



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**School Directory**

**Ministry Number:** 3339

**Principal:** Maureen Poulter

**School Address:** 104 Merivale Lane, Christchurch

**School Postal Address:** PO Box 36024, Merivale, Christchurch

**School Phone:** 03 355 7595

**School Email:** [admin@ferndale.school.nz](mailto:admin@ferndale.school.nz)

# FERNDALE TE AHU

Annual Report - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Statement</b>
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### **Financial Statements**

<u>1</u>	Statement of Responsibility
<u>2</u>	Members of the Board
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7 - 17</u>	Notes to the Financial Statements

### **Other Information**

Analysis of Variance

Statement of Compliance with Employment Policies

Kiwisport

Independent Auditor's Report

# Ferndale Te Ahu

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Raymond Farrelly

Full Name of Presiding Member

Raymond Farrelly

Signature of Presiding Member

Date:

26/05/2023

Maureen Poulter

Full Name of Principal

Maureen Poulter

Signature of Principal

Date:

26/05/2023

# **Ferndale Te Ahu**

## **Members of the Board**

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Ray Farrelly	Presiding Member	Elected	Sep 2025
Maureen Poulter	Principal	ex Officio	
Gary Schroder	Parent Representative	Elected	Sep 2022
Deborah Kavanagh	Parent Representative	Elected	Sep 2022
Rebecca Clark	Parent Representative	Elected	Sep 2022
Anne McMahon	Parent Representative	Elected	Sep 2025
Jo Maynard	Staff Representative		Sep 2025
Jono Cox	Parent Representative	Elected	Sep 2025
Sonia Parsons-Hill	Parent Representative	Elected	Sep 2025
Averill Commons	Parent Representative	Elected	Sep 2025

# Ferndale Te Ahu

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	6,740,166	6,372,256	6,317,525
Locally Raised Funds	3	53,302	18,972	28,082
Interest Income		32,925	9,000	8,913
		<u>6,826,393</u>	<u>6,400,228</u>	<u>6,354,520</u>
<b>Expenses</b>				
Locally Raised Funds	3	60,239	38,992	20,854
Learning Resources	4	6,047,834	5,804,349	5,443,530
Administration	5	353,200	212,696	321,342
Finance		4,195	-	5,688
Property	6	307,916	323,854	280,519
Loss on Disposal of Property, Plant and Equipment		1,267	-	-
		<u>6,774,651</u>	<u>6,379,891</u>	<u>6,071,933</u>
<b>Net Surplus / (Deficit) for the year</b>		51,742	20,337	282,587
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>51,742</u>	<u>20,337</u>	<u>282,587</u>

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

# Ferndale Te Ahu

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>	1,539,510	1,539,510	1,248,679
Total comprehensive revenue and expense for the year	51,742	20,337	282,587
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	19,500	-	-
Contribution - Te Mana Tuhono	-	-	8,244
<b>Equity at 31 December</b>	1,610,752	1,559,847	1,539,510
Accumulated comprehensive revenue and expense	1,610,752	1,559,847	1,539,510
<b>Equity at 31 December</b>	1,610,752	1,559,847	1,539,510

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.

# Ferndale Te Ahu

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	432,453	341,262	428,925
Accounts Receivable	8	300,843	283,550	283,550
GST Receivable		16,261	16,492	16,492
Prepayments		18,255	15,402	15,402
Investments	9	1,411,399	1,187,432	1,187,432
		<u>2,179,211</u>	<u>1,844,138</u>	<u>1,931,801</u>
<b>Current Liabilities</b>				
Accounts Payable	11	514,852	406,547	406,547
Revenue Received in Advance	12	183,526	133,584	133,584
Finance Lease Liability	14	25,146	39,297	39,297
Funds held for Capital Works Projects	15	180,000	180,000	180,000
		<u>903,524</u>	<u>759,428</u>	<u>759,428</u>
<b>Working Capital Surplus/(Deficit)</b>		1,275,687	1,084,710	1,172,373
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	348,704	498,675	390,675
		<u>348,704</u>	<u>498,675</u>	<u>390,675</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	13,639	23,538	23,538
		<u>13,639</u>	<u>23,538</u>	<u>23,538</u>
<b>Net Assets</b>		<u>1,610,752</u>	<u>1,559,847</u>	<u>1,539,510</u>
<b>Equity</b>		<u>1,610,752</u>	<u>1,559,847</u>	<u>1,539,510</u>

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

# Ferndale Te Ahu

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,364,372	3,182,818	3,322,040
Locally Raised Funds		53,602	18,972	38,901
Goods and Services Tax (net)		231	-	(27,733)
Payments to Employees		(2,614,931)	(2,607,210)	(2,394,435)
Payments to Suppliers		(523,871)	(541,243)	(414,742)
Interest Received		27,212	9,000	6,974
Net cash from/(to) Operating Activities		306,615	62,337	531,005
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(61,883)	(150,000)	(87,018)
Purchase of Investments		(306,275)	-	(487,291)
Proceeds from Sale of Investments		82,308	-	-
Net cash from/(to) Investing Activities		(285,850)	(150,000)	(574,309)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,500	-	-
Finance Lease Payments		(36,737)	-	(39,460)
Funds Administered on Behalf of Third Parties		-	-	180,000
Net cash (to)/from Financing Activities		(17,237)	-	140,540
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>3,528</b>	<b>(87,663)</b>	<b>97,236</b>
Cash and cash equivalents at the beginning of the year	7	428,925	428,925	331,689
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>432,453</b>	<b>341,262</b>	<b>428,925</b>

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.



# Ferndale Te Ahu

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Ferndale Te Ahu (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.

##### 1.2. Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 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 whole 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.

###### *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 10.

### **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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

#### *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.

### **1.3. 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 to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist**

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 recognised as revenue as the conditions are fulfilled.

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

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

### **1.4. 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.

### **1.5. 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.

#### **1.6. Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

#### **1.7. 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.

#### **1.8. 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 funded by the Board to buildings owned by the Crown or directly by the board 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 Statement of Comprehensive Revenue and Expense 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, except for library resources, are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value 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	10–40 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease

### **1.9. 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **1.10. 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.

### **1.11. 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, but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 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. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

### **1.12. 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.

### **1.13. Funds held for Capital Works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

#### **1.14. 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

#### **1.15. 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.

#### **1.16. 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.

#### **1.17. Budget Figures**

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

#### **1.18. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,228,736	3,126,562	3,120,752
Teachers' Salaries Grants	3,170,468	3,003,659	2,879,904
Use of Land and Buildings Grants	157,698	187,954	187,954
Healthy Lunches Grant	135,674	-	74,485
Other Government Grants	47,590	54,081	54,430
	<u>6,740,166</u>	<u>6,372,256</u>	<u>6,317,525</u>

The School has opted in to the donations scheme for this year. Total amount received was \$19,050 (2021: \$18,150).

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	26,631	9,472	14,767
Fees for Extra Curricular Activities	3,075	1,000	1,350
Other Revenue	23,596	8,500	11,965
	<u>53,302</u>	<u>18,972</u>	<u>28,082</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	17,236	21,372	10,899
Other Locally Raised Funds Expenditure	43,003	17,620	9,955
	<u>60,239</u>	<u>38,992</u>	<u>20,854</u>
<i>(Deficit)/Surplus for the year Locally raised funds</i>	<u>(6,937)</u>	<u>(20,020)</u>	<u>7,228</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	107,031	115,813	107,203
Information and Communication Technology	21,551	60,000	27,423
Employee Benefits - Salaries	5,757,612	5,535,536	5,162,457
Staff Development	38,267	51,000	39,356
Depreciation	123,373	42,000	107,091
	<u>6,047,834</u>	<u>5,804,349</u>	<u>5,443,530</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,538	6,038	5,750
Board Fees	8,171	8,600	7,035
Board Expenses	5,762	11,008	9,262
Communication	11,455	9,300	10,314
Consumables	37,272	33,000	27,893
Legal Fees	6,000	4,000	1,026
Healthy Lunches Expenses	135,674	-	74,485
Other	54,815	69,402	113,243
Employee Benefits - Salaries	70,561	54,158	57,217
Insurance	10,020	12,000	10,207
Service Providers, Contractors and Consultancy	5,932	5,190	4,910
	<u>353,200</u>	<u>212,696</u>	<u>321,342</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	12,145	10,500	10,355
Consultancy and Contract Services	37,941	34,700	31,762
Grounds	3,076	3,500	3,428
Heat, Light and Water	14,589	16,000	12,952
Rates	5,295	4,200	3,903
Repairs and Maintenance	51,054	38,500	3,233
Use of Land and Buildings	157,698	187,954	187,954
Security	8,325	9,500	9,118
Employee Benefits - Salaries	17,793	19,000	17,814
	<u>307,916</u>	<u>323,854</u>	<u>280,519</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	432,453	240,517	328,180
Short-term Bank Deposits	-	100,745	100,745
Cash and Cash Equivalents for Statement of Cash Flows	<u>432,453</u>	<u>341,262</u>	<u>428,925</u>

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

Of the \$432,453 Cash and Cash Equivalents, \$180,000 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 2023 on Crown owned school buildings.

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	300	300
Receivables from the Ministry of Education	9,785	56,900	56,900
Interest Receivable	8,481	2,768	2,768
Banking Staffing Underuse	-	2,175	2,175
Teacher Salaries Grant Receivable	282,577	221,407	221,407
	<u>300,843</u>	<u>283,550</u>	<u>283,550</u>
Receivables from Exchange Transactions	8,481	3,068	3,068
Receivables from Non-Exchange Transactions	292,362	280,482	280,482
	<u>300,843</u>	<u>283,550</u>	<u>283,550</u>

## 9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,411,399	1,187,432	1,187,432
Total Investments	<u>1,411,399</u>	<u>1,187,432</u>	<u>1,187,432</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Building Improvements	60,700	1,900	-	-	(7,513)	<b>55,087</b>
Furniture and Equipment	157,967	29,045	(190)	-	(29,101)	<b>157,721</b>
Information and Communication Technology	71,098	40,189	(1,076)	-	(28,490)	<b>81,721</b>
Motor Vehicles	34,147	-	-	-	(9,452)	<b>24,695</b>
Leased Assets	66,763	19,678	-	-	(48,817)	<b>37,624</b>
<b>Balance at 31 December 2022</b>	<u>390,675</u>	<u>90,812</u>	<u>(1,266)</u>	<u>-</u>	<u>(123,373)</u>	<u><b>356,848</b></u>

The net carrying value of equipment held under a finance lease is \$37,624 (2021: \$66,763)

#### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	220,277	(165,190)	55,087	218,377	(157,677)	60,700
Furniture and Equipment	429,412	(271,691)	157,721	415,556	(257,589)	157,967
Information and Communication Technology	236,606	(163,029)	73,577	319,338	(248,240)	71,098
Motor Vehicles	272,758	(248,063)	24,695	291,274	(257,127)	34,147
Leased Assets	141,822	(104,198)	37,624	141,288	(74,525)	66,763
<b>Balance at 31 December</b>	<b>1,300,875</b>	<b>(952,171)</b>	<b>348,704</b>	<b>1,385,833</b>	<b>(995,158)</b>	<b>390,675</b>

#### 11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	23,981	39,905	39,905
Accruals	6,492	4,000	4,000
Banking Staffing Overuse	23,380	-	-
Employee Entitlements - Salaries	404,018	333,673	333,673
Employee Entitlements - Leave Accrual	56,981	28,969	28,969
	<u>514,852</u>	<u>406,547</u>	<u>406,547</u>
Payables for Exchange Transactions	514,852	406,547	406,547
	<u>514,852</u>	<u>406,547</u>	<u>406,547</u>

The carrying value of payables approximates their fair value.

#### 12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	183,526	133,584	133,584
	<u>183,526</u>	<u>133,584</u>	<u>133,584</u>

#### 13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	-	-	36,672
Use of the Provision During the Year	-	-	(36,672)
Provision at the End of the Year	<u>-</u>	<u>-</u>	<u>-</u>

#### 14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	27,053	42,366	42,366
Later than One Year and no Later than Five Years	14,425	24,558	24,558
Future Finance Charges	(2,693)	(4,089)	(4,089)
	<u>38,785</u>	<u>62,835</u>	<u>62,835</u>
<b>Represented by:</b>			
Finance lease liability - Current	25,146	39,297	39,297
Finance lease liability - Non current	13,639	23,538	23,538
	<u>38,785</u>	<u>62,835</u>	<u>62,835</u>



## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP Playground - 228666	180,000	-	-	-	180,000
Totals	180,000	-	-	-	180,000

### Represented by:

Funds Held on Behalf of the Ministry of Education 180,000

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP Playground - 228666	-	180,000	-	-	180,000
Totals	-	180,000	-	-	180,000

## 16. 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.

## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principals.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	8,171	7,035
<i>Leadership Team</i>		
Remuneration	400,470	396,463
Full-time equivalent members	3.00	3.33
Total key management personnel remuneration	408,641	403,498

There are six members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	3.00	3.00
110 -120	2.00	2.00
	5.00	5.00

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

## 18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

## 19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

### 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 2022, a contingent liability for the school may exist.

### Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

### Contingent liability - Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The School is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the School will be required to maintain any buildings that are not replaced.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$180,000)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

## 21. 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Cash and Cash Equivalents	\$ 432,453	\$ 341,262	\$ 428,925
Receivables	300,843	283,550	283,550
Investments - Term Deposits	1,411,399	1,187,432	1,187,432
Total Financial assets measured at amortised cost	<u>2,144,695</u>	<u>1,812,244</u>	<u>1,899,907</u>

### Financial liabilities measured at amortised cost

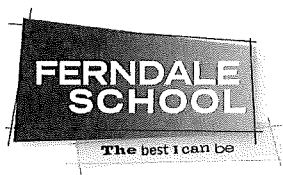
Payables	514,852	406,547	406,547
Finance Leases	38,785	62,835	62,835
Total Financial liabilities measured at amortised Cost	<u>553,637</u>	<u>469,382</u>	<u>469,382</u>

**22. Events After Balance Date**

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

**23. Comparatives**

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



## 2022 Analysis of Variance

### Student Achievement Target 1: Literacy Goal Achievement for Students in Years 0 to 10

#### Strategic Vision:

Ferndale School will...

Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.

#### Cohort:

Students in years 0-10 enrolled and aged 14 years or less prior to 1 March 2022.

Number of students: 84      Gender:    Female: 22    Male: 62

Ethnicity

Pakeha/European:      41

Maori:                      31

Pasifika:                 7

Other:                     5

#### Annual Target:

At least 90% of students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale School Scale of Achievement in their individual literacy goal in communication.

#### Historical Position:

In 2017 literacy and maths targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level.

In 2017 the following groups met their set targets in literacy; Junior High Needs Boys, Junior High Needs Girls, Junior Very High Girls, Maori Boys, Maori Girls, Pasifika.

In 2018 36.6% of students in years 0-10 achieved their goal. 60.6% of students in this cohort made progress towards meeting their goal over the year. Following evaluation of this data it was realised that the goals set were broad goals that students would eventually meet over time but would be difficult for students to achieve within a 1 year time frame.

In 2019 100% of students in years 0-10 made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 38.5% of the junior students achieved their goal, 58.5% made significant progress towards achieving their goal while 3.1% of junior students were continuing to make progress with their goal.

In 2020 100% of students in years 0-10 made progress in their individual literacy goal in communication on the Ferndale Scale of Achievement. 52.1% of the junior students achieved their goal, 42% made significant progress towards achieving their goal while 5.8% of junior students were beginning to make progress with their goal.

In 2021 we raised the literacy targets for our junior students. The target was set at 90% with students either making significant progress on the Ferndale School Scale of Achievement or achieving their literacy goal. 100% of our junior students achieved the target set with 40.7% making significant progress and 59.3% achieving their goal.

#### Outcome

For Junior Students Years 0 -10 in literacy:-

- 96,55% of students made significant progress towards their goal

#### Analysis

The percentage of Junior School students who made significant progress towards the goal or achieved their goal was 96.55%. This exceeded the target of 90% by 6.55%. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 96.55% of students who made significant progress, 59.77% of the junior students achieved their goal and 36.78% made significant progress towards achieving their goal. While 2.30% of Junior students did not make significant progress they did begin to make progress with their goal.

The percentage of students who achieved their goal increased from the mid-year evaluation by 55.37%.

**Student Achievement Target 2: Literacy Goal Achievement for Students in Years 11 to 13 +**

<p><b>Strategic Vision:</b>          Ferndale School will...          Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.</p>	
<p><b>Cohort:</b>          Students in years 11 to 13 + enrolled and aged 15 years or more after 1 March 2022.          Number of students: 40          Gender: Female: 15 Male: 25          Ethnicity          Pakeha/European: 24          Maori: 8          Pasifika: 3          Other: 5</p>	
<p><b>Annual Target:</b>          At least 90% of students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale School Scale of Achievement in their individual literacy goal in communication.</p>	
<p><b>Historical Position:</b>          In 2017 literacy and maths targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level.          In 2017 the following groups met their set targets in literacy; Junior High Needs Boys, Junior High Needs Girls, Junior Very High Girls, Maori Boys, Maori Girls, Pasifika.          In 2018 57.6% of students in years 11 to 13+ achieved their individual literacy goal in communication. 42.4% of students in this cohort were noted as making progress towards their goal. Following evaluation of this data it was realised that the goals set were broad goals that students would eventually meet over time but would be difficult for students to achieve within a 1 year time frame.          In 2019 97% of students in years 11 to 13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 37.5% of the senior students achieved their goal, 59.4% made significant progress towards achieving their goal while one student did not make progress.          In 2020 100% of students in years 11- 13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 20% of the senior students achieved their goal, 77.8% made significant progress and 2.2% were beginning to make progress with their goal.          In 2021 we raised the literacy targets for our senior students. The target was set at 90% with students either making significant progress on the Ferndale School Scale of Achievement or achieving their literacy goal. 100% of our senior students achieved the target set with 57.14% making significant progress and 42.86% achieving their goal.</p>	
Outcome	Analysis
<p>For Senior Students Years 11-13+ in literacy:-</p> <ul style="list-style-type: none"> <li>91.66% of students made significant progress towards their goal</li> </ul>	<p>The percentage of Senior School students who made significant progress towards the goal or achieved their goal was 91.66%. This exceeded the target of 90% by 1.66%. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 91.66% of students who made significant progress, 58.33% of the senior students achieved their goal and 33.33% made significant progress with their goal. While 8.33% of Senior students did not make significant progress they did begin to make progress with their goal.</p> <p>The percentage of Senior students who achieved their goal increased from the mid-year evaluation by 91.66%.</p>

**Student Achievement Target 3: Literacy Goal Achievement for Maori and Pasifika Students in Years 0 to 10**

<p><b>Strategic Vision:</b>          Ferndale School will...          Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.</p>	
<p><b>Cohort:</b>          Maori and Pasifika students in years 0-10 enrolled and aged 14 years or less prior to 1 March 2022..          Number of Maori students: 31          Gender: Female: 7 Male: 24          Number of Pasifika students: 7          Gender: Female: 2 Male: 5</p>	
<p><b>Annual Target:</b>          Maori and Pasifika students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale School Scale of Achievement at an equal or greater percentage than their peers in their individual literacy goal in communication (as per Student Target 1 for 2022).</p>	
<p><b>Historical Position:</b>          In 2017 literacy and maths targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level. In 2017 the following groups met their set targets in literacy; Junior High Needs Boys, Junior High Needs Girls, Junior Very High Girls, Maori Boys, Maori Girls, Pasifika.          In 2018 23.5% of Maori students in years 0-10 achieved their goal. 70.6% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was not achieved. In 2018 55.6% of Pasifika students in years 0-10 achieved their goal. 33.3% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was achieved. In 2019 100% of junior Māori students in years 0-10 made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 43.75 % achieved their goal, 59.4% made significant progress towards achieving their goal and 6.25% were developing towards their goal. In 2019 100% of junior Pasifika students in years 0-10 made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 37.5% achieved their goal and 62.5% made significant progress towards achieving their goal.          In 2020 100% of junior Māori students in Years 0-10 made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 47.8 % achieved their goal, 43.5% made significant progress and 8.7% were beginning to make progress with their goal. In 2020 100% of junior Pasifika students in Years 0-10 made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 66.7% achieved their goal and 33.3% made significant progress towards their goal.          In 2021 we raised the literacy targets set for our junior Maori students. The target set for these students was to be either equal or better than the 90% target set for the junior cohort of students. 100% of junior Maori students either made significant progress on the Ferndale School Scale of Achievement or achieved their literacy goal. 43.75% of junior Maori students made significant progress and 59.30% achieved their goal.          In 2021 we raised the literacy targets set for our junior Pasifika students. The target set was for these students to be either equal or better than the 90% target set for the junior cohort of students. 100% of junior Pasifika students either made significant progress on the Ferndale School Scale of Achievement or achieved their literacy goal. 16.67% of junior Pasifika students made significant progress and 83.33% achieved their goal.</p>	
Outcome	Analysis
<p>For <b>Māori Students</b> Years 0 -10 in literacy:-</p> <ul style="list-style-type: none"> <li>100% of Māori students made significant progress towards their goal</li> </ul>	<p><b>Māori Students</b></p> <p>100% of Junior Māori students in Years 0-10 made significant progress towards their literacy goal or achieved their goal compared to an overall percentage for Junior students of 96.55%. The target of achieving equal or better than their peer group was achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 100% of junior Māori students who made significant progress, 72.73% achieved their goal and 27.27%</p>

<p>For <b>Pasifika Students</b> Years 0-10 in literacy:-</p> <ul style="list-style-type: none"> <li>66.66% of Pasifika students made significant progress towards their goal</li> </ul>	<p>made significant progress with their goal.</p> <p>The percentage of Junior Maori students who achieved their goal increased from the mid-year evaluation by 66.67%.</p> <p>The 66.67% of Junior Māori students who achieved their goal was higher than the 59.77% percent of the total Junior students who achieved their goal.</p> <p><b>Pasifika Students</b></p> <p>66.66% of Junior Pasifika students in Years 0-10 made significant progress towards their literacy goal or achieved their goal compared to an overall percentage for Junior students of 96.55%. The target of achieving equal or better than their peer group was not achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 66.66% of Junior Pasifika students who made significant progress, 33.33% achieved their goal and 33.33% made significant progress towards their goal. While 16.67% of Junior Pasifika students did not make significant progress they did begin to make progress with their goal.</p> <p>The percentage of Junior Pasifika students who achieved their goal increased from the mid-year evaluation by 19.04%.</p> <p>The 33.33% of Junior Pasifika students who achieved their goal was lower than the 59.77% percent of the total Junior students who achieved their goal.</p>
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## Student Achievement Target 4: Literacy Goal Achievement for Maori and Pasifika Students in Years 11 to 13 +

<p><b>Strategic Vision:</b> Ferndale School will... Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.</p>	
<p><b>Cohort:</b> Maori and Pasifika students in years 11 - 13 + enrolled and aged 15 years or more prior to 1 March 2022. Number of Maori students: 8 Gender: Female: 5 Male: 3 Number of Pasifika students: 3 Gender: Female: 0 Male: 3</p>	
<p><b>Annual Target:</b> Maori and Pasifika students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale School Scale of Achievement at an equal or greater percentage than their peers in their individual literacy goal in communication (as per Student Target 2 for 2022).</p>	
<p><b>Historical Position:</b> In 2017 literacy and maths targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level. In 2017 the following groups met their set targets in literacy; Junior High Needs Boys, Junior High Needs Girls, Junior Very High Girls, Maori Boys, Maori Girls, Pasifika. In 2018 40% of Maori students in years 11-13+ achieved their goal. 60% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was not achieved. In 2018 100% of Pasifika students in years 11-13+ achieved their goal. 33.3% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was achieved. This group was a group of 1 student. In 2019 100% of senior Māori students in years 11-13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 20% achieved their goal and 80% made significant progress towards achieving their goal. In 2019 100% of senior Pasifika students (1 student) in years 11-13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. This student made significant progress towards achieving their goal. In 2020 100% of senior Māori students in Years 11-13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 40% achieved their goal and 60% made significant progress towards achieving their goal. In 2020 100% of senior Pasifika students in Years 11-13+ made progress in their individual literacy goal in communication on the Ferndale School Scale of Achievement. 100% of the senior Pasifika students made significant progress towards achieving their goal. In 2021 we raised the literacy targets set for our senior Māori students. The target set for these students was to be either equal or better than the 90% target set for the senior cohort of students. 100% of senior Māori students either made significant progress on the Ferndale School Scale of Achievement or achieved their literacy goal. 60% of junior Māori students made significant progress and 40% achieved their goal. In 2021 we raised the literacy targets set for our senior Pasifika students. The target set was for these students to be either equal or better than the 90% target set for the senior cohort of students. 100% of senior Pasifika students achieved their literacy goal.</p>	
Outcome	Analysis
<p>For Senior <b>Māori Students</b> Years 11-13+ in literacy:-</p> <ul style="list-style-type: none"> <li>71.43% of Māori students made significant progress towards their goal</li> </ul>	<p><b>Māori Students</b> 71.43% of Senior Māori students in Years 11-13+ made significant progress towards their literacy goal or achieved their goal compared to an overall percentage for Senior students of 91.66%. The target of achieving equal or better than their peer group was not achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 71.43% of Senior Māori students who made significant progress, 42.86% achieved their goal, and 28.57% made significant progress towards achieving their goal. While</p>



<p>For Senior <b>Pasifika Students</b> Years 11-13+ in literacy:-</p> <ul style="list-style-type: none"> <li>• 100% of Pasifika students made significant progress towards their goal</li> </ul>	<p>28.57% of Senior Māori students did not make significant progress; they did begin to make progress with their goal.</p> <p>The percentage of Senior Maori students who achieved their goal increased from the mid-year evaluation by 42.86%.</p> <p>The 42.86% of Senior Māori students who achieved their goal was lower than the 58.33% percent of the total Senior students who achieved their goal.</p> <p><b>Pasifika Students</b></p> <p>100% of Pasifika students in Years 11-13+ made significant progress towards their literacy goal or achieved their goal compared to an overall percentage for Senior students of 100%. The target of achieving equal or better than their peer group was achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 100% of senior Pasifika students who made significant progress, 100% achieved their goal.</p> <p>The percentage of Senior Pasifika students who achieved their goal increased from the mid-year evaluation by 100%.</p> <p>The 100% of Senior Pasifika students who achieved their goal was higher than the 58.33% percent of the total Senior students who achieved their goal.</p>
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**Evaluation of Student Achievement Targets 1- 4: Literacy**

<p><b>Actions Taken Towards Achieving Student Literacy Targets 1-4</b></p>	<p><b>Next Steps for 2023</b></p>
<ul style="list-style-type: none"> <li>● Supporting students and whanau throughout the COVID-19 pandemic.</li> <li>● Further supports and information on programs and approaches added to the Ferndale Te Ahu Curriculum - for Fuel to Launch and Level 1</li> <li>● Use of specific assessments to identify the most important literacy goal for a student.</li> <li>● Diagnostic assessments undertaken by the most relevant professional - teachers and/or speech language therapists</li> <li>● Sharing of assessment knowledge teachers/speech language therapists.</li> <li>● Continued use of the new planning documents in line with the bespoke Ferndale Te Ahu Curriculum and Assessment for Learning practices,</li> <li>● PLD focused on writing specific relevant individualised goals for students.</li> <li>● Assessment for Learning PLD focused on embedding AfL practises with each student's individual literacy (communication) goal</li> <li>● Development of the IEP/ITP plan incorporating Assessment for Learning practices.</li> <li>● More communication PLD delivered to beginning teachers, other staff and whānau.</li> <li>● Upskilling of students and staff in basic Te Reo. Integration of basic Te Reo in all Ferndale settings.</li> <li>● Ongoing expectation to use task analysis sheets/data collection sheets to track progress in goals.</li> <li>● Continued collaboration between therapists and teachers through the Collaborative Therapy Model. This model meant that Speech Language Therapists were involved in developing literacy goals through the IEP/ITP process and working with classroom teams to support the progress of students.</li> <li>● Regular team meetings scheduled to focus on students, their IEP/ITP progress/non-progress</li> <li>● Combined therapy/teacher meetings focused on student programmes and progress.</li> <li>● Further purchase of relevant literacy/communication resources.</li> <li>● Purchase of professional books to support teacher development.</li> <li>● Use of PODD books translated into Te Reo Māori and Pasifika languages to help</li> </ul>	<ul style="list-style-type: none"> <li>● Staff PLD focused on continuing to develop Assessment for Learning practises and adapting these practises (where required) for a specialist education setting</li> <li>● Focusing development of Assessment for Learning practises within the literacy curriculum.</li> <li>● Coaching Leadership PLD extended to teachers and therapists</li> <li>● Continued alignment of across school systems focusing on school wide improvement in teaching and learning practices.</li> <li>● Ongoing PLD focused on communication practises particularly AAC across the school.</li> <li>● Induction and training for new staff in the areas of literacy and AAC.</li> <li>● Continue to purchase relevant literacy resources.</li> <li>● Therapists to continue to work alongside classroom staff to help complete assessments and analyse results, planning next steps and goals for students' learning - as part of the Collaborative Therapy model.</li> <li>● Continued focus and development of our Culturally Responsive practises to support our Maori, Pasifika and learners from other cultures.</li> <li>● In depth discussion and corresponding actions from analysis of student achievement and mid year SAT data across teams.</li> <li>● Continuation of the whole school initiative to develop Te Reo across the school.</li> <li>● Continuation of IEP/ITP focus on a communication/literacy goal.</li> <li>● Literacy focus for specific Student Achievement Targets for 2023.</li> <li>● Continuation of classroom team meetings focused on students and their learning</li> <li>● Continuation of teacher/therapist meetings focused on students and individual goals.</li> <li>● Continued development of the TEACCH resource library at Ferndale Te Ahu.</li> </ul>

- students communicate in their first language.
- Continued use of the See-saw app and upskilling of every teacher in the use of the app and supporting whānau to use the app. Teachers sharing learning progress with families through See-saw.
- The continued use of the Ferndale Scale of Achievement so that all student's progress could be evaluated and analysed.
- Development of a library of TEACCH resources to support student learning.

### Evaluation

In terms 1 and 2 in particular there were significant disruptions due to the COVID-19 pandemic with a number of students and staff having the virus. This meant that staffing was often inconsistent in these two terms and on some occasions some locations had to move to distance learning for a minimal time period. Covid-19 did have significant impact for some students with lower levels of in-school attendance because of the concern whānau had for their child/young person's wellbeing with the Covid-19 virus. We do believe that more progress may have been possible particularly for some students if we had not experienced the Covid-19 pandemic. What has continued to be important has been putting in a number of supports for our students and whānau during the pandemic, as many students have struggled with the disruption, uncertainty and changes to routine.

Some of the key initiatives that have made a difference are; the integration of Assessment for Learning practices particularly on each students Literacy - communication goal, the collaboration between teachers and therapists under the Ferndale Collaborative Therapy Model framework, and other supports including support to write relevant focused goals, a variety of assessment tools and tracking of progress in goals and focused meetings. These key initiatives have been highly beneficial.

We believe the next steps planned for 2023 are going to help ensure our students make good progress with their learning and hope that COVID-19 will have a reduced effect on students, whānau and staff in 2023.

### Student Achievement Target 5: Math Goal Achievement for Students in Years 0 to 10

**Strategic Vision:**

Ferndale School will...

Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.

**Cohort:**

Students in years 0-10 enrolled and aged 14 years or less prior to 1 March 2022.

Number of students: 84

Gender: Female: 22 Male: 62

Ethnicity

Pakeha/European: 41

Maori: 31

Pasifika: 7

Other: 5

**Annual Target:**

At least 90% of students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale School Scale of Achievement in their individual math goal.

**Historical Position:**

In 2017 maths and literacy targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level.

In 2017 the following groups met their set targets in mathematics: Junior High Needs Boys, Junior Very High Needs Boys, Senior Very High Boys, Junior Very High Needs Girls, Senior Very High Needs Girls, Maori Boys, Maori Girls and Pasifika.

In 2018 49.3% of students in years 0-10 achieved their goal. 47.9% of students in this cohort made progress towards meeting their goal over the year. Following evaluation of this data it was realised that the goals set were broad goals that students would eventually meet over time but would be difficult for students to achieve within a 1 year time frame.

In 2019 100% of students in years 0-10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 53.8% of the junior students achieved their goal, 44.6% made significant progress towards achieving their goal while 13.6% of junior students were continuing to make progress with their goal. In 2020 100% of students in years 0-10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 49.3% of students achieved their goal and 50.7% made significant progress towards achieving their goal.

In 2021 we raised the maths targets for our junior students. The target was set at 90% with students either making significant progress on the Ferndale School Scale of Achievement or achieving their maths goal. In 2021 100% of students in years 0-10 made progress on the Ferndale Scale of Achievement or achieved their individual maths goal. This meant the target set of 90% was exceeded. 75% of students achieved their maths goal and 25% made significant progress in their goal, 0% made some progress and 0% made no progress.

**Outcome**

For Junior Students Years 0 -10 in maths:-

- 95.41% of students made significant progress towards their goal

**Analysis**

The percentage of Junior School students who made significant progress towards their goal or achieved their goal was 95.41%. This exceeded the target of 90% by 5.41%. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the students making significant progress, 49.43% of students achieved their goal and 45.98% made significant progress towards achieving their goal. While 3.45% of junior students did not make significant progress they did begin to make progress with their goal.

The percentage of students who achieved their goal increased from the mid-year evaluation by 47.21%.

### Student Achievement Target 6: Math Goal Achievement for Students in Years 11 to 13 +

**Strategic Vision:**

Ferndale School will...

Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.

**Cohort:**

Students in years 11 to 13 + enrolled and aged 15 years or more after 1 March 2022.

Number of students: 40

Gender: Female: 15 Male: 25

Ethnicity

Pakeha/European: 24

Maori: 8

Pasifika: 3

Other: 5

At least 90% of students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale School Scale of Achievement in their individual math goal.

**Historical Position:**

In 2017 maths and literacy targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level.

In 2017 the following groups met their set targets in mathematics: Junior High Needs Boys, Junior Very High Needs Boys, Senior Very High Boys, Junior Very High Needs Girls, Senior Very High Needs Girls, Maori Boys, Maori Girls and Pasifika.

In 2018 57.6% of students in years 11 to 13+ achieved their individual literacy goal in communication. 42.4% of students in this cohort were noted as making progress towards their goal. Following evaluation of this data it was realised that the goals set were broad goals that students would eventually meet over time but would be difficult for students to achieve within a 1 year time frame.

In 2019 97% of students in years 11 to 13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. 42.4% of the senior students achieved their goal, 51.5% made significant progress towards achieving their goal while one student did not make progress.

In 2020 97.8% of students in years 11 to 13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. 33.3% of students achieved their goal, 60% made significant progress and 4.5% were beginning to make progress with their goal. 2.2% (1 student) did not make progress towards their goal due to a lack of attendance at school.

In 2021 we raised the maths targets for our senior students. The target was set at 90% with students either making significant progress on the Ferndale School Scale of Achievement or achieving their maths goal. In 2021 86.96% of students in years 11-13+ made progress on the Ferndale Scale of Achievement or achieved their individual maths goal. This was close to the target set of 90%. 26.09% of students achieved their maths goal and 50% made significant progress in their goal and 13.04 made some progress. 0% of students made no progress.

**Outcome**

For Senior Students Years 11-13+ in Mathematics:-

- 91.67% of students made significant progress towards their goal

**Analysis**

The percentage of Senior School students who made significant progress towards the goal or achieved their goal was 91.67%. This exceeded the target set of 90% by 1.67%. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 91.67% of senior students making significant progress, 52.78% of students achieved their goal and 38.89% made significant progress. While 8.33% of senior students did not make significant progress they did begin to make progress with their goal.

The percentage of students who achieved their goal increased from the mid-year evaluation by 52.78%.

### Student Achievement Target 7: Math Goal Achievement for Maori and Pasifika Students in Years 0 to 10

<p><b>Strategic Vision:</b>          Ferndale School will...          Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.</p>	
<p><b>Cohort:</b>          Maori and Pasifika students in years 11 - 13 + enrolled and aged 15 years or more prior to 1 March 2022.          Number of Maori students: 8          Gender: Female: 5 Male: 3          Number of Pasifika students: 3          Gender: Female: 0 Male: 3</p>	
<p><b>Annual Target:</b>          Maori and Pasifika students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale School Scale of Achievement at an equal or greater percentage than their peers in their individual math goal (as per Student Target 5 for 2022).</p>	
<p><b>Historical Position:</b>          In 2017 maths and literacy targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level.          In 2017 the following groups met their set targets in mathematics: Junior High Needs Boys, Junior Very High Needs Boys, Senior Very High Boys, Junior Very High Needs Girls, Senior Very High Needs Girls, Maori Boys, Maori Girls and Pasifika.          In 2018 41.2% of Maori students in years 0-10 achieved their goal. 47.1% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was close to being achieved with an 8% difference..          In 2018 55.6% of Pasifika students in years 0-10 achieved their goal. 44.4% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was close to being achieved with a 6.3% difference.          In 2019 100% of junior Māori students in years 0-10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 59% achieved their goal and 41% made significant progress towards achieving their goal.          In 2019 100% of junior Pasifika students in years 0-10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 57% achieved their goal and 43% made significant progress towards achieving their goal.          In 2020 100% of junior Māori students in Years 0 -10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 52.2% achieved their goal and 47.8% made significant progress towards achieving their goal.          In 2020 100% of junior Pasifika students in Years 0-10 made progress in their individual math goal on the Ferndale School Scale of Achievement. 50% achieved their goal and 50% made significant progress towards their goal.          In 2021 we raised the math targets set for our junior Maori students. The target set for these students was to be either equal or better than the 90% target set for the junior cohort of students. In 2021 100% of junior Māori students in Years 0 -10 made progress in their individual math goal on the Ferndale School Scale of Achievement or achieved their goal. 70.97% achieved their goal and 29.03% made significant progress towards achieving their goal. This meant that junior Maori students exceeded the target set of equaling or reaching a greater percentage than the entire junior cohort.          In 2021 we raised the math targets set for our junior Pasifika students. The target set for these students was to be either equal or better than the 90% target set for the junior cohort of students. In 2021 100% of junior Pasifika students in Years 0-10 achieved their individual math goal. This meant that junior Pasifika students exceeded the target set of equaling or reaching a greater percentage than the entire junior cohort.</p>	
Outcome	Analysis
<p>For Junior <b>Māori Students</b> Years 0 -10 in mathematics:-</p> <ul style="list-style-type: none"> <li>96.97% of Māori students made significant progress towards their goal</li> </ul>	<p><b>Māori Students</b>          96.97% of Junior Māori students in Years 0 -10 made significant progress or achieved their mathematics goal compared to an overall percentage for Junior students of 95.41%. The target of achieving equal or better than their peer group was achieved. The Ferndale Scale of Achievement was used to measure the</p>

<p>For Junior <b>Pasifika Students</b> Years 0 -10 in mathematics:-</p> <ul style="list-style-type: none"> <li>• 100% of Pasifika students made significant progress towards their goal</li> </ul>	<p>progress students achieved with their goal. Of the 96.97% of Junior Māori students who made significant progress 54.55% achieved their goal, and 42.42% made significant progress towards achieving their goal.</p> <p>The percentage of Junior Maori students who achieved their goal increased from the mid-year evaluation by 51.52%.</p> <p>The 54.55% of Junior Māori students who achieved their goal exceeded the overall percentage of 49.43% of Junior students who achieved their goal.</p> <p><b>Pasifika Students</b></p> <p>100% of Pasifika students in Years 0-10 made significant progress or achieved their mathematics goal compared to an overall percentage for Junior students of 95.41%. The target of achieving equal or better than their peer group was achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 100% of Junior Pasifika students who made progress, 33.33% achieved their goal and 66.67% made significant progress..</p> <p>The percentage of Junior Pasifika students who achieved their goal increased from the mid-year evaluation by 100%.</p> <p>The 33.33% of Junior Pasifika students who achieved their goal was lower than the overall percentage of 49.43% of Junior students.</p>
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**Student Achievement Target 8: Math Goal Achievement for Maori and Pasifika Students in Years 11 to 13 +**

<p><b>Strategic Vision:</b> Ferndale School will... Grow relevant, challenging and enjoyable learning experiences to enable all ākonga to progress and be the best that they can be.</p>	
<p><b>Cohort:</b> Maori and Pasifika students in years 11 - 13 + enrolled and aged 15 years or more prior to 1 March 2022. Number of Maori students: 8 Gender: Female: 5 Male: 3 Number of Pasifika students: 3 Gender: Female: 0 Male: 3</p>	
<p><b>Annual Target:</b> Maori and Pasifika students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale School Scale of Achievement at an equal or greater percentage than their peers in their individual math goal (as per Student Target 6 for 2022).</p>	
<p><b>Historical Position:</b> In 2017 maths and literacy targets were set for students based on their progress in p scale assessment levels. In 2017 these were set for identified groupings of students based on school level, gender and ORS level. In 2017 the following groups met their set targets in mathematics: Junior High Needs Boys, Junior Very High Needs Boys, Senior Very High Boys, Junior Very High Needs Girls, Senior Very High Needs Girls, Maori Boys, Maori Girls and Pasifika. In 2018 40% of Maori students in years 11-13+ achieved their goal. 60% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was not achieved. In 2018 100% of Pasifika students in years 11-13+ achieved their goal. 33.3% of students in this cohort were noted as making progress towards their goal. The target of achieving equal or better than their peer group was achieved. This group was a group of 1 student. In 2019 100% of senior Māori students in years 11-13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. 20% achieved their goal and 80% made significant progress towards achieving their goal. In 2019 100% of senior Pasifika students (1 student) in years 11-13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. This student achieved their goal. In 2020 100% of senior Māori students in years 11-13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. 20% achieved their goal, and 80% made significant progress towards achieving their goal. In 2020 100% of senior Pasifika students in Years 11-13+ made progress in their individual math goal on the Ferndale School Scale of Achievement. 50% achieved their goal, and 50% made significant progress towards achieving their goal. In 2021 we raised the math targets set for our senior Maori students. The target set for these students was to be either equal or better than the 90% target set for the senior cohort of students. In 2021 100% of senior Māori students in Years 11-13+ made significant progress in their individual math goal on the Ferndale School Scale of Achievement or achieved their goal. 50% achieved their goal and 50% made significant progress towards achieving their goal. This meant that senior Maori students exceeded the target set of equaling or reaching a greater percentage than the entire senior cohort. In 2021 we raised the math targets set for our senior Pasifika students. The target set for these students was to be either equal or better than the 90% target set for the senior cohort of students. In 2021 100% of senior Pasifika students in Years 11-13+ made significant progress in their individual math goal on the Ferndale School Scale of Achievement or achieved their individual math goal. 50% achieved their goal and 50% made significant progress towards achieving their goal. This meant that senior Pasifika students exceeded the target set of equaling or reaching a greater percentage than the entire junior cohort.</p>	
<b>Outcome</b>	<b>Analysis</b>
For Senior <b>Māori Students</b> Years 11-13+ in mathematics	<b>Māori Students</b> 71.43% of Senior Māori students in Years 11-13+ made significant progress or achieved their maths goal compared to an overall percentage for Senior students of 91.67%. The



- 71.43% of Māori students made significant progress towards their goal

target of achieving equal or better than their peer group was not achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal. Of the 71.43% of Senior Māori students who made progress towards their goal, 28.57% achieved their goal and 42.86% made significant progress towards achieving their goal. 28.57% of Senior Māori students began to make progress with their goal.

The percentage of Senior Māori students who achieved their goal increased from the mid-year evaluation by 28.57%.

The 28.57% of Senior Māori students who achieved their goal was lower than the percentage of 52.78% total Senior students who achieved their goal.

### **Pasifika Students**

100% of Pasifika students in Years 11-13+ achieved their mathematics goal compared to an overall percentage for Senior students of 91.67% who made significant progress or achieved their goal. The target of achieving equal or better than their peer group was achieved. The Ferndale Scale of Achievement was used to measure the progress students achieved with their goal.

The percentage of Senior Pasifika students who achieved their goal increased from the mid-year evaluation by 100%.

The 100% of Senior Pasifika students who achieved their goal was higher than the percentage of 52.78% total Senior students who achieved their goal.

For Senior **Pasifika Students** Years 11-13+ in mathematics:

- 100% of Pasifika students made significant progress towards their goal

**Evaluation of Student Achievement Targets 5-8: Maths**

<b>Actions Taken Towards Achieving Student Math Targets 1-4</b>	<b>Next Steps for 2023</b>
<ul style="list-style-type: none"> <li>● Supporting students and whānau throughout the COVID-19 pandemic.</li> <li>● Further supports and information on programs and approaches added to the Ferndale Te Ahu Curriculum - for Fuel to Launch and Level 1</li> <li>● Use of specific assessments to identify the most important maths goal for a student.</li> <li>● Focus on writing specific relevant individualised goals for students.</li> <li>● Ongoing expectation to use task analysis sheets/data collection sheets to track progress in goals.</li> <li>● Continued use of the new planning documents in line with the bespoke Ferndale Te Ahu Curriculum</li> <li>● Numicon PLD for beginning teachers and for teachers who had not taken part in Numicon PLD.</li> <li>● Upskilling of students and staff in basic Te Reo. Integration of basic Te Reo in all Ferndale settings.</li> <li>● Further purchase of relevant math resources.</li> <li>● Purchase of professional books to support teacher development.</li> <li>● Continued use of the See-saw app and upskilling of every teacher in the use of the app and supporting whanau to use the app. Teachers sharing learning progress with families through See-saw.</li> <li>● The continued use of the Ferndale Scale of Achievement so that all student's progress could be evaluated and analysed. .</li> <li>● Use of PODD books translated into Te Reo Māori and Pasifika languages to help students communicate in their first language and access maths activities.</li> <li>● Development of a library of TEACCH resources to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued PLD focused on developing Assessment for Learning practises and adapting these practises (where required) for a specialist education setting</li> <li>● Coaching Leadership PLD extended to teachers and therapists</li> <li>● Continue to purchase relevant math resources.</li> <li>● Continued focus and development of our Culturally Responsive practises to support our Maori, Pasifika and learners from other cultures.</li> <li>● In depth discussion and corresponding actions from analysis of student achievement and mid year maths data across teams.</li> <li>● Continued whole school initiative to develop Te Reo across the school.</li> <li>● Each student will have an individual maths goal set. For junior students this will be in numeracy and for senior students this will be a functional maths goal.</li> <li>● Continued tracking of individual maths goals in 2023.</li> <li>● Continue to support teachers new to Ferndale Te Ahu attending Numicon PLD.</li> <li>● Continued development of the TEACCH resource library at Ferndale Te Ahu.</li> </ul>

**Evaluation**

In terms 1 and 2 in particular there were significant disruptions due to the COVID-19 pandemic with a number of students and staff having the virus. This meant that staffing was often inconsistent in these two terms and on some occasions some locations had to move to distance learning for a minimal time period. Covid-19 did have significant impact for some students with lower levels of in-school attendance because of the concern whānau had for their child/young person's wellbeing with the Covid-19 virus. We do believe that more progress may have been possible particularly for some students if we had not experienced the Covid-19 pandemic. What has continued to be important has been putting in a number of supports for our students and whānau during the pandemic, as many students have struggled with the disruption, uncertainty and changes to routine.

Some of the key initiatives that have made a difference are; PLD to support teachers writing relevant focused goals, a variety of assessment tools and tracking of progress in goals, meetings focused on progress/limited progress and the development of the TEACCH resource library. These key initiatives have been highly beneficial.

We believe the next steps planned for 2023 are going to help ensure our students make good progress with their learning and hope that COVID-19 will have a reduced effect on students, whānau and staff in 2023.

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Policies and Procedures are in place around health, safety and wellbeing.</p> <p>Committed approach to health, safety and wellbeing – seen through H&amp;S committee and process to follow up.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Refer to Equal Employment Opportunity Policy</p> <p>The school follows this policy</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Through employment processes</p> <p>Refer policies and procedures (school docs)</p> <p>-Appointment Procedure</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>Through school honouring and giving effect to:</p> <ul style="list-style-type: none"> <li>– Te Tiriti O Waitangi</li> <li>– Specialised support, including staff selected PLD and offer school sourced PLD.</li> <li>– Development of culturally responsive practice of students and staff</li> </ul>
How have you enhanced the abilities of individual employees?	<p>Focused approach to PLD – Whole school and individuals.</p> <p>In relation to particular roles, staff given opportunities through management units, leadership roles and project leadership groups.</p>
How are you recognising the employment requirements of women?	<p>Refer Equal Employment Opportunities policies and procedures</p> <p>Personalised approach to professional growth cycles</p> <p>Adaptation of working conditions as required e.g staff request to change from full time to part time work</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Refer Equal Employment Opportunities policies and procedures</p> <p>Personalised approach to professional growth cycles</p> <p>Ensuring accessibility of environment. and work tools, e.g. purchase of equipment etc as required</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		NO
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2022, Ferndale school received total Kiwisport funding of \$2550.71(excluding GST).

The funding was spent on:

Sports Equipment

Subscriptions and levies to School Sport Canterbury

Cross Country and Road Race entry

Transport to tournaments

Swimming fees to Canterbury District Health Board (Hydrotherapy)

Playground Games and Activities

Uniforms