

VAUXHALL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1541
Principal:	Gary Lawrence
School Address:	2A Morrison Avenue, Devonport, Auckland 0634
School Postal Address:	2A Morrison Avenue, Devonport, Auckland 0634
School Phone:	(09) 446-0818
School Email:	office@vauxhall.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Lesley-Anne Carey	Presiding Member	Elected	2023
Sally Scovell	Presiding Member	Elected	2026
Gary Lawrence	Principal ex Officio		2025
Grant Buckley	Parent Representative	Elected	2025
Mark Foster	Parent Representative	Elected	2025
Blair Hilditch	Parent Representative	Elected	2025
Blake Noble	Parent Representative	Elected	2026
Lou Powles	Staff Representative	Elected	2025

Accountant / Service Provider: Top Class Financial Management Services

VAUXHALL SCHOOL

Annual Report - For the year ended 31 December 2023

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Vauxhall School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

SALLY SCOVELL

Full Name of Presiding Member



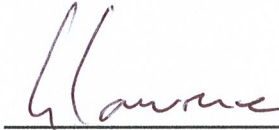
Signature of Presiding Member

31 May 2024

Date:

GARY LAWRENCE

Full Name of Principal



Signature of Principal

31 May 2024

Date:

Vauxhall School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,432,023	2,206,799	2,409,703
Locally Raised Funds	3	265,744	129,900	202,106
Interest		27,704	8,000	9,993
Total Revenue		2,725,471	2,344,699	2,621,802
Expense				
Locally Raised Funds	3	81,422	3,000	43,694
Learning Resources	4	1,792,998	1,451,322	1,590,252
Administration	5	163,055	126,822	151,337
Interest		2,464	9,000	989
Property	6	732,050	811,619	811,025
Loss on Disposal of Property, Plant and Equipment		3,084	-	-
Total Expense		2,775,073	2,401,763	2,597,297
Net Surplus / (Deficit) for the year		(49,602)	(57,064)	24,505
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(49,602)	(57,064)	24,505

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

Vauxhall School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,167,241	1,167,241	1,142,736
Total comprehensive revenue and expense for the year		(49,602)	(57,064)	24,505
Contribution - Te Mana Tuuhono		24,053	-	-
Contribution - Furniture and Equipment Grant		15,542	-	-
Equity at 31 December		1,157,234	1,110,177	1,167,241
Accumulated comprehensive revenue and expense		1,157,234	1,110,177	1,167,241
Equity at 31 December		1,157,234	1,110,177	1,167,241

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.

Vauxhall School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	294,440	119,520	89,584
Accounts Receivable	8	135,263	129,547	129,547
GST Receivable		16,588	6,509	6,509
Prepayments		19,433	21,553	21,553
Inventories	9	4,429	4,889	4,889
Investments	10	358,028	300,000	400,000
		<u>828,181</u>	<u>582,018</u>	<u>652,082</u>
Current Liabilities				
Accounts Payable	12	143,336	127,077	127,077
Revenue Received in Advance	13	59,560	31,853	31,853
Provision for Cyclical Maintenance	14	6,800	-	-
Finance Lease Liability	15	12,120	9,949	9,949
Funds held for Capital Works Projects	16	146,109	19,354	19,354
		<u>367,925</u>	<u>188,233</u>	<u>188,233</u>
Working Capital Surplus		460,256	393,785	463,849
Non-current Assets				
Investments	10	50,000	-	-
Property, Plant and Equipment	11	710,721	760,681	747,681
		<u>760,721</u>	<u>760,681</u>	<u>747,681</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	44,100	24,200	24,200
Finance Lease Liability	15	19,643	20,089	20,089
		<u>63,743</u>	<u>44,289</u>	<u>44,289</u>
Net Assets		<u><u>1,157,234</u></u>	<u><u>1,110,177</u></u>	<u><u>1,167,241</u></u>
Equity		<u><u>1,157,234</u></u>	<u><u>1,110,177</u></u>	<u><u>1,167,241</u></u>

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

Vauxhall School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		533,268	356,799	508,958
Locally Raised Funds		247,074	125,435	197,809
International Students		40,961	10,000	32,087
Goods and Services Tax (net)		(10,079)	-	5,716
Payments to Employees		(326,331)	(264,673)	(305,975)
Payments to Suppliers		(401,097)	(233,090)	(315,253)
Interest Paid		(2,464)	(9,000)	(989)
Interest Received		22,193	2,465	5,066
Net cash from/(to) Operating Activities		103,525	(12,064)	127,419
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(45,271)	(58,000)	(96,720)
Purchase of Investments		(8,028)	100,000	(199,098)
Net cash from/(to) Investing Activities		(53,299)	42,000	(295,818)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,542	-	-
Contribution from Ministry of Education-Te Mana Tuuhono		24,053	-	-
Finance Lease Payments		(11,720)	-	(12,103)
Funds Administered on Behalf of Other Parties		126,755	-	62,311
Net cash from Financing Activities		154,630	-	50,208
Net increase/(decrease) in cash and cash equivalents		204,856	29,936	(118,191)
Cash and cash equivalents at the beginning of the year	7	89,584	89,584	207,775
Cash and cash equivalents at the end of the year	7	294,440	119,520	89,584

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

Vauxhall School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. 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 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. 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 released to 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.

d) 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.

e) 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.

f) 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.

g) Inventories

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

h) 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 material.

i) 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 surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment 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	25 years
Furniture and equipment	2–15 years
Information and communication technology	3–4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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 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 for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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 surplus or deficit.

k) 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.

l) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and funds held for hire bonds and hardship funds, where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

n) 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.

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition.

The School carries out painting maintenance of the whole School over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) 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.

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 surplus or deficit.

q) 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.

r) Budget Figures

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

s) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	516,881	356,799	472,907
Teachers' Salaries Grants	1,361,650	1,200,000	1,266,819
Use of Land and Buildings Grants	536,851	650,000	633,074
Other Government Grants	16,641	-	36,903
	<u>2,432,023</u>	<u>2,206,799</u>	<u>2,409,703</u>

The School has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	74,777	73,000	72,856
Fees for Extra Curricular Activities	106,667	16,900	88,028
Trading	3,135	-	3,943
Fundraising & Community Grants	68,278	30,000	30,966
International Student Fees	12,887	10,000	6,313
	<u>265,744</u>	<u>129,900</u>	<u>202,106</u>
Expense			
Extra Curricular Activities Costs	38,707	3,000	34,418
Trading	3,339	-	5,460
Fundraising and Community Grant Costs	37,217	-	3,658
International Student - Other Expenses	2,159	-	158
	<u>81,422</u>	<u>3,000</u>	<u>43,694</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>184,322</u>	<u>126,900</u>	<u>158,412</u>

During the year, the School hosted 1 International student (2022: 1)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	96,450	34,250	62,348
Equipment Repairs	165	900	345
Information and Communication Technology	5,425	5,500	5,526
Library Resources	879	1,150	1,048
Employee Benefits - Salaries	1,563,130	1,355,222	1,418,800
Staff Development	34,357	9,300	8,765
Depreciation	92,592	45,000	93,420
	<u>1,792,998</u>	<u>1,451,322</u>	<u>1,590,252</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,413	5,750	8,012
Board Fees	3,782	4,000	3,370
Board Expenses	3,891	3,000	3,652
Communication	3,281	3,350	3,067
Consumables	32,110	31,850	35,416
Employee Benefits - Salaries	97,665	65,872	85,485
Insurance	5,873	5,500	4,535
Service Providers, Contractors and Consultancy	8,040	7,500	7,800
	163,055	126,822	151,337

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	9,637	15,940	11,648
Consultancy and Contract Services	55,889	55,000	54,130
Cyclical Maintenance	26,700	7,000	13,306
Grounds	10,391	11,900	18,212
Heat, Light and Water	13,929	15,500	14,648
Rates	61	100	123
Repairs and Maintenance	23,061	12,400	18,505
Use of Land and Buildings	536,851	650,000	633,074
Security	880	200	-
Employee Benefits - Salaries	54,651	43,579	47,379
	732,050	811,619	811,025

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	294,440	119,520	89,584
Cash and cash equivalents for Statement of Cash Flows	294,440	119,520	89,584

Of the \$294,440 Cash and Cash Equivalents, \$146,109 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2024 on Crown owned School buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,634	1,019	1,019
Interest Receivable	11,046	5,535	5,535
Banking Staffing Underuse	8,057	4,002	4,002
Teacher Salaries Grant Receivable	113,526	118,991	118,991
	<u>135,263</u>	<u>129,547</u>	<u>129,547</u>
Receivables from Exchange Transactions	13,680	6,554	6,554
Receivables from Non-Exchange Transactions	121,583	122,993	122,993
	<u>135,263</u>	<u>129,547</u>	<u>129,547</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,676	2,348	2,348
School Uniforms	2,753	2,541	2,541
	<u>4,429</u>	<u>4,889</u>	<u>4,889</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	358,028	300,000	400,000
Non-current Asset			
Long-term Bank Deposits	50,000	-	-
Total Investments	<u>408,028</u>	<u>300,000</u>	<u>400,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	377,539	-	(2,524)	-	(29,995)	345,020
Furniture and Equipment	320,481	18,057	(561)	-	(45,316)	292,661
Information and Communication Technology	5,868	25,927	-	-	(1,654)	30,141
Leased Assets	28,979	12,712	-	-	(11,982)	29,709
Library Resources	14,814	2,021	-	-	(3,645)	13,190
Balance at 31 December 2023	747,681	58,717	(3,085)	-	(92,592)	710,721

The net carrying value of Computer equipment held under a finance lease is \$29,709 (2022: \$28,979)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	764,205	(419,185)	345,020	771,719	(394,180)	377,539
Furniture and Equipment	707,966	(415,305)	292,661	706,388	(385,907)	320,481
Information and Communication Technology	78,316	(48,175)	30,141	93,031	(87,163)	5,868
Leased Assets	42,247	(12,538)	29,709	39,782	(10,803)	28,979
Library Resources	61,674	(48,484)	13,190	60,284	(45,470)	14,814
Balance at 31 December 2023	1,654,408	(943,687)	710,721	1,671,204	(923,523)	747,681

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	1,705	7,346	7,346
Accruals	6,310	6,410	6,410
Employee Entitlements - Salaries	126,769	110,321	109,571
Employee Entitlements - Leave Accrual	8,552	3,000	3,750
	143,336	127,077	127,077
Payables for Exchange Transactions	143,336	127,077	127,077
	143,336	127,077	127,077

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	3,801	-	-
International Student Fees in Advance	53,848	25,774	25,774
Other revenue in Advance	1,911	6,079	6,079
	<u>59,560</u>	<u>31,853</u>	<u>31,853</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	24,200	24,200	18,534
Increase to the Provision During the Year	26,700	7,000	13,306
Use of the Provision During the Year	-	(7,000)	(7,640)
Provision at the End of the Year	<u>50,900</u>	<u>24,200</u>	<u>24,200</u>
Cyclical Maintenance - Current	6,800	-	-
Cyclical Maintenance - Non current	44,100	24,200	24,200
	<u>50,900</u>	<u>24,200</u>	<u>24,200</u>

The Schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the Schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	14,407	12,133	12,133
Later than One Year and no Later than Five Years	21,263	22,452	22,452
Future Finance Charges	(3,907)	(4,547)	(4,547)
	<u>31,763</u>	<u>30,038</u>	<u>30,038</u>
Represented by			
Finance lease liability - Current	12,120	9,949	9,949
Finance lease liability - Non current	19,643	20,089	20,089
	<u>31,763</u>	<u>30,038</u>	<u>30,038</u>

16. 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 projects is included under cash and cash equivalents in note 7.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Totara - Project number 212369		19,354	575,975	(449,220)	-	146,109
Totals		<u>19,354</u>	<u>575,975</u>	<u>(449,220)</u>	<u>-</u>	<u>146,109</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	146,109
Funds Receivable from the Ministry of Education	-

	2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Totara - Project number 212369		(14,870)	89,716	(55,492)	-	19,354
Lighting - Project number 212365		(28,087)	28,087	-	-	-
Totals		<u>(42,957)</u>	<u>117,803</u>	<u>(55,492)</u>	<u>-</u>	<u>19,354</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	19,354
Funds Receivable from the Ministry of Education	-

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,782	3,370
<i>Leadership Team</i> Remuneration	486,050	468,411
Full-time equivalent members	4	4
Total key management personnel remuneration	489,832	471,781

There are six members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has a Finance (2 members) committee that meets monthly. 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 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	1 - 5	1 - 5
Other benefits and emoluments are Kiwisaver contributions.		

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	1.00	2.00
110 - 120	1.00	-
120 - 130	1.00	-
	3.00	2.00

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$365,375 (2022:\$814,595) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Totara - Project number 212369	870,087	504,712	365,375
Total	870,087	504,712	365,375

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	294,440	119,520	89,584
Receivables	135,263	129,547	129,547
Investments - Term Deposits	408,028	300,000	400,000
Total financial assets measured at amortised cost	<u>837,731</u>	<u>549,067</u>	<u>619,131</u>

Financial liabilities measured at amortised cost

Payables	143,336	127,077	127,077
Finance Leases	31,763	30,038	30,038
Total financial liabilities measured at amortised cost	<u>175,099</u>	<u>157,115</u>	<u>157,115</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF Vauxhall School'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Vauxhall (the School). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2024, This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements, and our auditor's report thereon.

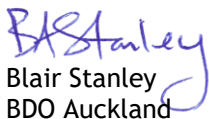
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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




Blair Stanley
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand



Vauxhall School Analysis of Variance 2023

Status icons:


Complete 

On track 


At risk of falling behind 

Behind programme 


Strategic aim:

Grow curious and engaged children who reach their learning potential. 


Annual Target 1a:

Implement the Aotearoa New Zealand Histories Curriculum (ANZC). 

Annual Target 1b:

To create an environment where children are motivated to learn and engage in Te reo and Tikanga Maori. 






Annual Target 1c:

To maintain high aspirations for every learner by responding to the changing learning needs of individuals and groups of children as they present themselves throughout the year. 

Baseline data:

When:	Actions	Who:	Outcomes
1a All year	Include the refreshed curriculum model - 'Understand', 'Know', 'Do' (UKD), into our planning and practice for the ANZC component of the Social Sciences learning area of the curriculum. <ul style="list-style-type: none"> ● Take time to reflect ● Use local experts ● Integrate with our the Vauxhall curriculum 	All teachers and leaders	Children will learn and engage with local and national history content.
Evidence	Online examples of how children learn and engage with local history content and how the UKD progressions is being delivered: <ul style="list-style-type: none"> ● All created a class 'treaty' ● All doing values Kotahitanga & whanaungatanga ● All working with Ruth Christy 'The story of the land' to create shared artwork ● All participating in the school production - The Story of Ranginui and Papatūānuku ● All Integrating Te Reo into everyday language in the class throughout the day. ● Overarching theme - Taonga. We are all special & unique. We are treasures. ● Kowhai - visit to museum Mt Cambria with Dave Veart, local history expert. Whakapapa integrated art project		

	<ul style="list-style-type: none"> ● Miro - pepha & whakapapa. Stories, myths and legends. Wiata songs ● Totara - Conrad Cooper's last stand. pakeha boy, wants to believe in a Maori God Tane the god of the forest. Wants him to help with life. Set around the time of the land wars at Bastion Point. ● Use of school journals including NZ history. Many journals. ● Kauri- Taniwha unit. Teaches children about Maori land and the relationship to the land, as well as local stories and local taniwha. Migration stories ● Te Tiriti Treaty-Read facsimile and note chief Eruera Patuone gifted the Peninsula to Auckland and buried on Takarunga (Mount Victoria). ● Read 'Treehouse Treaty' ● Use our school & Maori tikanga values to write our own Kōwhai Treaty and each student to sign. ● Visit local Museum. This is Dave Veart to cover Maori Pre European-Look at mode and use of land for food and iwi. Alistair Fletcher to cover Colonisation. ● Ruth Christy-Importance and significance of our whenua Narrow Neck beach to the Maori ● Taonga - We are all special. What values do we own that make us who we are? Kotahitanga. We all have the same goal at school, to make progress in our learning ● Takararo, use of the quarry to make use of the scoria (This formed most of Auckland roading). ● Dance-retell a story and understand how people might tell it differently. Papa and Rangī. The Māori Story of Creation ● Conscious Kids-Use of fire for cooking. Tuakana Teina ● Activity-Walk to Patuone grave on Takarunga. Look at Street names and how the names are named after people significance. ● 3D Portrait- Our Whakapapa. Who am I? Where do I come from? What changes over time have changed my family and me? NZ artists, Frances Hodgkins and James Robinson ● Auckland Art Gallery visit-Look at portraits and how portraiture tells stories of places and how people act from the past and how they act today. (Self portrait with background indigenous animals native to Aotearoa.) ● Native New Zealand animals and how they treated animals in the past to how we treat them today. ● Native NZ animals in school home https://learn.aucklandmuseum.com/resource/csi-at-school-field-guide ● Trip to Auckland Museum-Looking at change over time. ● Sculpture on shore ● Dance, SOS, Stardome, Matariki units. We are using Understand, Know, Do. ● Using Marian's planning document based on the ANZHC curriculum to support our planning ● Sculpture on the Shore ● Using school journals for reading to share and reflect on NZ history ● Connections across the Pacific ● Learning about the different migration and settlement stories of Chinese people to New Zealand. ● Carving and weaving history/meaning (Journal) researching and summarising; follow up art weaving activity (The purpose of this art piece is to create something that represents your values by combining an interpretation of weaving and carving designs.) 		
1b All year	We will engage with professional learning and development with	All teachers, leaders	By the end of 2023 teachers will have embedded our Maori Learning Progressions. This will be evident in the

	<p>'Future Learning Solutions' at The University of Auckland.</p> <p>The facilitator will work alongside teachers within classrooms. The focus will be the implementation of our Maori Learning Progressions.</p>		<p>classroom through integrated language and ways of being in daily life.</p> <p>By the end of 2023 the frequency and use of Te reo Maori will be increasingly normalised in all areas of the Curriculum. This may be measured through self, peer and teacher rubrics based on our Maori learning progressions, classroom evidence and observations.</p>
Evidence	<ul style="list-style-type: none"> • Our school production “Whenua Rangatira - Under the Stars” was a great success. The children have all learnt dance over the term that • Our commissioned ‘creatives’ art project at the back of the hall is now complete. Year 6 students contributed to the piece that shows the traditional Maori use of Narrow Neck beach. • Using waiata, and focused Te Reo time every Friday following the Te Reo progressions. • Discussed Matariki and did several learning experiences around this. Myths, legends and stories. • We have started a Te Reo learning book in which the children are expressing their understanding of Te Ao and Te Reo. • Used our Te Reo and cultural learning when on Assembly. • Kapa Haka • Vauxhall Te reo learning progressions • Te reo lessons every Thursday for non-kapa haka students- Games & engaging te reo activities <p><u>Examples of learning experiences:</u></p> <p>1) Introducing myself in te Reo-My name is.....</p> <p>Ko__Taku ingoa</p> <p> Ko_____toku ingoa</p> <p>Put into Poem books</p> <p>Tena koe hello to one</p> <p> Tena Koe Maori Hello Song with Lyrics Children Love to Sing</p> <p> Tena Koe song</p> <p> Tena koe – hello to one</p> <p>2. Feelings song slide 17 Sing the song as a group</p> <p> Feelings Vauxhall School.pptx</p> <p>3. Ask someone how there are feeling using slide 2</p> <p>Practice and role play as a group. Use different ways of saying how you are feeling.</p>		

Asking how someone is
feeling

Kei te pēhea koe?
How are you?

Kei te _____ ahau
I am _____

Do worksheet

Asking how someone is feeling and answer using two feelings.

☰ Asking how some is feeling

Greetings to 1, 2 or more <https://www.youtube.com/watch?v=4YyoztP-zWc>

1. ☰ Tena Koe Poem and Song

Likes and Dislikes - he pai/he tino pai

https://docs.google.com/document/d/1uDhrb2x6_KfEWxmhLtjIJW_Pc1IQv05PwbCdrsEOZx8/edit - Whole class sheet A3 - to show class likes/dislikes

- Write a list of things the class like on sheet above (TV shows, sports, singers, food etc)
- Teacher to ask the class their opinion:
- Is '_____' good? He pai a '_____'?
- They answer either: 'āe, he pai' (yes, it's good), 'āe, he tino pai' (yes, it's very good) or kao (no)
- Then children can individual fill in a sheet and choose ONE thing to draw and write if is good/very good
- Second page of above doc
-

Sheet -

Colours

'Ma is white song' Find in Poem books from the beginning of the year and sing. [📺 Ma is White - Poppet Stars](#)

Go through colours on the A3 chart.

Start COLOUR BOOKLET. Do the first and second page of the booklet 'Te Reo colours. Shade each colour in the box.








LESSON 3-Page 2 and 3 'Fish Coloring and word search.

'Ma is white poem'- ☰ "Mā" is White

Pepeha

Write and present your own Pepeha

1. [📺 Learn Your Pepeha Video Fun Creatives](#)
2. Learn these...
☰ My Pepeha Kowhai 2022
3. Create your own Pepeha visual wheel to display (We can Alter this to suit our age level)
<https://www.twinkl.co.nz/resource/visual-pepeha-template-years-0-4-nz-c-1667803380>
4. Present your Pepeha to the class or the teacher for Hero

	<p>-Actions-Look at action in Te Reo Print off these cards.  Action cards (Te Reo Maori & English).pdf Play an actions game where the teacher asks you to do an action...like Simon says. Use the doc below to learn how to do this  Let's learn some verbs...</p> <p>Do the activity matching in groups below  Kei te aha_ What are you doing?.pdf Activity</p> <p>Do the activity matching in groups below  Kei te aha_ What are you doing?.pdf Activity</p> <p>Body Parts in Te Reo -Where is your...? Here is is Play Simon Says  Session 6 Te Tinana and Adding to your Pepeha.pptx</p> <p>What's in your lunch box?  Lunchbox Te Reo Use slide to Ask and answer questions  Session 8: Kai .pptx</p>		
<p>1c All year</p>	<p>Adapt our approach to our curriculum delivery as children's needs change and as children with different needs join our school.</p> <p>Adapt our approach to our curriculum delivery as new teacher professional development opportunities present themselves throughout the year.</p>	<p>All teachers and leaders</p>	<p>A dynamic learning environment that meets the needs of all children and utilises the best practice methods available to us.</p>
<p>Evidence</p>	<ul style="list-style-type: none"> • We have updated our assessment overview to blend writing assessment (through analysis of writing samples) with the structured literacy assessments. • The staff have agreed to implement the Zones of Regulation programme throughout the school. RTLB delivered two workshops on ZOR and coregulation. We are using these resources to plan the implementation with the children. This is now a valuable tool for children to be able to recognise their emotions and develop emotional intelligence. • We have built relationships with whānau and children- ensuring inclusive classrooms that have a UDL approach in our teaching. Talking to children about their interests and successes. • We have adapted our teaching and learning programmes depending on the needs of children e.g. fine motor skills activities, adapt pace and stage of small group, fluid mathematical groupings and activities that enable extension for those that are capable. • lessons to children's progress, individual programmes for those with special needs. • We have constant reflection on our teaching practice to ensure that every learner is reaching their potential. Structured weekly meetings and daily informal catch ups during and outside of class time. 		

- Daily reflections and adaptations on teaching and learning between all teachers

Strategic aim:

Drive our innovative learning environment. 👍

Annual Target 2a:

To review and refresh our local curriculum 👍

Annual Target 2b:

To implement structured literacy model throughout the school *100*

Annual Target 2c:

To leverage the Hero portal to increase parent engagement and connections 👍

Baseline data:

When:	Actions	Who:	Outcomes
2a All year	<p>Staff and board to agree on a refreshed Vauxhall Pathway.</p> <p>Ensure evidence to support our model is available on our website.</p> <p>Communicate the Vauxhall Pathway to our parents and the wider community.</p>	All teachers and leaders	<p>Children will learn at a pace and stage that meets their needs. Learning will include:</p> <ul style="list-style-type: none"> • Play based and inquiry learning • Physical, moral and emotional needs identified, addressed and reported on. • Students are motivated, confident, resilient, be in the present - mindful. • Students have a voice during the process of engaging in learning activities. • Children will progress using a structured literacy approach (see target 2b) • A range of whole class and grouping strategies to promote high expectations of learning for all children. We are cognizant of minimising ability groups when possible. • Confidence in mathematics gained through children

			experiencing success and through a focus on basic facts
Evidence	<p>We had three meetings and workshops with RTLB to understand and begin the implementation of 'zones of regulation' in the school. We also learnt about co-regulation and age appropriate support to help children regulate emotions. We agreed this is now a valuable tool for children to be able to recognise their emotions and develop emotional intelligence.</p> <ul style="list-style-type: none"> • Hikoi to local area in term 4 • Local expert - discussed the historical importance of Narrow Neck to children as they created their art pieces around Narrow Neck beach. • Collaborative art in hall and library • Sculpture On Shore • Attended Dave Veart's PD session at TGS to upskill and learn about local area • Beyond the gate planting working with local environmentalist • Calendar art • Sculpture on the shore <p>We reviewed the refreshed New Zealand Curriculum and the first published section of the common practice model, watched MOE videos and studied links.</p> <p>We understand the refreshed curriculum values and structure, including 'Understand, Know, Do'.</p> <p>We are waiting for the second section of the common practice model and the changes the new Government will make to the curriculum.</p> <p>We have communicated the progress we are making engaging with the refreshed curriculum with our community through parent information sessions and the school newsletter.</p>		
2b All year	<p>We will upskill (through CRT support and PLD) and focus on both:</p> <p>How we teach: explicitly, systematically and cumulatively</p> <p>What we teach: Phonemic Awareness, Orthography (the spelling system), Morphology, Vocabulary, Syntax and Grammar, giving children the skills they need to read, spell and write with confidence.</p>	All teachers and leaders	<p>Structured Literacy focuses on 'phonemic awareness and alphabet knowledge' - alongside other key components -giving children the skills they need to read, spell and write with confidence.</p> <p>We will see an improvement in reading and spelling in years 2-6.</p>
Evidence	<p>Evident through all teachers planning, classroom routines and student engagement and achievement in literacy. Structured literacy is now our daily literacy programme embedded through our curriculum.</p> <p>Little learners Love Literacy is taught every day in the juniors and the 'Code' spelling programme is taught every day in the seniors.</p>		

2c Term 1	Review how we report to parents using Hero in years 1-3 and years 4-6. The review will incorporate learning stories, key competencies/dispositions and learning milestones.	All teachers and leaders	<p>Parents connect with learning regularly through Hero to get an accurate and up to date picture of their child's progress at school.</p> <p>Communicate through Hero and termly newsletters the Numeracy, Literacy and Science and Technology opportunities, progress and success of children.</p>
Evidence	<p>Structured Literacy goals added to Hero for parents to see under 'reading'</p> <ul style="list-style-type: none"> ● New parent information session - ensured that parents are aware of what Hero is used for ● Regular learning stories for each individual student and class learning stories - ensuring curriculum coverage ● Ensured good and timely communication on regular basis through the Hero app. Communication via hero for newsletters and current events, reminders to parents ● Talk to parents on one one to feedback Hero data - informal and structured interviews ● Completing learning stories to keep parents updated - Minimum 2 learning stories a term ● Photo sharing via hero/google photos ● School calendar added to Hero 		

Strategic aim:

Our school and children strive to support our local and wider community. 👍

Annual Target 3a:

To engage with our Kahui Ako 👍

Annual Target 3b:

To engage children in meaningful 'Beyond the Gate' initiatives in the wider community 👍

Baseline data:

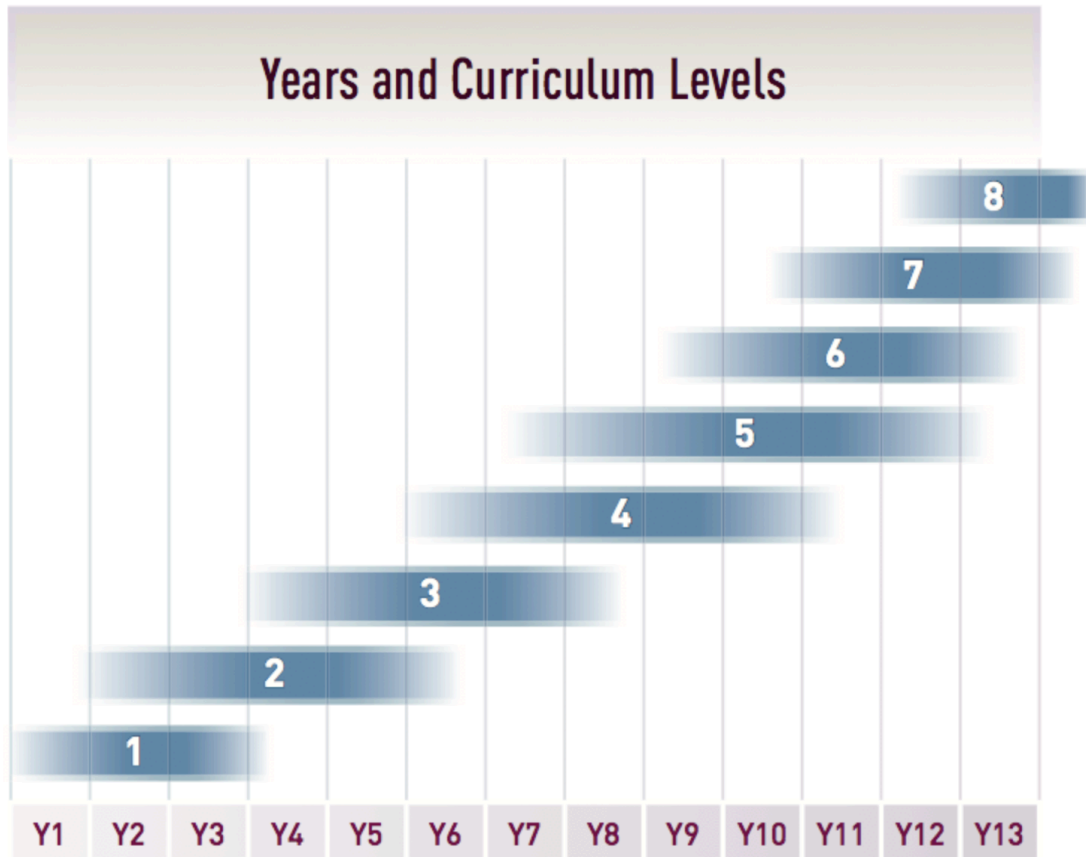
When:	What: (examples)	Who:	Outcomes:
3a All year	Vauxhall school will be an active member of the Kahui Ako and engage in our annual conference.	All teachers and leaders	<p>Teachers will connect with our local schools to develop professional networks.</p> <p>Vauxhall School will share professional knowledge at the Kahui Ako conference.</p> <p>Vauxhall School teachers will engage and acquire professional learning at the Kahui Ako conference.</p>
Evidence	<p>We have engaged in Kahui ako meetings to support the implementation of the Aotearoa NZ Histories curriculum. We have shared what Vauxhall Is currently doing, planning on doing and use of planning templates. We are looking forward to the outcomes of shared resources from the group.</p> <p>Three Vauxhall teachers successfully presented on teaching 'oral language' at the Kahui ako conference.</p> <p>All Vauxhall teachers and some of our learning assistants attended the conference and workshops. Feedback has been very positive and we have shared key ideas with each other at a recent staff meeting.</p> <ul style="list-style-type: none"> ● Kahui ako bulletin contribution ● Feedback form ASL ● Literacy hui at Vauxhall School ● ASL collaborative tours, observations, modelling & sharing ● Contributions to represent in specialist areas eg; oral language presentation at conference ● PD from Steve Seville on the local histories curriculum. ● We welcomed AS leaders to our classroom. ● Kapa Haka visit to Devonport Kindergarten ● Delivered a transition to school session with children at Peninsula Kids in Belmont ● Connecting with teachers within the Kahui Ako - literacy hui at Vauxhall School - all primary and BIS attended. 		

<ul style="list-style-type: none"> The second Literacy Hui PLD held at and led by Vauxhall School 			
3b All year	<p>Through 'Beyond The Gate' (BTG) our children will be learning some of the most important lessons in life: to be a good citizen, to contribute to our society, to think about other people and issues that are beyond our immediate lives.</p> <p>Help children to be aware of ways to engage in sustainability focused BTG' initiatives that enable children to contribute to the wider community.</p> <p>Where possible we will integrate BTG into numeracy, literacy and general curriculum planning to enable children to connect their learning with meaningful experiences.</p>	All teachers and leaders	<p>Each term children will be taking action either within our community or to address a national or global issue that they have identified.</p> <p>Because our children are thinking like this and taking action, they will hopefully start to think this is normal and the way to live life.</p> <p>The outcomes of BTG will be displayed through the ways children interact with their initiatives. This relates directly to the vision of the refreshed New Zealand Curriculum.</p> <p>In 2023 sustainability will be a central theme to BTG.</p> <p>A resource bank of past BTG initiatives to be utilised and added to can be found here.</p>
Evidence	<ul style="list-style-type: none"> Senior school weeding at the golf course and backfilled empty spaces (planting plants in gaps). We include an adult member of the community in class who has speech and intellectual disabilities. They are a valued member of the team each Regular termly excursions Ascot House (elderly) to sing Matariki songs. Planting in our local area & pest control Sculpture OnShore donation Food donations for Women's Refuge 		

2023 End of Year Milestone Data

How we benchmark our data

The chart below shows how the eight NZ curriculum levels map against the year groups 1 to 13. Vauxhall School teaches year 1 to 6 covering mainly curriculum levels 1 to 3. In 2026 the refreshed NZ curriculum (English, Mathematics and Social Sciences have been released) will be introduced which changes this map completely. The 8 levels will be replaced by 5 phases. Vauxhall School will be focusing on phase 1 (years 0-3) and phase 2 (years 4-6). This will change the face of how we report progress.



The charts on the following pages show how we determine if a child in each year group is either emergent, developing, at or above.

To be considered 'developing', a child needs to be working 18 months below their current expected achievement level. To be classified as 'above', a child needs to be working two years beyond their current expected achievement level. The level we set these benchmarks at has a large bearing on how many children are classified as 'developing', 'at' or 'above'.

Key: Developing At Above

End Year 0 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 1 (1st Jul)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 1 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 2 (1st Jul)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4
At Level 4 End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 2 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 3 (1st Jul)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 3 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 4 (1st Jul)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 4 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 5 (1st Jul)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 5 (1st Dec)

Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Mid Year 6 (1st Jul)

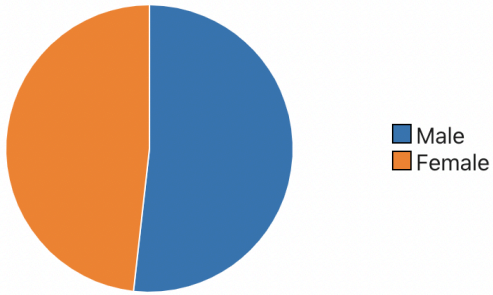
Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

End Year 6 (1st Dec)

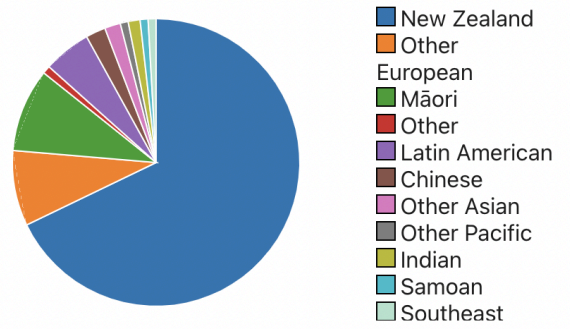
Emergent (Stage 1) Early Level 1 (Stages 2-3) At Level 1 (Stage 4) Early Level 2 (Early Stage 5) At Level 2 (At Stage 5)
End Level 2 (End Stage 5) Early Level 3 (Early Stage 6) At Level 3 (At Stage 6) End Level 3 (End Stage 6) Early Level 4 At Level 4
End Level 4 Early Level 5 At Level 5 End Level 5 Early Level 6 At Level 6 End Level 6

Demographics

Gender

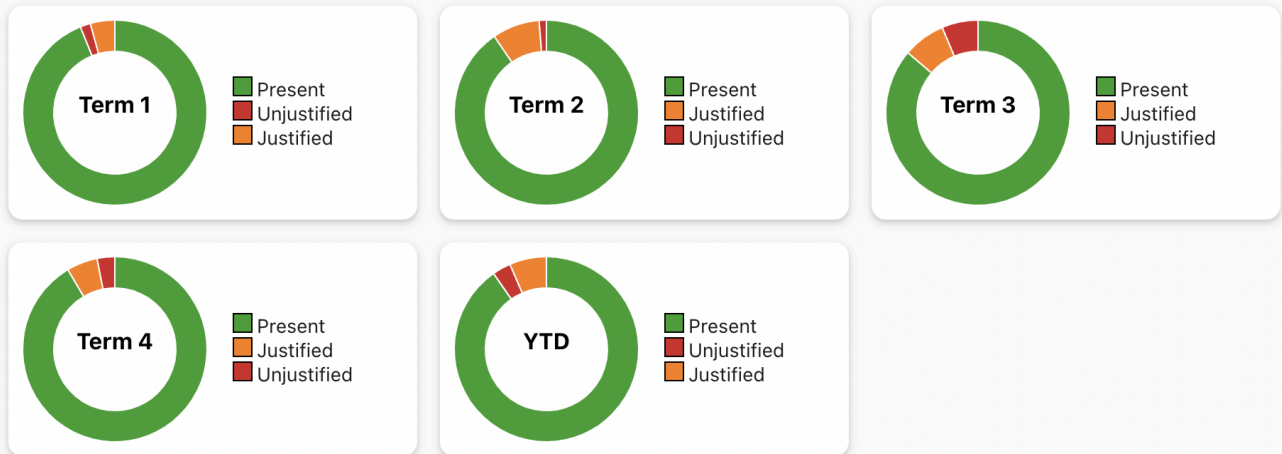


MoE Ethnicity Groups*



Attendance

Attendance by Truancy Code (half days)



Reading - Mid Year Hero Overall Teacher Judgement Data

In the following chart the proportion of boys and girls are represented on each bar, boys in blue, girls and pink.

To be 'above' in year 4 a child would need to be achieving at the expected level of a child at the end of year 6. To be 'above' in year 6 a child would need to be achieving at the expected level of a child at the end of year 8. Teachers are confident our capable readers are being challenged and progress is being made.

The majority (84%) of children are achieving at their respective curriculum levels in reading. Overall, 9% of children are reading 2 years above their level and 16% of children are reading 18 months below their level. By year group, in the senior school, reading at or above their level are: 95% of year 6's, 97% of year 5's and 83% of year 4's. We tend to find the number of children at the lower achievement levels decreases as they move into year 5 and 6, however this trend is often cohort dependent. Children in the 'developing' category have all been identified by their teachers and individual or group supports put in place.

Reasons for being at this level include: dyslexia, social anxiety, dyscalculia, global developmental delay, processing disorders, working memory difficulties, English as a second language, ADHD, autism and absenteeism.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (ALL STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
														0
Above					1 (3.57%)		4 (10.81%)		3 (8.33%)		1 (3.33%)		7 (12.50%)	16
At					10 (35.71%)		29 (78.38%)		29 (80.56%)		28 (93.33%)		46 (82.14%)	142
Developing					16 (57.14%)		4 (10.81%)		1 (2.78%)		1 (3.33%)		2 (3.57%)	24
Emergent					1 (3.57%)				3 (8.33%)				1 (1.79%)	5
Totals					28		37		36		30		56	187

Maori



All Students

(86% At or above)

Writing - Mid Year Hero Overall Teacher Judgement Data

The 78% of children are achieving at their respective curriculum levels in writing. By year group, in the senior school, writing at or above their level are: 80% of year 6's, 77% of year 5's and 78% of year 4's. We tend to find the number of children at the lower achievement levels decreases as they move into year 5 and 6, however this trend is often cohort dependent. Children in the 'developing' category have all been identified by their teachers and individual or group supports put in place.

Reasons for being at this level include: dyslexia, social anxiety, dyscalculia, global developmental delay, processing disorders, working memory difficulties, English as a second language, ADHD, autism and absenteeism.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (ALL STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
														0
Above											2 (6.67%)			2
At					21 (75.00%)		29 (78.38%)		28 (77.78%)		21 (70.00%)		45 (80.36%)	144
Developing					7 (25.00%)		8 (21.62%)		7 (19.44%)		7 (23.33%)		10 (17.86%)	39
Emergent									1 (2.78%)				1 (1.79%)	2
Totals					28		37		36		30		56	187

Maori



All Students

(78% at or above)

The majority (90%) of children are achieving at their respective curriculum levels in mathematics. By year group, in the senior school, achieving at or above their level in mathematics are: 87% of year 6's, 83% of year 5's and 92% of year 4's. We tend to find the number of children at the lower achievement levels decreases as they move into year 5 and 6, however this trend is often cohort dependent. Children in the 'developing' category have all been identified by their teachers and individual or group supports put in place.

Reasons for being at this level include: dyslexia, social anxiety, dyscalculia, global developmental delay, processing disorders, working memory difficulties, English as a second language, ADHD, autism and absenteeism.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS (ALL STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
														0
Above							3 (8.33%)		1 (2.78%)		2 (6.90%)		5 (8.93%)	11
At					27 (100.00%)		30 (83.33%)		32 (88.89%)		22 (75.86%)		44 (78.57%)	155
Developing							3 (8.33%)		2 (5.56%)		5 (17.24%)		7 (12.50%)	17
Emergent									1 (2.78%)					1
Totals					27		36		36		29		56	184

Maori



All Students

(90% At or above)


Vauxhall School report on how the school has given effect to Te tiriti o waitangi (new 2023)

- Our school production “Whenua Rangatira - Under the Stars” was a great success. The children have all learnt dance over the term that
- Our commissioned ‘creatives’ art project at the back of the hall is now complete. Year 6 students contributed to the piece that shows the traditional Maori use of Narrow Neck beach.
- Using waiata, and focused Te Reo time every Friday following the Te Reo progressions.
- Discussed Matariki and did several learning experiences around this. Myths, legends and stories.
- We have started a Te Reo learning book in which the children are expressing their understanding of Te Ao and Te Reo.
- Used our Te Reo and cultural learning when on Assembly.
- Kapa Haka
- Vauxhall Te reo learning progressions
- Te reo lessons every Thursday for non-kapa haka students- Games & engaging te reo activities

Examples of learning experiences:


1) Introducing myself in te Reo-My name is.....


Ko ___ Taku ingoa


 **Ko _____ toku ingoa**

Put into Poem books


Tena koe hello to one

 Tena Koe | Maori Hello Song with Lyrics | Children Love to Sing

 Tena Koe song

 Tena koe – hello to one

2. Feelings song slide 17 Sing the song as a group

 Feelings Vauxhall School.pptx

3. Ask someone how there are feeling using slide 2

Practice and role play as a group. Use different ways of saying how you are feeling.

Asking how someone is feeling

Kei te pēhea koe?
How are you?

Kei te _____ ahau
I am _____

Do worksheet

Asking how someone is feeling and answer using two feelings.

 Asking how some is feeling

Greetings to 1, 2 or more <https://www.youtube.com/watch?v=4Yyoztp-zWc>

1.  Tena Koe Poem and Song

Likes and Dislikes - he pai/he tino pai

https://docs.google.com/document/d/1uDhrb2x6_KfEWxmhLtjJW_Pc1IQv05PwbCdrsEOZx8/edit - Whole class sheet A3 - to show class likes/dislikes

- Write a list of things the class like on sheet above (TV shows, sports, singers, food etc)
- Teacher to ask the class their opinion:
- Is ' _____ ' good? He pai a ' _____ '?
- They answer either: 'āe, he pai' (yes, it's good), 'āe, he tino pai' (yes, it's very good) or kao (no)
- Then children can individual fill in a sheet and choose ONE thing to draw and write if is good/very good
- Second page of above doc

Sheet -

Colours


'Ma is white song' Find in Poem books from the beginning of the year and sing.

 Ma is White - Poppet Stars

Go through colours on the A3 chart.



Start COLOUR BOOKLET. Do the first and second page of the booklet 'Te Reo colours. Shade each colour in the box.

LESSON 3-Page 2 and 3 'Fish Coloring and word search.

'Ma is white poem'-  "Mā" is White

Pepeha

Write and present your own Pepeha

1.  Learn Your Pepeha Video Fun Creatives
2. Learn these...
 My Pepeha Kowhai 2022
3. Create your own Peheha visual wheel to display (We can Alter this to suit our age level)
<https://www.twinkl.co.nz/resource/visual-pepeha-template-years-0-4-nz-c-16678033>
80
4. Present your Pepeha to the class or the teacher for Hero


-Actions-Look at action in Te Reo Print off these cards.

 Action cards (Te Reo Maori & English).pdf


Play an actions game where the teacher asks you to do an action...like Simon says. Use the doc below to learn how to do this

 Let's learn some verbs...

Do the activity matching in groups below


 Kei te aha_ What are you doing?.pdf Activity

Do the activity matching in groups below


 Kei te aha_ What are you doing?.pdf Activity

Body Parts in Te Reo


-Where is your...? Here is is

Play Simon Says  Session 6 Te Tinana and Adding to your Pepeha.pptx

What's in your lunch box?

 Lunchbox Te Reo

Use slide to Ask and answer questions

 Session 8: Kai .pptx



Vauxhall School

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office@vauxhall.school.nz

2024 Statement of Compliance with Employment Policy - Vauxhall School

The Secretary of Education can be assured of compliance with the Employment Responsibility Policy, including safety checking and police vetting for non-teachers; teacher registration, certification, and police vetting; performance management, appointment procedure, staff conduct, and professional development; equal employment opportunities; child protection and abuse recognition and reporting.

Gary Lawrence
Principal
Vauxhall School

VAUXHALL SCHOOL

KIWISPORT STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$3,091.16 (excluding GST). The funding was spent on a combination of sporting initiatives including uniforms (netball) and sporting equipment — cricket, netballs, basketballs, dodge balls, footballs, high jump bar soccer goals and equipment for learning through play.

All students in the school had a range of sports, including with external instructors in the areas of Waterwise and football, and all students participated in the organised sports.