

## 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 (2018: Loans and receivables)

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 59,810               | 40,708                              | 38,708               |
| Receivables                                       | 21,808               | 9,304                               | 9,305                |
| Total Financial assets measured at amortised cost | <u>81,618</u>        | <u>50,012</u>                       | <u>48,013</u>        |

### Financial liabilities measured at amortised cost

|  |               |               |               |
|--|---------------|---------------|---------------|
| Payables   | 21,262        | 13,350        | 13,350        |
| Finance Leases   | 4,788         | 2,528         | 2,528         |
| Total Financial Liabilities Measured at Amortised Cost | <u>26,050</u> | <u>15,878</u> | <u>15,878</u> |

## 23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School Holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 24. Comparatives

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

## 25. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

**BDO**

BDO AUCKLAND

Annual Target One: To raise student achievement in Science  
 The Principal will ensure that our Science programme is extended at NZCL3 and 4 by richer teaching, and deepened at NZCL1 and 2 by improved modelling of scientific questioning in response to natural areas of interest.

**General outcome expected:**

1. Scientific questioning and self-motivated research will be a prevalent, natural part of school life for all students
2. Student achievement in science rises
3. Students are enjoying Science and learning concepts and understandings through play as much as possible.

| ACTIONS   | EXPECTED OUTCOME   | ACTUAL OUTCOME  | Analysis of Variance                              |
|---|--|---|---|
| Teacher will run weekly science focused workshops, with Living World in Term One and the remaining strands covered throughout the rest of the year. | 1. Students will receive cohesive teaching in each strand of Science throughout the year   | Term 1: Living world was covered on Fridays<br>Term 2: Living world, Plant Birth and Beyond in Matariki unit<br>Term 3: personal projects<br>Term 4: Physics on Fridays, Living World for juniors | Student interest was more on technology this year |
| Teacher will ensure that physical, emotional and academic development are included in curriculum planning   | 1. Student growth<br>Staff will be able to track student achievement, identify needs, and plan to meet them.                         | Achieved<br>Achieved but not recorded as fully as we wanted to do   | Time constraints                                  |
| Teacher will meaningfully assess student understandings and abilities (physical, emotional, and academic) before and after a unit                   | 1. Students will create useful resources for themselves (eg: a list of "useful questions" for students, parents and teachers to use) | Not done, but the language has been introduced in T4  | Time constraints                                  |
| Focus on scientific thinking/inquiry with students ("Nature of Science")  | 2. Students will be empowered to use scientific enquiry and inquiry cycles in their personal projects                                | Met in Term 3   |   |
| Integrate Te Ao Maori into Science  | Students understand that the scientific worldview has similarities and differences with Te Ao Maori.                                 | Achieved, particularly in Term 12 Planet Karhi and beyond-what are the stars?   |   |
| Integrate outdoor experiential learning into Science  | 1. Students will gain a holistic understanding of science  | Goal met in outdoor education: weaving, rope making, making kln, working with wood; did not measure the outcome   | This outcome was too vague and broad              |

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|   | 2. Students will learn through play and doing as much as possible which will support their physical and emotional development | Achieved  |  |
| Continue with weekly "outdoor school" session in the orchard in Term One                              | Interest in the natural world in our place stimulates an interest in scientific inquiry and is extended by it                 | Juniors: monarch butterflies, birds, trees, plants, the life cycle<br>Middles: clay, under the earth's crust, fire and firefighting |  |
| Principal and teacher to coordinate planning  | Science learning will be more integrated into the rest of the learning—for example, following the same topics of interest.    | Achieved: integrated into Matariki  |  |
| Provide PLD (external) in science for staff   | 1. Teachers are more confident to stimulate and extend children's interest in science   | Achieved: Year long outdoor experiential education PLD for principal  |  |
|   | 2. Principal is more confident to teach and assess science (if PLD funding permits)   | Not met   | no useful PLD relative to assessing against NZC      |
| Cultivate a new parent to continue to aide Science  | Science is still held as a learning focus by a parent one day a week  | Not done - however appointment of Teacher with this interest is hoped to help here.   | No parents came forward this year                    |
| Hold a teacher-learner education seminar on science and the scientific method at a Parent meeting, T2 | Parents are more confident in using inquiry questioning and in supporting and understanding inquiry led learning              | not met   | No time; principal was busy hiring a new staffperson |

Annual Target Two: To upgrade the school playground

Understanding the environment is a teacher, we will provide a learning environment that stimulates rich learning through play.

General outcome expected:

1. The playground is rebuilt
2. An outdoor classroom area is created
3. Play improves in range, variety and quality

| ACTIONS   | EXPECTED OUTCOME   | ACTUAL OUTCOME  | Analysis of Variance |
|---|--|---|----------------------|
| Find a project manager  | The project will get done more effectively   | Met   |                      |
| Obtain quotes for the planned work                                  | 1. The BOT will have received 3 quotes by March 2019   | Met<br>The quotes for the inspection were only relevant later, No other quotes needed as parents did all of the work  |                      |
| Apply for grants to do the work                                     | 1. Project manager will find out all possible grants to apply for by March 2019              | Not met<br>No one available to do the job until end T2, by which time grant deadline had been missed, but finding a parent to do it grants solved the problem                         |                      |
|   | 2. The BOT will approve Jackie and Ines to apply for these grants at March BOT meeting       | Not met<br>Was approved - however grant date was missed   |                      |
| Create a work-plan (jobs in order of importance and costing)        | BOT will agree on the order of importance of each item on the plan                           | Done  |                      |
|   | Project manager will know the order in which to do things                                    | Done  |                      |
|   | Parent help can be utilised most efficiently   | T3: parent help found to construct and install monkey bars<br>T4: parent help to find good loose parts<br>T2/3: parent help to get and install wing<br>T2: Parent help removing mulch |                      |
|   | BOT and project manager will have an estimate of cost for fundraising and grant applications | Done<br>Money was available in surplus for stage one to be completed and parents donated the rest   |                      |
| Once money is available, hiring a Playground building company to do | Building will commence as soon as is possible and safe                                       | Done for wing<br>Parents completed the rest   |                      |

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| the work   |  |   |   |
| Explore additional funding options for the build   | Funding will be found  | Not met   | Not needed  |
| The Principal ensures that ample loose parts are provided to the children to enhance playground play and discovery | 1. A range of loose parts will be provided responsively throughout Term 1  | Not achieved in dry playground<br>3 large electrical reels supplied for grass area<br>Pizza oven and sawdust kiln built     | Delay due to playground being out of bounds as a building site until half way through Term 3, after which the swing allowance requirement was too large to permit many loose parts  |
|  | 2. Adults will vary set ups and provocations   | Under the fort has been turned into a hut with draping fabrics etc<br>Ropes and wood used to create extensions              | Slackline cannot go there after all (structural report recommends not using yellow poles)<br>Waiting on loose parts<br>Children happy with the playground and not needing much else<br>Provocations will need to take into account compliance regulations |
|  | 3. Children will learn through building, creating games, music making, etc. (Technology, Science, participating and contributing, etc) | Begun once playground build completed in T3. Observed: fantasy play, sports, swinging, monkey bars                          |   |
| Once the second fort is removed, the Principal will create an outdoor classroom area                               | Children will have a technology area for focused learning out of doors   | Sail set up and wooden rounds brought in as chairs<br>Landscaping begun in T4. This work will be completed in Term 1, 2020. | Limited free time.<br>Also waiting on feedback from compliance review before continuing to develop this area.   |

Annual Target Three: To provide a provocative, nurturing and challenging learning environment for students understanding the environment is a teacher, we will provide a learning environment that stimulates rich learning through play and maximal exposure to wholistic educational experiences in nature and the wilderness.

**General outcome expected:**

1. The inside of the school houses a variety of learning spaces (calm caves, buzzing meeting places, exploratory zones, etc.)
2. Play set ups ("provocations") improve in range, variety and quality
3. Play leads to increasingly deeper learning as children grow up in the school and this is recorded in learning stories
4. Children become more independent in their learning as they discover and explore their own interests
5. The school begins to develop an outdoor curriculum
6. The school creates meaningful outreach and connection with our wider community

| ACTIONS   | EXPECTED OUTCOME   | ACTUAL OUTCOME   | Analysis of Variance  |
|---|--|--|---|
| Adults support learning through play by:<br>- setting up a range of indoor and outdoor "provocations" throughout the week | Children are:<br>1. learning through play: attracted to use materials creatively, highly engaged, learning across the NZC, and peaceful<br>2. increasingly independent: adapting and extending the initial set-ups and highly motivated in meaningful play | Junior teacher aide and several parents kept up excellent provocations throughout the year but it was noted at the November parent meeting that provocations have been buzzing in the afternoons in T3 weren't sure what to do and what November parent meeting that they makes a good provocation. Principals' personal issues (death in the family etc) meant that the provided less ongoing focus and attention on leading this than last year. | Done.<br>No matter what is or isn't provided, the children continue to be highly creative and adaptive in their play with the materials at hand.  |
| -keeping art and technology areas clean and tidy  | Children are:<br>1. attracted to use materials creatively  | Partially met<br>This has been a real focus for staff this year  | 2020: we need to make this more explicit--focus on the nature of the brainstorm and design ideal work spaces and set ups; train parents as below. |
| 2. learning to value an orderly work area   | Partially met  | The culture around this is definitely changing but it needs more cohesive cultural modelling. This has been a real push for all the staff this year but not all parents have supported it.   | 2020: make this part of a peer learning meeting on the creative process and how to support it, revisit Penny Brownlee.                            |

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| -measuring the success of this conscious work   | Learning stories become useful evidence of learning in accordance with the NZC and the basis for evaluations and planning forward in Parent Meetings | Met  |  |
| Adults are supported in the above actions through our school parent peer learning network. The quality of the school environment is a focus for our adult peer learning this year, and adults undertake to provide more varied and creative provocations for children | 1. Adults inspire each other to focus on creative and rich set ups   | Not met  | Principal's personal life meant time constraints<br>2020: set this again as principal still feels it is important. |
|   | 2. The quality of provocations improves  | Not met  | as above   |
|   | 3. Adults notice and capture evidence of increasing depth of learning through play in Learning stories   | Not met  | as above   |
|   | 4. Adults use this data in evaluations and forward planning at Parent Meetings   | Not met  | as above   |
| The BoT supports the staff to receive PLD in outdoor education  | 1. Principal creates a list of learning goals and prioritises them over the next two years.  | Done   |  |
|   | 2. Staff and whanau learn necessary skills   | Done<br>Principal's PLD in OEL was highly rewarding and she was able to embed much of it effectively into the school culture and curriculum.   |  |
|   | 3. The Principal ensures that we engage with groups beyond the school to share/trade resources and to reduce costs                                   | Done<br>Principal drew on parent, local businesses and OEL class network to develop our outdoor education at reduced cost including: <ul style="list-style-type: none"> <li>• Over \$2,000 of carpentry tools</li> <li>• Designated and set up outdoor school spaces</li> <li>• John Lawry teaching the children</li> <li>• Creating our own materials like clay from freely available raw materials.</li> </ul> |  |

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| <p>Principal to ensure that students have multiple opportunities to discover a range of curriculum areas through their interaction with their environment while at school.</p> | <p>1. Principal will write an outdoor curriculum that includes physical, emotional and mind/will development</p>   | <p>Completed beginning October from notes, observations, reading, research done T1-3</p>   |   |
|  | <p>2. Students will receive cohesive teaching across the curriculum in an outdoor or wild context</p>  | <p>Partially met--this was the richest it has ever been but next year will see us using our new curriculum for the first time and this should provide even greater opportunities for learning.</p> | <p>2020 embed the new outdoor education curriculum, ideally integrated into the rest of the curriculum (which needs to be upgraded to match it).</p>  |
| <p>Continue with weekly "outdoor school" session in the orchard in Term One</p>  | <p>1. Interest in the natural world stimulates an interest in literacy, numeracy, scientific inquiry, Te Ao Maori, wilderness survival and empathy with nature</p>   | <p>Met</p>   |   |
| <p>2. Students are supported so that this interest is developed into learning goals and learning contexts</p>  | <p>Met. Interest in: Living world (bugs, insects, birds, trees, ecosystems both local and global), writing, art, printmaking, fantasy play, hero's quest narrative novels etc.</p>   | <p>Complex hut building, knot tying, cordage making, water carriers etc insects; weather; telling the time without watches</p>   |   |
| <p>3. Children learn some bush survival skills like orienteering, building shelters, finding bush food, and other areas of interest that arise for them</p>                    | <p>Term 1: school camp including bush walks and surfing and boogie boarding in the sea and down the big hill<br/>Term 2: an extensive focus on weaving, carving, etc., Mud Run, Sustainability Challenge cross country<br/>Term 3: poetry, complex technology<br/>Term 4: bike riding cross country, cross country run at Kirsty and Paul's farm, senior Sustainability challenge, daily running in the orchard.</p> | <p>Less wild nature time than in the previous two years.</p>   | <p>No parent help for surfing or weekly beach trip as per years previous; parents were clumped together on session to provide transport to swimming and gym classes and so they were not available the rest of the time for nature outings.</p> |
| <p>4. Children are challenged physically in a natural context, for example learning surfing, learning to whittle wood, etc.</p>  | <p>1. Students understand that the scientific worldview has similarities and differences with Te Ao Maori.</p>   | <p>Met, explored in depth with Y3-8 in T2 with Maatiki focus.</p>  |   |



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|   | 2. Students gain an appreciation for Maori cultural practices pertaining to the natural world, for example Rongo Maori, the creation stories   | Met comprehensively in Term 2--term focused on Matariki and planned in accordance with the stars and what each of them is a kaitiaki for  |   |
| BOT to develop more comprehensive Health and Safety procedures  | Students will be kept safe learning in the outdoors  | Focus on traditional making in Term 2 enabled this to be met in a natural way. Children's understanding of how to use knives and carpentry tools safely developed immensely; harakeke tikanga and other tikanga around plants was developed and learned by many new children<br>Policy reviews at BoT level |   |
| Parents and staff to creatively integrate an interesting range of PE and sporting activities                        | Students will be challenged and extended physically, and will learn skills and understandings related to particular sports. Children will learn about teamwork in a supportive and experiential way. | T1: Swimming and gym<br>T2: Running and cross country (including Mud Run, Sustainability Challenge)<br>T3: Marathon running, new playground, gymnastics at school<br>T4: Running and Cross country (including Sustainability challenge and cross country run), bike trip                                    |   |
| The Principal to ensure a balanced learning context between the familiar school environment and the wider community | 1. Children are strong in who they are individually and collectively   | Trips: cultural and sporting  | 2020: input charter target review and specific evaluation questions into the schedule of annual parent meetings to focus parent attention on these goals and to ensure that they are reflected on regularly and robustly. |
|   | 2. Children are resilient and able to participate appropriately in a wide range of situations and relational contexts  | How to measure? Parents did not do our usual annual evaluation at the last parent meeting<br>Staff measure this regularly and each child is different   | This is too general a target to be useful; each child is different.   |
|   | 3. Parents and staff create meaningful community connections to provide sporting and cultural opportunities for our students   | Met as resources permitted  |   |
|   | 4. Parents and staff support our students to create meaningful ways to connect to the wider community and do altruistic service  | Not met.  | Lack of parent support for this goal this year. In 2018, the parents put a massive amount of energy into this and this year they were not able to do the same again.<br>In 2020, staff need to put more                   |

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| effort into incorporating this into |  |  |  |
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units.