

THORNTON SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2028

Principal: Shelley Bremner

School Address: 43 Eastbank Road, Thornton

School Postal Address: East Bank Road RD 3, Whakatane, 3193

School Phone: 07 304 9308

School Email: kirsten@thornton.school.nz

Accountant / Service Provider:

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THORNTON SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

Thornton 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.

Rachel Watkins

Full Name of Presiding Member



Signature of Presiding Member

11 June 2024

Date:

Shelley Bremner

Full Name of Principal



Signature of Principal

11 June 2024

Date:

Thornton School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,071,187	1,004,524	1,071,427
Locally Raised Funds	3	94,180	31,350	83,695
Interest		6,125	1,000	1,284
Gain on Sale of Property, Plant and Equipment		307	-	538
Total Revenue		1,171,799	1,036,874	1,156,944
Expense				
Locally Raised Funds	3	37,119	16,300	37,074
Learning Resources	4	805,972	782,644	871,032
Administration	5	71,758	68,878	74,236
Interest		152	408	408
Property	6	197,626	168,644	162,469
Loss on Disposal of Property, Plant and Equipment		4,099	-	79,319
Total Expense		1,116,726	1,036,874	1,224,538
Net Surplus / (Deficit) for the year		55,073	-	(67,594)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		55,073	-	(67,594)

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

Thornton School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	2023	2023	2022
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	321,940	382,560	389,534
Total comprehensive revenue and expense for the year	55,073	-	(67,594)
Contribution - Furniture and Equipment Grant	5,845	-	-
Equity at 31 December	382,858	382,560	321,940
Accumulated comprehensive revenue and expense	382,858	382,560	321,940
Equity at 31 December	382,858	382,560	321,940

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.

Thornton School Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	146,018	215,118	172,454
Accounts Receivable	8	52,243	56,147	69,823
GST Receivable		3,878	10,501	25,127
Prepayments		10,518	10,927	5,817
Inventories	9	3,724	1,306	1,255
Investments	10	50,000	-	-
Funds Receivable for Capital Works Projects	16	1,654	-	33,931
		<u>268,035</u>	<u>293,999</u>	<u>308,407</u>
Current Liabilities				
Accounts Payable	12	56,069	67,934	160,075
Revenue Received in Advance	13	2,721	-	13,213
Provision for Cyclical Maintenance	14	-	4,667	-
Finance Lease Liability	15	5,580	15,915	12,397
Funds held for Capital Works Projects	16	4,937	-	2,437
		<u>69,307</u>	<u>88,516</u>	<u>188,122</u>
Working Capital Surplus/(Deficit)		<u>198,728</u>	<u>205,483</u>	<u>120,285</u>
Non-current Assets				
Property, Plant and Equipment	11	222,296	211,509	233,683
		<u>222,296</u>	<u>211,509</u>	<u>233,683</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	32,586	21,142	20,364
Finance Lease Liability	15	5,580	13,290	11,664
		<u>38,166</u>	<u>34,432</u>	<u>32,028</u>
Net Assets		<u><u>382,858</u></u>	<u><u>382,560</u></u>	<u><u>321,940</u></u>
Equity		<u><u>382,858</u></u>	<u><u>382,560</u></u>	<u><u>321,940</u></u>

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

Thornton School Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		318,274	255,342	301,146
Locally Raised Funds		75,452	32,050	96,908
International Students		5,543	-	-
Goods and Services Tax (net)		21,249	-	(14,626)
Payments to Employees		(148,178)	(125,511)	(192,613)
Payments to Suppliers		(153,571)	(62,291)	(138,667)
Interest Paid		(152)	(408)	(408)
Interest Received		5,471	1,000	1,284
Net cash from/(to) Operating Activities		124,088	100,182	53,024
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2,750
Purchase of Property Plant & Equipment (and Intangibles)		(39,909)	(431)	(51,424)
Purchase of Investments		(50,000)	-	-
Net cash from/(to) Investing Activities		(89,909)	(431)	(48,674)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,845	-	-
Finance Lease Payments		(10,802)	(14,280)	(15,788)
Funds Administered on Behalf of Other Parties		(55,658)	-	54,245
Net cash from/(to) Financing Activities		(60,615)	(14,280)	38,457
Net increase/(decrease) in cash and cash equivalents		(26,436)	85,471	42,807
Cash and cash equivalents at the beginning of the year	7	172,454	129,647	129,647
Cash and cash equivalents at the end of the year	7	146,018	215,118	172,454

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

Thornton School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Thornton 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. Future operating lease commitments are disclosed in note 21b.

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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

Improvements (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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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 a comparison to recent market transactions.

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

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

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

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

s) 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 Schools 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.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

u) Borrowings

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

v) 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.

w) Budget Figures

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

x) 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	310,207	257,136	287,150
Teachers' Salaries Grants	655,007	640,220	670,286
Use of Land and Buildings Grants	105,973	107,168	92,947
Other Government Grants	-	-	21,044
	<u>1,071,187</u>	<u>1,004,524</u>	<u>1,071,427</u>

The school has opted in to the donations scheme for this year. Total amount received was \$17,570.

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	4,160	3,000	2,485
Fees for Extra Curricular Activities	20,844	16,200	20,896
Trading	5,452	6,000	4,394
Fundraising & Community Grants	49,253	6,150	55,920
Other Revenue	8,928	-	-
International Students	5,543	-	-
	<u>94,180</u>	<u>31,350</u>	<u>83,695</u>
Expense			
Extra Curricular Activities Costs	27,068	9,300	20,853
Trading	3,595	6,000	4,950
Fundraising & Community Grant Costs	3,808	1,000	11,271
International Student - Other Expenses	2,648	-	-
	<u>37,119</u>	<u>16,300</u>	<u>37,074</u>
<i>Surplus for the year Locally raised funds</i>	<u>57,061</u>	<u>15,050</u>	<u>46,621</u>

During the year the School hosted 1 International students (2022:0)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	9,704	14,831	22,120
Library Resources	534	400	914
Employee Benefits - Salaries	747,873	714,687	792,648
Staff Development	371	3,309	594
Depreciation	46,724	46,998	53,598
Van Costs	766	2,419	1,158
	<u>805,972</u>	<u>782,644</u>	<u>871,032</u>

5. Administration

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	5,277	4,974	5,123
Board Fees	3,025	1,700	1,150
Board Expenses	726	1,700	4,333
Communication	330	1,000	952
Consumables	5,086	5,200	4,586
Other	3,498	2,093	4,741
Employee Benefits - Salaries	39,882	36,931	39,935
Insurance	5,702	5,500	5,362
Service Providers, Contractors and Consultancy	8,232	9,780	8,054
	71,758	68,878	74,236

6. Property

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	27,048	20,200	13,501
Cyclical Maintenance Provision	13,757	5,423	6,075
Grounds	7,017	6,700	4,957
Heat, Light and Water	9,982	7,350	6,910
Rates	1,653	2,000	1,896
Repairs and Maintenance	12,631	4,690	15,349
Use of Land and Buildings	105,973	107,168	92,947
Security	1,084	1,000	1,047
Employee Benefits - Salaries	18,481	14,113	19,787
	197,626	168,644	162,469

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	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	96,018	215,118	172,454
Short-term Bank Deposits	50,000	-	-
Cash and cash equivalents for Statement of Cash Flows	146,018	215,118	172,454

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

Of the \$146,018 Cash and Cash Equivalents \$4,937 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	755	2,917	167
Interest Receivable	654	-	-
Banking Staffing Underuse	-	4,525	10,845
Teacher Salaries Grant Receivable	50,834	48,705	58,811
	52,243	56,147	69,823
	52,243	56,147	69,823
Receivables from Exchange Transactions	1,409	2,917	167
Receivables from Non-Exchange Transactions	50,834	53,230	69,656
	52,243	56,147	69,823
	52,243	56,147	69,823

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,724	1,306	1,255
	3,724	1,306	1,255
	3,724	1,306	1,255

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	50,000	-	-
	50,000	-	-
	50,000	-	-

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	94,539	34,339	(3,797)	-	(7,197)	117,884
Furniture and Equipment	85,487	4,316	(302)	-	(15,852)	73,652
Information and Communication Technology	2,511	1,254	-	-	(1,108)	2,657
Motor Vehicles	28,273	-	-	-	(9,546)	18,727
Leased Assets	21,037	-	(474)	-	(12,792)	7,770
Library Resources	1,836	-	-	-	(229)	1,606
Balance at 31 December 2023	233,683	39,909	(4,573)	-	(46,724)	222,296

The net carrying value of equipment held under a finance lease is \$7,770 (2022: \$21,037)

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	167,553	(49,669)	117,884	161,741	(67,202)	94,539
Furniture and Equipment	162,483	(88,831)	73,652	162,294	(76,807)	85,487
Information and Communication Technology	50,995	(48,338)	2,657	55,961	(53,450)	2,511
Motor Vehicles	47,732	(29,005)	18,727	47,732	(19,459)	28,273
Leased Assets	51,362	(43,592)	7,770	52,488	(31,451)	21,037
Library Resources	34,985	(33,379)	1,606	34,985	(33,149)	1,836
Balance at 31 December	515,110	(292,814)	222,296	515,201	(281,518)	233,683

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	1,681	15,272	96,275
Accruals	3,118	3,215	4,464
Employee Entitlements - Salaries	50,834	48,705	58,811
Employee Entitlements - Leave Accrual	436	742	525
	<u>56,069</u>	<u>67,934</u>	<u>160,075</u>
Payables for Exchange Transactions	56,069	67,934	160,075
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>56,069</u>	<u>67,934</u>	<u>160,075</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income In Advance	28	-	-
Unused Grants	-	-	13,213
Grants in Advance MOE	2,693	-	-
	<u>2,721</u>	<u>-</u>	<u>13,213</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	20,364	20,386	19,939
Increase to the Provision During the Year	6,090	5,423	6,090
Use of the Provision During the Year	(1,535)	-	(5,650)
Other Adjustments	7,667	-	(15)
Provision at the End of the Year	<u>32,586</u>	<u>25,809</u>	<u>20,364</u>
Cyclical Maintenance - Current	-	4,667	-
Cyclical Maintenance - Non current	32,586	21,142	20,364
	<u>32,586</u>	<u>25,809</u>	<u>20,364</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2028. This plan is based on the actual cost of painting performed in the previous years adjusted for inflation.

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	5,593	15,915	12,611
Later than One Year and no Later than Five Years	5,580	13,290	11,709
Future Finance Charges	(13)	-	(259)
	11,160	29,205	24,061

Represented by

Finance lease liability - Current	5,580	15,915	12,397
Finance lease liability - Non current	5,580	13,290	11,664
	11,160	29,205	24,061

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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Toilets,O/door Learning&Roofing		224051	1,837	-	3,100	-	4,937
Playground Renovations		224054	600	-	(1,345)	-	(745)
Sliding Door and Roofing works		236061	(7,655)	7,655	(174)	-	(174)
LSM Fencing & Marking Works		233706	(26,276)	82,142	(56,183)	-	(317)
Rm1 Canopy and Pathways			-	-	(418)	-	(418)
Totals			(31,494)	89,797	(55,020)	-	3,283

Represented by:

Funds Held on Behalf of the Ministry of Education	4,937
Funds Receivable from the Ministry of Education	(1,654)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Toilets,O/door Learning&Roofing		224051	1,080	2,402	(1,645)	-	1,837
Playground Renovations		224054	2,610	-	(2,010)	-	600
Sliding Door and Roofing works		236061	-	90,000	(97,655)	-	(7,655)
LSM Fencing & Marking Works		233706	-	250,000	(276,276)	-	(26,276)
Totals			3,690	342,402	(377,586)	-	(31,494)

Represented by:

Funds Held on Behalf of the Ministry of Education	2,437
Funds Receivable from the Ministry of Education	(33,931)

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 conditions 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	3,025	1,150
<i>Leadership Team</i>		
Remuneration	238,547	224,927
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	241,572	226,077

There are 6 members of the Board excluding the Principal. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	-	2 - 3
Termination Benefits	-	-

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	2.00	-
	2.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

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.

21. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$47,559 (2022:\$530,683) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Toilets, O/door Learning & Roofing	110,427	103,981	6,446
Playground Renovations	9,129	8,961	168
Sliding Door and Roofing works	111,350	97,829	13,521
LSM Fencing & Marking Works	359,883	332,459	27,424
Total	590,789	543,230	47,559

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	146,018	215,118	172,454
Receivables	52,243	56,147	69,823
Investments - Term Deposits	50,000	-	-
Total financial assets measured at amortised cost	<u>248,261</u>	<u>271,265</u>	<u>242,277</u>

Financial liabilities measured at amortised cost

Payables	56,069	67,934	160,075
Finance Leases	11,160	29,205	24,061
Total financial liabilities measured at amortised cost	<u>67,229</u>	<u>97,139</u>	<u>184,136</u>

23. Events After Balance Date

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

24. Comparatives

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

Independent Auditor's Report

To the Readers of Thornton School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Thornton School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, 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 20, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 11 June 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Members of the Board, Kiwisport Report, Statement of Compliance with Employment Policy, Analysis of Variance Reporting, and Report on How the school has given effect to Te Tiriti o Waitangi, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

Thornton School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rachel Watkins	Presiding Member	Elected	Jun 2025
Shelley Bremner	Principal	ex Officio	
Danielle Benner	Parent Representative	Elected	Jun 2025
Jessica Armstrong	Parent Representative	Elected	Jun 2025
Carolyn Blom	Parent Representative	Elected	Jun 2025
Kristy Lowe	Parent Representative	Elected	Resigned 2023
Hayden Green	Parent Representative	Co-opted	
Julie Harnett	Staff Representative	Elected	Jun 2025

Thornton School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$1,743 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Thornton School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Analysis of Variance Reporting



School Name:	Thornton School	School Number:	2028
Aim:	<ol style="list-style-type: none"> (1) To increase student's achievement in writing in the 'Year 8' cohort (2) To increase student's achievement in writing in the 'Year 7' cohort (3) To increase student's achievement in writing in the 'Year 6' cohort (4) To increase student's achievement in writing in the 'Year 5' cohort (5) To increase student's achievement in writing in the 'Year 4' cohort 		
Target:	<ol style="list-style-type: none"> (1) The 9 students in the Year 8 cohort identified as not achieving the writing level will achieve at the required Year 8 level (Level 4) by the end of the year (2) The 12 students in the Year 7 cohort identified as not achieving the writing level will achieve at the required Year 7 level (Level E4) by the end of the year (3) The 3 students in the Year 6 cohort identified as not achieving the writing level will achieve at the required Year 6 level (Level 3) by the end of the year (4) The 12 students in the Year 5 cohort identified as not achieving the writing level will achieve at the required Year 5 level (Level E3) by the end of the year (5) The 8 students in the Year 4 cohort identified as not achieving the writing level will achieve at the required Year 4 level (Level 2) by the end of the year 		

Baseline Data:

Baseline Data:

(1) Analysis of 2021 school-wide writing end of year achievement data showed at the end of the year, the Year 8 cohort had 69% - 9 out of 13 students identified

as not achieving the written language level for their age

Above expected level - 3 23%

At expected level - 1 8%

Below expected level - 9 69%

(2) Analysis of 2021 school-wide writing end of year achievement data showed at the end of the year, the Year 7 cohort had 100% - 12 out of 12 students identified as not achieving the written language level for their age

Above expected level - 3 0%

At expected level - 1 0%

Below expected level - 9 100%

(3) Analysis of 2021 school-wide writing end of year achievement data showed at the end of the year, the Year 6 cohort had 60% - 3 out of 5 students identified

as not achieving the written language level for their age

Above expected level - 3 0%

At expected level - 1 40%

Below expected level - 9 60%

(4) Analysis of 2021 school-wide writing end of year achievement data showed at the end of the year, the Year 5 cohort had 50% - 12 out of 25 students identified as not achieving the written language level for their age

Above expected level - 3 17%

At expected level - 1 33%

Below expected level - 9 50%

(5) Analysis of 2021 school-wide writing end of year achievement data showed at the end of the year, the Year 4 cohort had 57% - 8 out of 14 students identified

as not achieving the written language level for their age

Above expected level - 3 7%

At expected level - 1 36%

Below expected level - 9 57%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																								
<p>Established school-wide expectation of curriculum writing level</p> <p>Target classroom writing programme implemented for all students/identified students</p> <p>A consistent system for tracking student progress. Teachers shared student progress and direct acts of teaching at staff meetings</p> <p>Data collected and analysed three times during the year</p> <p>We continued with our long-term school-wide professional learning with the facilitators from Writers Toolbox with four sessions on sentence style</p> <p>Established two lead teachers to meet with 'junior/senior syndicates' outside of staff meetings</p> <p>Teachers, in their syndicates, reflected on what changes they had made to their teaching practice to accelerate students' progress</p>	<p>(1) SOY</p> <table border="0"> <tr> <td>Above expected level - 3</td> <td>23%</td> </tr> <tr> <td>At expected level - 1</td> <td>8%</td> </tr> <tr> <td>Below expected level - 9</td> <td>69%</td> </tr> </table> <p>EOY</p> <table border="0"> <tr> <td>Above expected level - 4</td> <td>31%</td> </tr> <tr> <td>At expected level - 0</td> <td>0%</td> </tr> <tr> <td>Below expected level - 9</td> <td>69%</td> </tr> </table> <p>Year 8 cohort Out of the 13 students: The 9 students who were Below at SOY made no movement 1 went from At to Above</p> <p>(2) SOY</p> <table border="0"> <tr> <td>Above expected level - 3</td> <td>23 %</td> </tr> <tr> <td>At expected level - 1</td> <td>8%</td> </tr> <tr> <td>Below expected level - 9</td> <td>69%</td> </tr> </table> <p>EOY</p> <table border="0"> <tr> <td>Above expected level - 4</td> <td>31%</td> </tr> <tr> <td>At expected level - 0</td> <td>0%</td> </tr> <tr> <td>Below expected level - 9</td> <td>69%</td> </tr> </table> <p>Year 7 cohort Out of the 13 students: The 9 students who were Below at SOY made no movement 1 went from At to Above</p> <p>(2) the Year 6 cohort</p>	Above expected level - 3	23%	At expected level - 1	8%	Below expected level - 9	69%	Above expected level - 4	31%	At expected level - 0	0%	Below expected level - 9	69%	Above expected level - 3	23 %	At expected level - 1	8%	Below expected level - 9	69%	Above expected level - 4	31%	At expected level - 0	0%	Below expected level - 9	69%	<p>Improvements occurred as a result of:</p> <p>The combined efforts across the two 'syndicate' teams</p> <p>The additional support provided to teachers from the two 'lead teachers'</p> <p>Teacher engagement in the in-house Writers Toolbox professional development over the school year</p> <p>The collaborative activity of teachers in sharing teaching practice and ongoing results</p> <p>Teachers over a period of time were establishing clearer guidelines for monitoring their practice and pedagogy of writing across the school. This increased their confidence in their ability to effect success for the children</p> <p>The 'syndicate' lead teachers established a review and monitoring structure to mentor the teachers</p> <p>The teachers focused on improving their teaching practice in writing</p>	<p>Development and implementation of planning and assessment matrixes</p> <p>Continuation of professional learning with Writers Toolbox facilitators</p> <p>Sentence style and expansion workshops</p> <p>Continuation of 'syndicate' led by lead teachers to support teacher capacity</p> <p>Writers Toolbox online learning tool purchased for students Year 4+</p> <p>Sharing of student writing and teaching practice scheduled for staff meetings</p> <p>Move towards sustainability in the school's writing programme if application for further PLD is unsuccessful</p>
Above expected level - 3	23%																										
At expected level - 1	8%																										
Below expected level - 9	69%																										
Above expected level - 4	31%																										
At expected level - 0	0%																										
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Above expected level - 3	23 %																										
At expected level - 1	8%																										
Below expected level - 9	69%																										
Above expected level - 4	31%																										
At expected level - 0	0%																										
Below expected level - 9	69%																										

<p>Regular discussions regarding progress of identified students, development of programmes and required resources</p>	<p>Out of the 10 students: 2 made progress within a level 6 made no movement within a level 1 went down a level 1 went down within a level</p> <p>(3) the Year 5 cohort Out of the 5 students: 2 made no movement within a level 1 went down a level 2 left school</p> <p>(4) the Year 7 Māori students cohort Out of the 2 students: 2 went down 2 levels</p> <p>Significantly none of the identified students made progress or met the expected</p> <p>Lack of progress across all target cohorts showed although teacher capacity through PLD had increased, however this hadn't had an impact on student achievement</p> <p>Many of these children, particularly the older ones learned to recognise that their writing is improving and that they are learning and making progress.</p> <p>It was recognised as the year progressed that while the initial expectation was to see significant</p>	<p>The syndicate lead teachers provided teacher PD to support teachers, improving their knowledge and understanding around the sentence styles</p> <p>The board budgeted for the purchase of the Writers Toolbox resource to support Year 4+ children's' learning</p>	<p>The school is continuing with this strategic response focusing on Year 4+ learners this year.</p> <p>In addition, the teaching staff will continue PLD in writing. The outcome to be to significantly raise the achievement of this larger target group</p>
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<p>School-wide expectation established and communicated that 'Year 8' students will make levels of progress in writing in 2021</p>	<p>gains which would move the children from the Below category to the 'At' category did not occur. The children's progress in most cases was at a slower pace, with some children actually going back. Notwithstanding that, with reassurance from the Writers Toolbox facilitators, teachers understand that this drop in achievement levels is temporary and part of our school's writing journey</p>		
<p>Review data with staff to determine target students learning needs</p>			
<p>Target student progress reports to staff</p>	<p>Classroom programme matched student's needs</p>		
<p>Writer's Toolbox</p>	<p>Consistency of classroom writing programme across school using Writers Toolbox writing programme</p>		
<p>Effective teaching and learning programmes implemented</p>	<p>Teachers fully engaged in PLD</p>		
<p>Implementation of Writers Toolbox literacy programme across the classes</p>	<p>Ways to accelerate in class were shared in staff meeting and informal discussions</p>		
<p>Data gathering - writing samples</p>			
<p>Targeted programmes planned, resourced, and implemented for identified students</p>			

Work with parents, families, and whanau around ways to support students learning

Analysis of end of year data to inform planning and next year's target

Planning for 2022 Year:

PLD with external facilitator with a goal of improving children's competencies in writing

Developing and improving strategies to assist children to reach their achievement level

Develop a planning writing matrix

Develop an assessment writing matrix

Improve whole school planning and teaching of writing

Improve whole school consistent moderation of writing

How Thornton School has given effect to Te Tiriti o Waitangi

Thornton School has given effect to the Treaty of Waitangi in a variety of ways.

Thornton School systems and routines have been adapted as follow:

- Work to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori
- Seek input from local iwi on the strategic direction of the school and the local curriculum programme development and for property work
- To continue to build relational trust and effective participation and collaboration at every level of the school community
- To continue participation in the Māori Achievement Collaboration as a staff and in the principal group
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- All staff members are expected to develop an awareness of Tikanga Māori and Te Reo Māori and incorporate these into their class programme
- Authentic and culturally affirming teaching and learning programmes
- Teachers confident to share and teach areas