, Support letters for devices • <u>Peyson & Tupou</u> 	<p>Variance (why did it happen?)</p> <p>LOCKDOWN</p>	<p>Evaluation (where to next?)</p> <p>LOCKDOWN</p> <p>Continue to support our whānau the best way we can - without making promises, and provided it is within our means of support, and should it not be, we can suggest, connect them to agencies who are better equipped to support.</p>



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakaratia ai ngā ākonga mā te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i whāngatia e rātou.

Jacinta Chinta/ Radhika Raj - Mentor/ PTR Analysis of Variance 2021 Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p><u>Tutor Teacher Goal</u></p> <p>To provide support to Radhika to set up, develop and maintain a healthy, positive and a suitable learning environment for her tamariki. To help her develop her own pedagogical knowledge and receive the required professional development to grow as a teacher.</p>	<p>Provided ongoing weekly and fortnightly support. Given explicit feedback and feed forward to Radhika who is a beginning teacher at Homai School, around:</p> <ul style="list-style-type: none"> Correctly choosing levelled Guided Reading texts from the resource room for her class. Grouping students according to students' learning levels and in mixed abilities Weekly planning <p><u>Mrs JNC- T2 Weekly Plan</u></p> <p><u>Mrs JNC - T3 Weekly Plan</u></p> <ul style="list-style-type: none"> Displaying Homai GIVES, PB4L matrix and other areas of learning <p><u>Room 8 Matrix</u></p> <ul style="list-style-type: none"> Creating a PB4L wall. Teaching Homai GIVES explicitly <p><u>VIGILANCE</u></p>	<p>Radhika identified that the importance of getting help from the experienced teacher is essential for a beginning teacher.</p> <p>She is able to choose right levelled Guided Reading books from the resource room.</p> <p>She took all suggestions, feedback and feed forward positively on board.</p> <p><u>Radhika - T3 Weekly Plan</u></p>	<p>To ensure that Whaea Radhika imparts her sound teaching knowledge to students.</p> <p>To implement a sound Reading programme to help raise student achievement and teach hot spots in core curriculum areas.</p> <p>To organise sound differentiated plan for the week</p>	<p>Continue mentor support to Radhika to become a New Zealand Fully Registered Teacher by 2022.</p> <p>Guide to plan lessons explicitly by meeting the needs of students' learning.</p> <p>Help to identify what works best and if it doesn't work, to change it accordingly.</p>
	<p><u>Mrs JNC - T3 Weekly Plan</u></p> <ul style="list-style-type: none"> Displaying Homai GIVES, PB4L matrix and other areas of learning <p><u>Room 8 Matrix</u></p> <ul style="list-style-type: none"> Creating a PB4L wall. Teaching Homai GIVES explicitly <p><u>VIGILANCE</u></p>	<p>Students to have visual information and cues</p> <p>Students to know classroom and school expectations</p>	<p>To provide students' current information</p> <p>To reward students for their positive behaviour</p> <p>To carry out Homai values consistently</p>	<p>Help in displaying the relevant information</p> <p>Support to teach the tamariki in upholding school values consistently.</p>

	<ul style="list-style-type: none"> Placing e-asTTle, Reading and Maths results on edge. Radhika observing my teaching <p>Lesson Observation</p> <ul style="list-style-type: none"> Inquiry Planning (SSTEAMs) Integrating Inquiry teaching into other areas of learning. Displaying 'Zones of Regulation' posters in the classroom Following protocols of using good hygiene practices inside and outside the classroom during different Alert Levels of COVID-19. Making classroom OTJs. Students' evaluations and assessments <p>Mrs JNC - T3 OTJ</p>	<p>For effective classroom practice.</p> <p>Radhika built confidence to change and adapt to new teaching skills (SSTEAMs).</p>	<p>To observe and learn from more experienced teachers</p> <p>Create a well managed environment for guided and independent activities</p>	<p>Support to become a North-East teacher.</p>
1		<p>Being safe inside and outside the classroom during this pandemic</p> <p>To have accurate students' assessment and OTJs give dependable evaluation.</p> <p>Radhika: PRT Journey TT/ PRT Minutes</p>	<p>Utilise student and whanau voice when planning her programmes by encouraging engagement and collaboration.</p> <p>To better understand students' learning progress and next learning steps</p>	<p>Give support to make OTJs confidently.</p> <p>Guide to refer Homel School Induction & Mentoring Programme</p>
<p><u>Glossary of Acronyms and abbreviations</u></p> <p>GIVES - Guardianship Integrity Vigilance Empathy Success</p> <p>PB4L - Positive Behaviour For Learning</p> <p>DAT - Deliberate Act of Teaching</p> <p>OTJ - Overall Teacher Judgement</p> <p>PRT - Provisionally Registered Teacher</p> <p>SSTEAMs - Social Sciences, Technology, Engineering, Arts, Maths & Sensory</p>				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in

Ka whakacati te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangatia e rātou.

Waka Ahuru Analysis of Variance 2021 Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
To succeed and grow my leadership capabilities and lead/support my waka through RBL where teachers have both high relationships and high teaching skills.	<p>Provided ongoing support for all the teachers in Waka Ahuru around:</p> <ul style="list-style-type: none"> Planning lessons on a weekly basis with specific and explicit learning intentions. Sharing resources such as web sites, instructional materials and other resources to use with students. https://www.twinkl.co.nz/ Demonstrating lessons, co-teaching or observing and providing constructive feedback and feedforward to encourage and improve team teaching skills. Check in with team members, to ascertain if they need any support. 	<p>Teachers identified the importance of explicit lesson planning being crucial to implement effective teaching strategies.</p> <p>Spread curriculum knowledge and resources across the team and the school.</p>	<p>To ensure that all Teachers impart their sound teaching knowledge to students.</p> <p>To share ideas and resources for the sake of students learning</p>	<p>To further develop and adapt to new teaching skills and strategies.</p> <p>To co-construct learning experiences.</p> <p>To consistently integrate Inquiry teaching into other areas of learning.</p> <p>Waka Ahuru supports each other through RBL</p>

	<ul style="list-style-type: none"> Leading Team meetings on a regular basis with a focus on learner progress and achievement and team reflection and evaluation of impact. Furthermore, providing the team with current information, setting the team goals and protocols. Identifying students' who have special learning needs and adapting teaching styles and programmes to cater for all learners Zoom meetings while in COVID-19 lockdown period. to discuss waka wellbeing, distance learning & teaching and provide online resources. <p><u>WAKA AHURU MEETING MINUTES - TERM 3 WK 9</u></p> <ul style="list-style-type: none"> Uploading waka notices, learning videos and students' learning activities on our facebook page and school website. Accommodating and supporting SSTs to carry 	<p>Team members equally participate in discussions and carry out the waka protocols consistently.</p> <p>LSC and outside agencies - RTLB working alongside teachers to design learning programmes and strategies. Learning conversations with SENCo on student engagement, academic progress and wellbeing</p> <p>To discuss students, whanau and teachers' wellbeing; distance learning & teaching and provide online resources.</p> <p>Parents and whanau are able to respond to their children's learning. Moreover, they can work collaboratively.</p> <p>Three SSTs are supporting the waka</p>	<p>Power share ideas and work collaboratively</p> <p>A few students need additional support to learn and achieve.</p> <p>Due to COVID-19 Delta Variant, we had to have remote/distance learning.</p> <p>Parents and whanau will receive up to date information about their children's learning.</p> <p>To give additional support to the students</p>	<p>Waka Ahuru works collaboratively with team spirit.</p> <p>Classroom teachers, LSC, SenCo, RTLB and SSTs work collaboratively.</p> <p>Waka Ahuru needs to be ready with home learning packs, other online learning resources and to incorporate more use of technology in teaching and learning.</p> <p>To use technology more.</p> <p>SSTs have given wonderful support to the students who</p>
--	--	--	---	--

	<p>their program successfully throughout the waka for the benefit of the students.</p> <ul style="list-style-type: none"> Organising Waka Ahuru Duty Roster and discussing playground protocols with the team for smooth running of students' playtime. <p><u>Term 3- Waka Ahuru 1&2 Playground Duty Roster</u></p>	<p>Waka Ahuru teachers and SSTs actively supervise Ahuru playground. We all focus on students' safety and wellbeing.</p>	<p>To actively supervise and monitor students while playing.</p>	<p>needed one-on one teaching.</p> <p>Active supervision would enhance students safety and wellbeing.</p>
	<ul style="list-style-type: none"> Discussions with the team about EOTC 	<p>Collected team members voice</p> <p><u>Wk 3 Waka Ahuru Meeting Minutes</u></p>	<p>Organised trip to Motat in Term 3, Week 10</p>	<p>Due to the COVID-19 lockdown MOTAT was closed to the public until further notice and they were unable to accommodate our visit booked for. So our visit to Motat had been canceled.</p>
	<ul style="list-style-type: none"> In school PLD on PaCT by external provider 	<p>PaCT is a tool designed to help teachers make dependable judgements about students achievements</p>	<p>To equip teachers with the knowledge of using the latest assessment tool to make OTJs.</p>	<p>To become confident users of the PaCT.</p>
<p>LSC - Learning Support Coordinator PaCT - Progress and Consistency Tool RBL - Relationship Based Learning RTLb - Resource Teacher for Learning and Behaviour SenCo - Special Education Needs Coordinator SLT - Speech and Learning Therapist SSTEAMs - Social Science Technology Engineering Arts Maths and sensory SST - Support Staff Teacher</p>				

TC - Team Coach



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaoati te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho korerū ki roto i te ao G.I.V.E.S i waihangaia e rātou.

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal: Consolidate Culture Counts - RF Reform across the school at all levels

- Common code of practice
- Family Like Context
- Agentic Discourse

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
To accredit new 2021 Team Coaches (including those who were conditionally accredited in 2020), and build RBL (Relationships Based Learning) expertise.	Whānau Ship Te Korowai o Homai through Relationship First	Staff Retreat to Hokianga Supporting our new whanau (staff) by introducing the research and the results we have had thus far. For our current staff, it was about strengthening their prior knowledge around Te Korowai o Homai (our RBL journey)	To ensure consistency and understand that we are all moving forward together as a team, as a whanau. Acknowledging the journey we started together and the positive results that have come from staying true to RBL.	Sustaining this throughout the school, and ensuring that all staff walk the walk, and talk the talk.
		Weekly professional development on a focus - through the RBL lens.	To ensure that our staff pedagogy remain current and guided by our cultural responsive practice	Continuing this every week to sustain the pedagogy staff have around RBL and how this is woven in everything that we do. Continuing to use evidence to draw on a focus for the following weeks.



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakacati te kura o Homai ki te tuku atu te manatanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangatia e rātou.

<p><u>MCGC (Manurewa Guiding Coalition) working together on our individual goals, (co-construction process)</u></p>		Each Waka was to create their own GPILSEO - which meant they had to identify the students in their classes who required support because of their attendance. We looked at students with the following HA&HA, HA&LA, LA&LA, and LA&HA	The data would have given us a clear indication to who these students were, what waka/classes they were in, and for us to therefore look at the support systems we needed to put into place for them.	Due to COVID19 - this was put on hold due to our focus being on student and whanau Health and Well being. This would be continued when and if we return to school
	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM TWO	TERM TWO	TERM TWO	TERM TWO
	6 Accredited Impact coaches came in to collect students, whānau, support staff, and teachers' voices.	To create the optimal conditions for accelerated progress and expected achievement for Maori and all learners (Classroom)	Data from voices were analysed by Lauryn Tafa (Cognition) and draft was sent through for Lead Coaches to read through.	<u>Time 1 - Voices - 2021</u> <u>HOMAI VOICES R1 2021-Recording</u> Term 3 Unpack Voices with staff identifying Barriers and enablers.
<p><u>MCGC working together on our individual goals, (co-construction process)</u></p>		Each school gave an update of what they had been doing in relation to RBL - whilst Laurayne used this as an opportunity to demonstrate how a Co-construction meeting is carried out.	This was to share where each of our schools were at - with regards to RBL, but most importantly, to see how an effective Co-construction meeting is carried out.	To take this process and to attempt holding our own Co-construction meetings with our staff around data.
	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM THREE	TERM THREE	TERM THREE	TERM THREE
	<u>10 minutes Walk Through....</u>	Most of the RF Dimensions being actioned	Common Practice and pedagogy around RF	Use to Barriers as teacher's next learning steps - <u>Classroom Observations</u>



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kereuri ki roto i te ao G.I.V.E.S i whāngatia e rātou.

<p>RBL CLASSROOM OBSERV...</p> <p><u>Co-construction process</u> The co-construction process (LCs to model at PLD)</p> <p><u>COVID19 Te whare Tapa wha</u></p>	<p>Did not happen due to lockdown</p> <p>Laurayne had come through to once again model and support the TCs on how to carry out an effective Co-construction meeting</p>	<p>No staff or students on site. Distant learning</p> <p>This was the trial run before we met to carry out the process with our staff - using their data. Paused due to Lockdown - no current data to analyse</p>	<p>Action in Term 2 - 2022</p> <p>To encourage teachers to ask questions that allow the Teacher (who shared their data) delve deeper into what the data is telling us.</p>
<p>TERM 2 PLD - .pptx</p> <p><u>GUIDING COALITION</u> September Level 4 - Check... October level 3 - Check ins ...</p>	<p>Keeping wellbeing at the forefront; staff was encouraged to incorporate Te Whare Tapa Wha into their daily routines. Regular check-ins with students/whanau and each other.</p>	<p>This came from our first COVID19 hit. So many families had experienced being laid off due to businesses being closed down - so it was about Homai doing what they could to take care of the wellbeing of our whanau.</p>	<p>Continue this as we progress through the year, not knowing whether this was just the surface of what may be waiting ahead. Continuing this support for our students and their whanau.</p>
<p>Action (What did we do?)</p>	<p>Outcome (What happened?)</p>	<p>Variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>TERM FOUR</p>	<p>TERM FOUR</p>	<p>TERM FOUR</p>	<p>TERM FOUR</p>
<p><u>Student agency as the new status quo</u></p>	<p>Online PLD with Rosina</p>	<p>Due to COVID19 L4 lockdown - using student agency to drive learning and</p>	<p>Teachers took on key points raised in the PLD to allow power-sharing</p>



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mā te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangaia e rātou.

<p>Resetting relationships with whānau</p> <p>Copy of Term 4 Impact Coa...</p> <p>Homai Whānauship Pedag...</p> <p>Ownership</p> <p>Sustainability in the Midst o...</p> <p>Copy of Modified Feedback...</p>	<p>Webinar with Laurayne Tafa.</p> <p>Online PLD with Rosina</p> <p>Staff completed an SLT survey using our Whānauship Pedagogy - Create, Interact, Monitor, Evaluate</p> <p>Awa, Terangi, and Nirvana Presented at the online RBL Conference.</p>	<p>learner engagement</p> <p>Reassessing how we can best utilize our parents as co-teachers, and empowering them - from COVID19 L4 lockdown</p> <p>ERO Review</p> <p>To evaluate our leadership impact on teaching, learning, and leading to the North East. It is our optimal conditions (no exceptions, no excuses!) where all succeed.</p> <p>Build leadership and sustainability in our Team Coaches.</p>	<p>with our students and how they best engage in their learning.</p> <p>Communicating more with our whānau to ensure their voice is clear in how we best deliver learning for our students and equipping them with the tools to help them in the home.</p> <p>To monitor the impact our whānauship pedagogy is having on student outcomes.</p> <p>Strengthening our Te Korowai o Homai within our classroom teachers and spreading the benefits of Relationship First.</p>
--	--	---	--



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

STEAM Plan, coordinate and evaluate teaching of	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM FOUR	TERM FOUR	TERM FOUR	TERM FOUR



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 3 - LEADERSHIP: Invest & develop optimal leadership conditions at all levels
NELP: Quality Teaching & Learning

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM TWO	TERM TWO	TERM TWO	TERM TWO
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Created a localised curriculum aligning elements of STEAM that were relevant to our inquiry topic for the Term	Collaborative Approach to Learning Shared clarity across the focus of the Term, and resources required for the STEAM focus for the Term.	Provision of professional learning development in Curriculum Guiding coalition teams. This was to ensure staff could see the links in the integration of STEAM interwoven within literacy and numeracy	Transparent and clear assessment opportunities and the tools required that ensure we are on the right track - and tracking progress effectively. https://sites.google.com/view/manurewasteamhub/home
	Explicitly brainstorm authentic learning experiences that fall under the acronym of STEAM.			
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM THREE	TERM THREE	TERM THREE	TERM THREE
STEAM Plan, coordinate and evaluate teaching of curriculum & assessment journey	Teachers designed their own STEAM activities to share with students & their whanau	More whanau engagement - from the tasks/learning designed that allowed them the opportunities to use realistic contexts (the world around them)		Create a hub or site that allows for all these resources/lessons to be uploaded and accessible should we go through another lockdown Create opportunities to provide online support for our whanau with Teaching/delivering lessons from their homes.
	LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 3: Invest & develop optimal leadership NELP: Quality Teaching & Learning

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	TERM ONE	TERM ONE	TERM ONE	TERM ONE
Effective Leadership, Teaching & Learning Principles & Practices. Develop a coaching leadership model that reflect optimal teaching & learning conditions for all learners & their whanau To provide high-quality learning experiences outside the classroom that maximise learning and safety.	Working through the Homai Induction & Mentoring programme	Clarity around the expectations for Provisionally registered teachers and their mentors.	To ensure that Paulicia and I had shared clarity around our roles and responsibilities.	Working through this document and constantly referring back to this if in doubt. Conversation guide . And keeping a reflective journal - PLD
	Unpacked Teacher's Council key documents - for Provisionally Registered Teachers.	Paulicia having a better understanding of the specific criteria required to be signed off at the end of the year.	My role as a mentor is to ensure that Paulicia has a good understanding of what the criteria entails, and the learning opportunities she would provide for her learners.	Identify an area (Teaching Criteria) she requires support on and work on how she can better provide opportunities to give evidence of her professional growth.
	Professional Learning Development	Enrolled in the Incredible Years Teacher programme.	With the makeup of Paulicia's class and the diverse needs - Paulicia was enrolled to support her beginning years as a Teacher - support her learners	Implement the strategies covered over the course in her teaching practice - reflect over the successes, challenges and work on. <i>Work closely on the new Professional Growth Cycle developed.</i>
	Support on effective FB & FF	Discussion and shared resources on the purpose of FB & FF.	To ensure that the FB/FF that Paulicia was providing her learners, was providing opportunities for student agency/self-regulation - which would ultimately see students taking control and being independent learners and designers of their learning.	Use the resources provided and reflect on student voice collected to assess the level of FB/FF she is providing her learners.



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

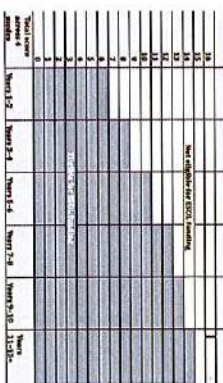
Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>TERM TWO</p> <p>Supporting students of concern</p> <ul style="list-style-type: none"> Communication 	<p>TERM TWO</p> <p>Paulicia had some concerns about some of the academic progress of students in her classroom.</p>	<p>TERM TWO</p> <p>Needing clarity around how we can accelerate the learning of these students, but equally taking into account the other contributing factors such as attendance, learning supports etc.</p>	<p>TERM TWO</p> <p><u>Implement (in her planning) the strategies and resources we discussed to cater to the learning needs of her learner; still allowing for accelerated opportunities and/or experiences.</u></p>
<p>Teaching support (PLD)</p> <p>Samoa Language Week Support</p>	<p>Supported with the delivery of Gagana Samoa and other elements of the Samoan culture.</p>	<p>Paulicia had reached out (via email) to Melisha (Learning Support Coordinator) & I regarding bullying issues in her class.</p>	<p>Continue to implement the <u>restorative</u> strategies in her classroom and use the <u>PB4L</u> lessons created to support desired behaviours.</p>
<p>Inquiry Process support</p> <ul style="list-style-type: none"> Communication 	<p>Robust discussions on how we could look at creating opportunities for students to self-regulate</p>	<p>Paulicia wanted to provide enough support without feeling as if it was entirely Teacher directed. It was important that student voice was heard and acknowledged.</p>	<p>Collect student voice on what ownership they have had over their learning. Bring in the GPLSEO model here for students to begin being the key drivers of their learning.</p>
<p>Action (What did we do?)</p>	<p>Outcome (What happened?)</p>	<p>Variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>TERM THREE</p>	<p>TERM THREE</p>	<p>TERM THREE</p>	<p>TERM THREE</p>
<p>Action (What did we do?)</p>	<p>Outcome (What happened?)</p>	<p>Variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

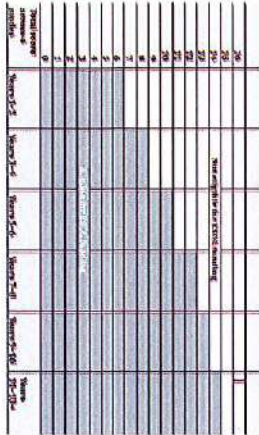
Kia whakapapai te kura o Homai ki te tuku atu te mātauranga kia whakaiti ai ngā ākonga mā te ao hurihuri, kia pōho kērerū ki rōto i te ao G.I.V.E.S i whāngatia e rātou.

2021 ESOL Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Goal Learning Progress & Achievement - Promote and Improve Learner Success.	<p>The teaching and learning strategies provide teachers with models for developing learning materials for their students, which can be adapted and used in other contexts and curriculum areas.</p>	<p>Teachers are identifying ESOL students from enrolment forms and ongoing formative observations</p>	<p>Teachers come with their own perception of how assessments are administered. (ELLP)</p>	<p>PLD on how to administer the assessment</p> <p>Identifies who qualifies and who doesn't</p>
Leading & Teaching in the North East - Agentic / Nurture & Care / High Expectations / Optimal Learning Environments / Know our learners know their learning	<p>To ensure that English language learners:</p> <ul style="list-style-type: none"> are eligible to attend school in New Zealand have their culture, language and identity affirmed, and their learning needs identified are eligible for funding twice a year from the Ministry of Education and fall into three categories <ol style="list-style-type: none"> Refugees Students born outside of New Zealand (Migrants) Students who have a parent born outside of New Zealand (NZ born) 	<p>TERM 1 & 2 FUNDING - 133 students received funding for Terms 1 & 2</p> <p>40 - Migrants</p> <p>2 - refugees</p> <p>91 - NZ born</p> <p>TERM 3 & 4 FUNDING - 135 Students received funding for Term 3&4</p> <p>38 - Migrants</p> <p>2- refugees</p> <p>95 - NZ born</p> <p>ESOL students identified and getting extra support from Whaea Karita and Matua John</p>	<p>Upskilling of SSTs by learning new strategies to deliver teaching and learning of ESOL students</p> <p>Students use their first language to read using Dual Language Readers</p> <p>ESOL students getting extra support apart from their daily learning in class</p> <p>Teachers using SELLPs in the teaching and learning of Second Language Learners</p> <p>Supporting English Language Learning in Primary School (SELLPS) / Resources for planning / Planning for my students</p>	<p>Upptaua to ensure this page is attached to ELLP record of progress</p>  <p>An intervention such as Quick 60 is used to address the reading achievement of ELL students.</p> <p>Continuation of the termly assessment of students</p> <p>Continuation of the moderation of evidence and assessment</p>
We aim to provide a dynamic education with an enriched and nurturing "family like context" learning environment that benefits our whole school community.	<p>Teachers are asked twice a year to assess these students.</p>			
We are a multicultural inclusive school that caters for all learners.	<p>The teachers use a graded criteria system to assess against.</p>	<p>Relationships-based Learning - Collection of Evidence</p>		
We highly value our school community and its cultural diversity,				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.
Kia whakapiri te Kura o Homai ki te tuku atu te marautanga kia whakaitia ai ngā ākonga mō te ao hurihuri, kia pōho karewā ki roto i te ao GLVES i whānangia e rōtōu.

<p>acknowledging, embracing and celebrating all the languages, cultures and identities of our people.</p> <p>We seek to give all our learners the opportunity and have their success celebrated.</p> <p>We provided optimal learning conditions for all!</p>	<p>Once a student achieves a benchmark as outlined below, or they exceed the time limit their funding ceases.</p> <p>This funding is used to provide in class support for these students.</p> 	<p>The use of DUAL Readers to ensure the importance of supporting and encouraging the use of learner's first language when they are learning and additional language (ELLP pg.4)</p>		<p>Continuation of the school wide assessment procedures</p> <p>Integrate into curriculum planning more strategies applicable for these students.</p> <p>Teachers and parents to encourage the use of Dual Language Readers as discussed at Fonau Fono</p>
	<p>SCHOOL ENROLMENT PROCESS</p> <p>School Enrolment Process</p> <p>Enrolment - parent fills in ESOL supplementary form if applicable. Enrolment officer to assist with filling the form in if English is a barrier or Uputaua</p> <p>Enrolment officer to enter child's home language as their Ethnicity on Edge</p> <p>The Enrolment Officer files the forms in the ESOL Folder.</p> <p>ESOL Coordinator checks forms and eligibilities</p>			



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Kia whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakaitia ai nga okonga mo te ao hurihuri, kia poho kerau ki roto i te ao G.I.V.E.S i whangaitia e rātou.

	<p>ESOL Coordinator enters information from ESOL Supplementary Enrolment Form</p> <ul style="list-style-type: none"> • Ethnic Group • Country of birth • Home language • Counties of residence • Mother / Father's Name • Mother / Father's Ethnic group • Mother / Father's country of birth • Previous Education overseas/NZ <p>ESOL checks ELLP record progress and enters</p> <ul style="list-style-type: none"> • carryover students scores into the Ministry of Education ESOL status list • new NZ born students – • New NZ born • new Migrant • new Refugee <p>Contact new ESOL students previous schools to send ELLP forms</p> <p>Karita (SST) teaching ESOL students 4 days a week in 30 mins slots</p> <p>ESOL-teaching-strategies</p> <p>Using ELLP matrices as teaching</p>			
--	--	--	--	--



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Kia whakaoaoi te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho kereu ki roto i te ao G.I.V.E.S i whangaitia e rātou.

	<p>focus</p> <p>3 SSTs attending PTAP - to improve teaching and learning</p> <p>1 Teacher attending PELP - to improve teaching and learning of ESOL students using Dual Language Books</p> <p>Facilitator observed John, Karita and Donna teaching using what was taught at course</p> <p>Trialling the inclusion of ELL strategies and approaches in the curriculum delivery. For example increased use of visuals, repetition, vocabulary development and spelling/phonemic awareness strategies.</p> <p><u>TERM 2 PLD 2021</u></p>				
	<p><u>Glossary of Acronyms and abbreviations.</u></p> <p>ESOL - English for Speakers of Other Language</p> <p>TESSOL - Teaching English in School for Speakers of Other Language</p> <p>MOE - Ministry of Education</p> <p>ELLP - English Language Learning Progression</p> <p>SST - Support Staff Teacher</p>				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Ka whakacacoti te kura o Homai ki te tuku atu te marautanga ka whakaitia ai nga akonga mo te ao hurihuri, ka poho koreru ki roto i te ao G.I.V.E.S i whangatia e ratou.

PD - Professional Development



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in.

Ka whakaaori te kura o Homai ki te uku atu te marautanga kia whakaratia ai ngā ākonga mā te ao hurihuri, kia poho kerevā ki roto i te ao G.I.V.E.S i whāngatia e rātau.

2021 Mentor/PRT AoV Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>To ensure Manju receives an appropriate level of support & ongoing professional development.</p> <ul style="list-style-type: none"> To follow the guidelines of the New Zealand Teachers Council. To provide the PRT clear guidelines on the level of documentation required of meetings, observations & assessment of teaching programmes. 	<p>Ensure everything is align with Te Korowai o Homai</p> <p>Provide ongoing feedback and feedforward to reflect and improve practice, planning and classroom and management.</p> <p>Provide ongoing guidance and support especially during stressful times such as report writing, Lockdown etc.</p> <p>Ensure they have optimal support for setting their classrooms up. Refer to Homai Induction & Mentoring Programme</p> <p>Ensure they have structured routines in their classrooms.</p> <p>Co-teach and co/plan with them</p> <p>Creating resources to cater for the needs of our students</p> <p>Provide models and exemplars u</p> <p>Co-construct feedback and feedforward</p>	<p>To:</p> <ul style="list-style-type: none"> administer own assessments analyse and enter own assessments plan use Te Korowai o Homai whanaupia - Create optimal learning conditions for their learners share students success with Mentor teacher/colleagues spread knowledge learned from School Pld's and other workshops in their practice Effective classroom practice. 	<p>Whanaupia was our Korowai - Our Culture, Our Way. We started with our Why and always refer back to it.</p> <p>Te Korowai o Homai PLDs every Tuesday</p>	<p>Continued mentoring and support to a high standard.</p> <p>Continually reflect and evaluate the support given to ensure that they are receiving the very best support and guidance possible.</p> <p>Continuing to build an environment which fosters risk taking and opportunities to grow leaders is encouraged and opportunities are provided.</p> <p>Keep referring to Homai Induction & Mentoring Programme</p> <p>Continue aligning everything with Te Korowai o Homai</p> <p>Become North East Teachers/Leaders</p>



At Homai we promise to deliver a curriculum where students will be future-ready, & have confidence to invent a G.I.V.E.S world they want to live in
*Ka whakaoti te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho kererū ki roto i te
 ao G.I.V.E.S i waihangatia e rātou.*

Writing AOV - 2021

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Goal Promote our CIM (Create, Interact, Monitor) practices for learner impact & progress	Develop assessment practices to inform effective pedagogy	eASTTle Assessment Writing Profiles eASTTle Moderation PD	New staff Beginning Teachers	Continue provide effective PLD for: Administering assessment tools that suite Homai Collecting, scrutinising and understanding data Moderating students writing Moderating teachers marking
	Identify and show progress for Maori learners to support their learning & well-being as Maori	Developing learning relationships through RBL.	Research shows that using RBL Profile ie Part 1 and Part 2 compliments best practice.	For teachers to continue using the RBL Profile to build/strengthen relationships that leads to accelerated progress for students.
	Resources	Purchasing resources - Spelling resources Phonological awareness	Resources used by teachers as models and exemplars for teaching and learning.	Continue adding to existing resources.
	RBL Observations-Writing Focus	Writing was used as a focus area for RBL observations.	Writing was identified as a target area for Priority students.	For teachers to use the feedback and feedforward to improve their practice. Setting goals for future RBL Observations using their RBL evidence/data.
	Structured Literacy PLD Joy Allcock Spelling Program	Planning, resources, videos, theory and evidence	Explicit teaching of Phonics to support Encoding.	Continue making links between Reading and Writing Allow students to use Writing in different contexts. To plan explicitly for teaching Spelling. To plan explicitly for teaching of Writing.

				Using the LLPs as to what their next steps are. To cover the length and breadth of the the Writing Curriculum.
--	--	--	--	---

Reading - AOV- 2021

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Promote our CIM (Create, Interact, Monitor) practices for learner impact & progress	Reading PLD Homai Theory Action	Unpacking the Curriculum Document Unpacking the Literacy Progressions Co-planning & C-teaching with Leitia Literacy in Class support with Leitia Unpack Reading The SETS (PACT) with Leitia and Leaders then with teachers Plan PLD for Leaders to deliver to Wakas 2022 Planning for reading Term 1 -2022	Develop Teacher pedagogy To plan explicitly for teaching of Writing To conference with students using the LLPs as to what their next steps are To cover the length and breadth of the the Reading Curriculum Know your learners know their learning For Teachers to better understand how the PACT tool can track student progress across the school To align with other schools using PACT in our Kaahui Ako Identify student's learning styles - kinesthetic, musical learner etc Make OTJs using Summative/Formative data that will support the PACT TOOL	Unpack the rest of the Reading Aspects before Term ends. Vision Education to continue supporting PLD on the PACT TOOL Teachers starting to use the PACT TOOL to track student progress

	Teachers Identified Target students	Deliberate planning in place for Target learners that are at risk.	As a school we need to create the conditions where accelerated progress and expected achievement for all students is guaranteed.	Identify 2022 target students for reading and create the optimal conditions for learning, progress and achievement.
	Supporting Target students for Reading during Lockdown	SST's worked with little groups on Zoom Teachers did the planning for these sessions	To still support students that needed the acceleration in Reading Engagement for students during Lockdown	Go collect FB/FF on this plan
	Structured Literacy	Developing teachers Pedagogy and using SL School referral for RTLB support for SL RTLB and Literacy Leader delivery of SL Professional Development Literacy Leader worked alongside 2 Junior teachers to co-teach SL	SL has been the program rolled out by MOE to focus on explicit teaching of Sounds/Letters. Reviewing the impact/effectiveness of Reading programs prior to SL. Using Reading data and evidence of previous programs.	Invite RTLB (2021) to support teachers who missed the first PLD Continue with our SL journey in 2022 Purchase any other Resources that teachers may need to supplement SL Program
	Resources	New resources purchased to support new Reading programmes. SL manuals New Benchmark kit Order new resources from Ready to Read	Old resources did not suite new reading programs. Readers (Benchmark kit) need replenishing all the time. These seem to go missing and or there isn't enough to go around when testing	Ensure New sets of readers are available across the school



At Homai we promise to deliver a curriculum where students will be future-ready, & have confidence to invent a G.I.V.E.S world they want to live in

2021 AC3 BoT Report - Analysis of Variance

Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p>AC 3 Goals/Objectives Objective One: Develop a shared understanding of STEAM & Integrated Learning based on our community context and use this to develop common teaching practices. Create a Kaahui Ako learner inquiry model that is adaptable across schools and curriculum levels.</p>	<ul style="list-style-type: none"> - Providing ongoing PLD and support for all staff around implementing and integrating Reading, Writing, and mathematical skills and techniques through a Digital-STEAM approach to learning. - Explicitly brainstorm authentic learning experiences that fall under the acronym of STEAM. - Developed a tool which guides our mahi as the AC3 Kaahui Ako inquiry process 	<ul style="list-style-type: none"> - Improvement in student engagement during lessons - Collaborative Approach to Learning - Whanau engagement during lockdown with Distant Learning - https://sites.google.com/view/manurewesteamhub/home - Supplying resource kits for our new curriculum delivery. By supporting our classrooms with these resources, teaching programmes were innovative, exciting, and engaging. - Kaahui Ako AC3 Within School Inquiry Process 	<ul style="list-style-type: none"> - To ensure that all Teachers felt confident in integrating Reading, Writing, and Maths into the authentic learning experiences. - Lessons taught online via Facebook, Zoom, emails, Hapara - The purpose of the within school teacher is to promote best teaching practice and strengthen the use of an inquiry approach to teaching and learning, in order to achieve the shared achievement challenges. 	<ul style="list-style-type: none"> - Systems to monitor the interaction and success of all learners. - Prepare for 2022 Kaahui Ako conference to share findings

Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Objective Two: Improve staff confidence in offering STEAM and Integrated Learning opportunities by investigating the needs of our staff and developing resources and PLD that address these needs.	<ul style="list-style-type: none"> - Lots of STEAM opportunities are provided by staff for students and the community. - Students are beginning to be well engaged and articulate about what they are doing. - In 2020 under tool a Kaahui Ako survey on Steam 	<ul style="list-style-type: none"> - Baseline Report: Where are we in terms of STEAM and Integration 	<ul style="list-style-type: none"> - To explore differences in where schools in our community were when it came to their development of STEAM based or integrated learning opportunities. 	<ul style="list-style-type: none"> - To continue with programmes and Professional development of all staff with integrating STEAM
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
Objective Three: Establish and promote shared ways of collaborating, sharing, teaching and learning throughout our Kaahui Ako to better foster connections	<ul style="list-style-type: none"> - Developed a Kaahui Ako Digital Curriculum Rubric to assist schools with exploring, implementing and measuring student success and achievement in the Digital Technologies Curriculum. - Collated fishbone diagram that identified key factors underpinning inequity in student achievement in our community. 	<ul style="list-style-type: none"> - Digital Curriculum Rubric - Collated fishbone diagram 	<ul style="list-style-type: none"> - To have a shared and collaborative approach to teaching and learning throughout our Kaahui Ako 	<ul style="list-style-type: none"> - To continue working within the Kaahui Ako and foster stronger connections.

between our schools.				
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<u>Objective Four:</u> Establish shared channels of data that measure student development in Integrated and Steam based learning opportunities.	<ul style="list-style-type: none"> - Data informs our practice. - Integrated learning through power-sharing school-wide. - Exploring ways of measuring successes. - AC3 Kaahui Ako inquiry investigation 	<ul style="list-style-type: none"> - Collaboration between Kaahui Ako schools and within schools is still ongoing - AC3 inquiry process - My inquiry 	<ul style="list-style-type: none"> - To set a baseline for data and links between Steam based learning opportunities and student achievement and engagement. 	<ul style="list-style-type: none"> - Collaboration between Kaahui Ako schools to continue - Prepare for 2022 Kaahui Ako conference to share findings
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<u>Objective Five:</u> Collaborate with science specialists and representatives throughout our Kaahui Ako to investigate and address engagement and achievement concerns in this learning area.	<ul style="list-style-type: none"> - Wonder Project -Water powered Rockets- collaboration with Kaahui Ako teachers who were working with the Wonder Project 	<ul style="list-style-type: none"> - Plans and designs were shared across the Kaahui Ako teachers working with the Wonder project 	<ul style="list-style-type: none"> - To engage within our teachers and students to share ideas and problem-solve design issues with rockets 	<ul style="list-style-type: none"> - Continue with working relationships and build stronger connections with Kaahui Ako teachers who were working with the Wonder Project in 2022
Academic Goal / Vision/Objective	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)

<p><u>Objective Six:</u></p> <p>Foster connections with external STEAM providers.</p>	<ul style="list-style-type: none"> - Explored Community and business involvement - Links to mana whenua / Marae - Secured funding for South Sci and We Share Solar power project and Epro 8 Challenge. - Continued enrolment with Epro 8 Challenge - Wonder Project -Water powered Rockets 	<ul style="list-style-type: none"> - External providers and their respective projects were engaging and beneficial to our students - Engagement levels were high - More PLD and support required for all staff who wish to uptake Challenges such as the Wonder Project and Epro 8 	<ul style="list-style-type: none"> - Provide a variety of engaging opportunities for students at Homai through external STEAM providers 	<ul style="list-style-type: none"> - Continue with working relationships and build stronger connections with external STEAM providers. in 2022
---	---	---	--	---



At Homoi we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 1: Learning & Wellbeing: Promote & improve learner success & wellbeing.
NELP: Learner at the centre

AREA	Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
EOTC Curriculum Dev. Develop a localised curriculum relevant to student needs with an emphasis on enriched learning opportunities for all learners.	Opportunities provided for our students to connect with our whenua - which in turn linked back to our Inquiry for the term.	TERM ONE	TERM ONE	TERM ONE	TERM ONE
			Eye on nature: Year 5-6 trip to the Auckland Botanic Gardens	To have students engage in a variety of hands-on activities related to the native NZ forest. The experience is related to our Inquiry Topic: "My past is my present and my present will be my future which makes me unique"	Identify other possible learning experiences outside of the classroom - that link to the topic of the next term. Begin the planning process early to ensure we meet deadlines, and health measures have been considered and met.
		Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
		TERM TWO	TERM TWO	TERM TWO	TERM TWO
		PLD provided for our staff to stay well informed on the processes around EOTC. Provide EOTC learning experiences	Staff have a better understanding of the processes and the deadlines required for EOTC. MPSSA - all schools who are included in the cluster took turns hosting different sports.	Staff were unsure of how to fill in RAMS forms, and when they had to ensure paperwork was completed by - to meet deadlines. Shared responsibility between the schools - building relationships in our community	Ensure that students are referring back to our timelines and using our school docs. If they are ever unsure of policies when taking students out, or staying overnight, whether on or offsite.
To provide high-quality learning experiences outside the classroom that maximise learning and safety.	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)	
		TERM THREE	TERM THREE d	TERM THREE	TERM THREE
		LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN
		Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
		TERM FOUR	TERM FOUR	TERM FOUR	TERM FOUR



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

	Wellington	Parliament visit - scheduled visit to the Beehive in	Cancelled - due to covid Virtual opportunity of the learning experience made available	Due to the current situation with COVID - other means by the education team were provided to still allow students the opportunity to experience the Parliament house and the roles and responsibilities carried out.	Continue to keep up communication between our school and outside agencies - who are supporting us with visits and ensure deadlines are met with policies considered in planning.
--	------------	--	--	--	--



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

2021 Management Actions - (Impact & Lead Coaches)

Strategic Goal 1: Learning & Wellbeing: Promote & improve learner success & wellbeing.

NELP: Learner at the centre

AREA Goal/Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
EOTC Learner at the centre: Learners with their whānau at the centre of education Use our whanauship approach to promote a learning environment that is safe, inclusive and free from racism, discrimination and bullying	TERM ONE	TERM ONE	TERM ONE	TERM ONE
	Establishing our why as leaders with the portfolio's we hold. <u>When we show care for one another, we can be at our best - together</u>	Providing opportunities where all learners/stakeholders can self-regulate and monitor their wellbeing, by taking responsibility to clearly communicate this (to receive support)	With the shift in the way our learners learn - due to the pandemic, it was important to acknowledge that learning would look, feel and sound very different moving forward. It was important however that in any capacity we provided equal opportunities for all to learn within optimal conditions (<u>CIM</u>). To ensure that all stakeholders felt supported, it was important to establish norms that could be referred to in the event that staff or students were unsure	Continue to develop these practices by using and believing in the impact from the evidence the research has provided - to work towards the sustaining stage as a whole service, to, by and for our learners Promote the importance of using and sticking to the protocols we have in place to ensure the integrity of our whanauship framework
Develop our collaborative approaches to enhance student wellbeing, seeing and sharing knowledge of what works best for all our learners (CIM framework)	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	Supporting staff, students and whānau with concerns.	Communications, discussions and meetings around resolving issues involving our students - to clarify any misunderstandings.	Whānau had reached out regarding concerns relating to their children and other students. <ul style="list-style-type: none"> LSC & I support Email communication to I Communication with R5 parent Follow up email after meeting Email to tutor Parents communications around their child's learning needs 	Support staff, students and whānau to use/implement practices or strategies to eliminate undesirable behaviours <ul style="list-style-type: none"> PB4L analysis <u>I1</u>, <u>I2</u>, <u>I3</u> PB4L lessons PB4L information



At Homai we promise to deliver a curriculum where students will be future-ready and have confidence to invent a G.I.V.E.S world they want to live in

Partner with family & whanau to equip every ako/learner to build and realise their aspirations	Collection of voices from all stakeholders	Organised for <u>accredited voice collectors</u> to come through and collect voices from our students, whanau, teachers, TMiNak, SSTs and leaders. • <u>Timetable</u> • Focus group interview <u>template</u> • Focus group <u>questions</u>	Reflecting on our whanaupship journey - part of the framework requires the collection of voices from the different groups within the learners. This process allows us to measure our impact; identifying the enablers, barriers and activations.	Reflect on the underlying themes from the different focus groups. Identifying key areas that are simple work-ons and activations - which we can collectively plan for in order to improve our voices in the next round of voice collection.
	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
	LOCKDOWN Working alongside staff to bridge the gap by communicating to parents important information specific to their child's needs.	LOCKDOWN <ul style="list-style-type: none"> Supporting Staff, <u>SENCo</u>, <u>GC</u> & LSC <u>Organised food parcels</u> Contacting our Samoan families who have a language barrier. <u>Ann</u> - <u>Nariah</u> and <u>Jadedalei</u>, Support letters for devices <u>Peyson</u> & <u>Tupou</u> 	LOCKDOWN	LOCKDOWN Continue to support our whanau the best way we can - without making promises, and provided it is within our means of support, and should it not be, we can suggest, connect them to agencies who are better equipped to support.



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in

Ka whakaaoti te kura o Homai ki te tuku atu te marautanga kia whakaratia ai ngā ākonga mō te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangatia e rātou.

Jacinta Chinta/ Radhika Raj - Mentor/ PTR Analysis of Variance 2021 Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
<p><u>Tutor Teacher Goal</u></p> <p>To provide support to Radhika to set up, develop and maintain a healthy, positive and a suitable learning environment for her tamariki. To help her develop her own pedagogical knowledge and receive the required professional development to grow as a teacher.</p>	<p>Provided ongoing weekly and fortnightly support. Given explicit feedback and feed forward to Radhika who is a beginning teacher at Homai School, around:</p> <ul style="list-style-type: none"> Correctly choosing levelled Guided Reading texts from the resource room for her class. Grouping students according to students' learning levels and in mixed abilities Weekly planning <p><u>Mrs JNC- T2 Weekly Plan</u></p> <p><u>Mrs JNC - T3 Weekly Plan</u></p> <ul style="list-style-type: none"> Displaying Homai GIVES, PB4L matrix and other areas of learning <p><u>Room 8 Matrix</u></p> <ul style="list-style-type: none"> Creating a PB4L wall. Teaching Homai GIVES explicitly <p><u>VIGILANCE</u></p>	<p>Radhika identified that the importance of getting help from the experienced teacher is essential for a beginning teacher.</p> <p>She is able to choose right levelled Guided Reading books from the resource room.</p> <p>She took all suggestions, feedback and feed forward positively on board.</p> <p><u>Radhika - T3 Weekly Plan</u></p>	<p>To ensure that Whaea Radhika imparts her sound teaching knowledge to students.</p> <p>To implement a sound Reading programme to help raise student achievement and teach hot spots in core curriculum areas.</p> <p>To organise sound differentiated plan for the week</p>	<p>Continue mentor support to Radhika to become a New Zealand Fully Registered Teacher by 2022.</p> <p>Guide to plan lessons explicitly by meeting the needs of students' learning.</p> <p>Help to identify what works best and if it doesn't work, to change it accordingly.</p>
	<p><u>Mrs JNC - T3 Weekly Plan</u></p> <ul style="list-style-type: none"> Displaying Homai GIVES, PB4L matrix and other areas of learning <p><u>Room 8 Matrix</u></p> <ul style="list-style-type: none"> Creating a PB4L wall. Teaching Homai GIVES explicitly <p><u>VIGILANCE</u></p>	<p>Students to have visual information and cues</p> <p>Students to know classroom and school expectations</p>	<p>To provide students' current information</p> <p>To reward students for their positive behaviour</p> <p>To carry out Homai values consistently</p>	<p>Help in displaying the relevant information</p> <p>Support to teach the tamariki in upholding school values consistently.</p>

	<ul style="list-style-type: none"> Placing e-asTTle, Reading and Maths results on edge. Radhika observing my teaching <p>Lesson Observation</p> <ul style="list-style-type: none"> Inquiry Planning (SSTEAMs) Integrating Inquiry teaching into other areas of learning. Displaying 'Zones of Regulation' posters in the classroom Following protocols of using good hygiene practices inside and outside the classroom during different Alert Levels of COVID-19. Making classroom OTJs. Students' evaluations and assessments <p>Mrs JNC - T3 OTJ</p>	<p>For effective classroom practice.</p> <p>Radhika built confidence to change and adapt to new teaching skills (SSTEAMs).</p>	<p>To observe and learn from more experienced teachers</p> <p>Create a well managed environment for guided and independent activities</p>	<p>Support to become a North-East teacher.</p>
1		<p>Being safe inside and outside the classroom during this pandemic</p> <p>To have accurate students' assessment and OTJs give dependable evaluation.</p> <p>Radhika: PRT Journey TT/ PRT Minutes</p>	<p>Utilise student and whanau voice when planning her programmes by encouraging engagement and collaboration.</p> <p>To better understand students' learning progress and next learning steps</p>	<p>Give support to make OTJs confidently.</p> <p>Guide to refer Homai School Induction & Mentoring Programme</p>
<p><u>Glossary of Acronyms and abbreviations</u></p> <p>GIVES - Guardianship Integrity Vigilance Empathy Success</p> <p>PB4L - Positive Behaviour For Learning</p> <p>DAT - Deliberate Act of Teaching</p> <p>OTJ - Overall Teacher Judgement</p> <p>PRT - Provisionally Registered Teacher</p> <p>SSTEAMs - Social Sciences, Technology, Engineering, Arts, Maths & Sensory</p>				



At Homai we promise to deliver a curriculum where students will be future-ready, & have the confidence to invent a G.I.V.E.S world they want to live in

Ka whakacati te kura o Homai ki te tuku atu te marautanga kia whakarite ai ngā ākonga mō te ao hurihuri, kia poho kererū ki roto i te ao G.I.V.E.S i waihangatia e rātou.

Waka Ahuru Analysis of Variance 2021 Report

Academic Goal / Vision	Action (What did we do?)	Outcome (What happened?)	Variance (why did it happen?)	Evaluation (where to next?)
To succeed and grow my leadership capabilities and lead/support my waka through RBL where teachers have both high relationships and high teaching skills.	<p>Provided ongoing support for all the teachers in Waka Ahuru around:</p> <ul style="list-style-type: none"> Planning lessons on a weekly basis with specific and explicit learning intentions. Sharing resources such as web sites, instructional materials and other resources to use with students. <p>https://www.twinkl.co.nz/</p>	<p>Teachers identified the importance of explicit lesson planning being crucial to implement effective teaching strategies.</p> <p>Spread curriculum knowledge and resources across the team and the school.</p>	<p>To ensure that all Teachers impart their sound teaching knowledge to students.</p> <p>To share ideas and resources for the sake of students learning</p>	<p>To further develop and adapt to new teaching skills and strategies.</p> <p>To co-construct learning experiences.</p>
	<ul style="list-style-type: none"> Demonstrating lessons, co-teaching or observing and providing constructive feedback and feedforward to encourage and improve team teaching skills. Check in with team members, to ascertain if they need any support. 	<p>Build confidence in the team to change and adapt new teaching skills (STEAMs).</p>	<p>Inquiry through STEAMs: "My Past is My Present and My Future will be My FUTURE" - to integrate Inquiry teaching into other areas of learning.</p>	<p>To consistently integrate Inquiry teaching into other areas of learning.</p>
		<p>Enabled team members to approach their TC freely for any support.</p>	<p>So that we can maintain high relationships with trust.</p>	<p>Waka Ahuru supports each other through RBL</p>

	<ul style="list-style-type: none"> Leading Team meetings on a regular basis with a focus on learner progress and achievement and team reflection and evaluation of impact. Furthermore, providing the team with current information, setting the team goals and protocols. Identifying students' who have special learning needs and adapting teaching styles and programmes to cater for all learners Zoom meetings while in COVID-19 lockdown period. to discuss waka wellbeing, distance learning & teaching and provide online resources. <p><u>WAKA AHURU MEETING MINUTES - TERM 3 WK 9</u></p> <ul style="list-style-type: none"> Uploading waka notices, learning videos and students' learning activities on our facebook page and school website. Accommodating and supporting SSTs to carry 	<p>Team members equally participate in discussions and carry out the waka protocols consistently.</p> <p>LSC and outside agencies - RTLB working alongside teachers to design learning programmes and strategies. Learning conversations with SENCo on student engagement, academic progress and wellbeing</p> <p>To discuss students, whanau and teachers' wellbeing; distance learning & teaching and provide online resources.</p> <p>Parents and whanau are able to respond to their children's learning. Moreover, they can work collaboratively.</p> <p>Three SSTs are supporting the waka</p>	<p>Power share ideas and work collaboratively</p> <p>A few students need additional support to learn and achieve.</p> <p>Due to COVID-19 Delta Variant, we had to have remote/distance learning.</p> <p>Parents and whanau will receive up to date information about their children's learning.</p> <p>To give additional support to the students</p>	<p>Waka Ahuru works collaboratively with team spirit.</p> <p>Classroom teachers, LSC, SenCo, RTLB and SSTs work collaboratively.</p> <p>Waka Ahuru needs to be ready with home learning packs, other online learning resources and to incorporate more use of technology in teaching and learning.</p> <p>To use technology more.</p> <p>SSTs have given wonderful support to the students who</p>
--	--	--	---	--

	<p>their program successfully throughout the waka for the benefit of the students.</p> <ul style="list-style-type: none"> Organising Waka Ahuru Duty Roster and discussing playground protocols with the team for smooth running of students' playtime. <p>Term 3- Waka Ahuru 1&2 Playground Duty Roster</p>	<p>Waka Ahuru teachers and SSTs actively supervise Ahuru playground. We all focus on students' safety and wellbeing.</p>	<p>To actively supervise and monitor students while playing.</p>	<p>needed one-on one teaching.</p> <p>Active supervision would enhance students safety and wellbeing.</p>
	<ul style="list-style-type: none"> Discussions with the team about EOTC 	<p>Collected team members voice</p> <p>Wk 3 Waka Ahuru Meeting Minutes</p>	<p>Organised trip to Motat in Term 3, Week 10</p>	<p>Due to the COVID-19 lockdown MOTAT was closed to the public until further notice and they were unable to accommodate our visit booked for. So our visit to Motat had been canceled.</p>
	<ul style="list-style-type: none"> In school PLD on PaCT by external provider 	<p>PaCT is a tool designed to help teachers make dependable judgements about students achievements</p>	<p>To equip teachers with the knowledge of using the latest assessment tool to make OTJs.</p>	<p>To become confident users of the PaCT.</p>
<p>LSC - Learning Support Coordinator PaCT - Progress and Consistency Tool RBL - Relationship Based Learning RTLb - Resource Teacher for Learning and Behaviour SenCo - Special Education Needs Coordinator SLT - Speech and Learning Therapist SSTEAMs - Social Science Technology Engineering Arts Maths and sensory SST - Support Staff Teacher</p>				

TC - Team Coach

Independent auditor's report

To the readers of the financial statements of Homai School for the year ended 31 December 2021

The Auditor-General is the auditor of Homai School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 20 to 81 but does not include the financial statements, and our auditor's report thereon.

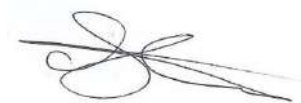
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand