



SUTTON PARK SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Ministry Number: 1520

School Address: 89 Vine Street
Mangere East, Auckland 2024

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SUTTON PARK SCHOOL

Annual Report - For the year ended 31 December 2020

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Sutton Park School

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

MRS GFA KATBA

Full Name of Board Chairperson

Mr Josua Esera

Full Name of Principal

GFA Katba

Signature of Board Chairperson

J Esera

Signature of Principal

28/05/2021

Date:

28/05/2021

Date:

Sutton Park School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Term Expires
Ofa Katoa	Chairperson	Re-elected Jun 2019	May 2022
Iosua Esera	Principal	Ex officio	
Julia Belford	Parent Representative	Elected Jun 2019	May 2022
Taniela Fangai'uiha	Parent Representative	Re-elected Jun 2019	May 2022
Charlene Peters	Parent Representative	Elected Jun 2019	May 2022
Deepanjali Raj	Parent Representative	Re-elected Jun 2019	May 2022
Ioelu Tautaiolefua	Parent Representative	Re-elected Jun 2019	May 2022
Naomi TeWhare	Parent Representative	Re-elected Jun 2019	May 2022
Tania Lakokiperitania	Staff Representative	Re-elected Jun 2019	May 2022



Sutton Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual
Revenue				
Government Grants	2	4,907,516	4,665,602	4,575,677
Locally Raised Funds	3	92,435	141,000	205,682
Interest income		7,844	8,250	12,858
International Students	4	-	5,000	-
		<u>5,007,795</u>	<u>4,819,852</u>	<u>4,794,217</u>
Expenses				
Locally Raised Funds	3	48,606	102,390	137,447
International Students	4	-	4,500	530
Learning Resources	5	3,356,975	3,366,559	3,205,329
Administration	6	239,781	260,694	234,477
Finance		5,464	8,321	3,175
Property	7	1,051,210	1,035,981	1,038,439
Depreciation	8	179,084	170,000	164,629
Loss on Disposal of Property, Plant and Equipment		571	-	17,351
		<u>4,881,691</u>	<u>4,948,445</u>	<u>4,801,376</u>
Net Surplus / (Deficit) for the year		126,104	(128,593)	(7,159)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>126,104</u></u>	<u><u>(128,593)</u></u>	<u><u>(7,159)</u></u>

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



Sutton Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>791,097</u>	<u>791,097</u>	<u>798,256</u>
Total comprehensive revenue and expense for the year		126,104	(128,593)	(7,159)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		39,000	-	-
Equity at 31 December	25	<u>956,201</u>	<u>662,504</u>	<u>791,097</u>
Retained Earnings		956,201	662,504	791,097
Reserves		-	-	-
Equity at 31 December		<u>956,201</u>	<u>662,504</u>	<u>791,097</u>

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.



Sutton Park School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	
		\$	\$	
Current Assets				
Cash and Cash Equivalents	9	178,284	19,565	114,134
Accounts Receivable	10	208,668	183,346	183,346
GST Receivable		26,728	23,124	23,124
Prepayments		6,922	9,182	9,182
Inventories	11	780	-	-
Investments	12	380,000	175,000	275,000
Funds held for Capital Works Projects	19	60,512	-	30,605
		<u>861,894</u>	<u>410,217</u>	<u>635,391</u>
Current Liabilities				
Accounts Payable	14	258,963	216,896	222,529
Revenue Received in Advance	15	710	1,287	1,287
Provision for Cyclical Maintenance	16	-	-	174,411
Finance Lease Liability - Current Portion	17	36,400	25,982	13,017
Funds held in Trust	18	24,863	-	5,477
		<u>320,936</u>	<u>244,165</u>	<u>416,721</u>
Working Capital Surplus/(Deficit)		540,958	166,052	218,670
Non-current Assets				
Investments	12	-	-	-
Property, Plant and Equipment	13	672,354	608,381	630,181
		<u>672,354</u>	<u>608,381</u>	<u>630,181</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	223,241	71,414	51,257
Finance Lease Liability	17	33,869	40,515	6,497
		<u>257,110</u>	<u>111,929</u>	<u>57,754</u>
Net Assets		<u>956,201</u>	<u>662,504</u>	<u>791,097</u>
Equity	25	<u>956,201</u>	<u>662,504</u>	<u>791,097</u>

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



Sutton Park School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	
			\$	
Cash flows from Operating Activities				
Government Grants		1,587,635	1,537,313	1,336,493
Locally Raised Funds		88,715	136,597	205,651
International Students		-	5,000	
Goods and Services Tax (net)		(3,604)	(4,251)	(4,251)
Funds Administered on Behalf of Third Parties		19,386	-	(5,477)
Payments to Employees		(769,671)	(847,668)	(699,827)
Payments to Suppliers		(598,083)	(705,272)	(759,487)
Cyclical Maintenance Payments in the year		-	(174,412)	
Interest Paid		(5,464)	(8,321)	(3,175)
Interest Received		12,215	11,924	12,161
Net cash from/(to) Operating Activities		331,129	(49,090)	82,088
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(154,027)	(61,038)	(52,401)
Purchase of Investments		(105,000)	60,061	10,061
Net cash from/(to) Investing Activities		(259,027)	(977)	(42,340)
Cash flows from Financing Activities				
Furniture and Equipment Grant		39,000	-	
Finance Lease Payments		(17,044)	23,094	(39,649)
Funds Held for Capital Works Projects		(29,908)	-	(135,782)
Net cash from/(to) Financing Activities		(7,952)	23,094	(175,431)
Net increase/(decrease) in cash and cash equivalents		64,150	(26,973)	(135,683)
Cash and cash equivalents at the beginning of the year	9	114,134	46,538	249,817
Cash and cash equivalents at the end of the year	9	178,284	19,565	114,134

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

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



Sutton Park School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Sutton Park 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. 2020 Actual results may differ from these estimates.

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 13.

Critical Judgements in applying accounting policies

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



Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and 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.



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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 to Crown Owned Assets	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.



Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

p) Funds Held in Trust

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

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

q) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Instruments

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

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

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

s) 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.

t) Budget Figures

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

u) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	1,388,962	1,284,075	1,179,366
Teachers' Salaries Grants	2,500,030	2,426,323	2,420,691
Use of Land and Buildings Grants	806,892	785,494	785,494
Other MoE Grants	211,632	169,710	190,126
	<u>4,907,516</u>	<u>4,665,602</u>	<u>4,575,677</u>

The school has opted in to the donations scheme for this year. Total amount received was \$81,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$18,502 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	8,950	50,000	15,393
Activities	11,186	37,500	67,973
Trading	8,348	2,000	15,186
Fundraising	63,951	51,500	107,131
	<u>92,435</u>	<u>141,000</u>	<u>205,682</u>
Expenses			
Activities	44,218	92,500	119,907
Trading	505	3,000	3,587
Fundraising (Costs of Raising Funds)	3,883	6,890	13,953
	<u>48,606</u>	<u>102,390</u>	<u>137,447</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>43,829</u>	<u>38,610</u>	<u>68,235</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	0	1	0
Revenue			
International Student Fees	-	5,000	-
Expenses			
Other Expenses	-	4,500	530
	<u>-</u>	<u>4,500</u>	<u>530</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>-</u>	<u>500</u>	<u>(530)</u>



5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	241,425	230,991	219,289
Equipment Repairs	1,155	-	1,562
Library Resources	830	1,300	963
Employee Benefits - Salaries	3,090,455	3,086,768	2,937,691
Staff Development	23,110	47,500	45,824
	<u>3,356,975</u>	<u>3,366,559</u>	<u>3,205,329</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,620	6,620	6,140
Board of Trustees Fees	7,066	10,000	7,212
Board of Trustees Expenses	6,490	18,000	14,461
Communication	10,842	8,220	7,269
Consumables	14,904	19,500	19,336
Operating Lease	5,520	5,520	5,520
Other	31,113	23,650	22,784
Employee Benefits - Salaries	137,543	149,635	132,059
Insurance	5,659	5,523	5,672
Service Providers, Contractors and Consultancy	14,024	14,026	14,024
	<u>239,781</u>	<u>260,694</u>	<u>234,477</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	27,072	25,000	24,355
Consultancy and Contract Services	63,637	58,000	58,765
Cyclical Maintenance Provision	(2,427)	20,157	21,050
Grounds	11,404	10,800	12,146
Heat, Light and Water	44,441	37,500	42,266
Repairs and Maintenance	49,802	60,424	46,944
Use of Land and Buildings	806,892	785,494	785,494
Employee Benefits - Salaries	50,389	38,606	47,419
	<u>1,051,210</u>	<u>1,035,981</u>	<u>1,038,439</u>

8. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	45,430	170,000	45,362
Furniture and Equipment	61,333	-	55,775
Information and Communication Technology	28,700	-	25,530
Leased Assets	43,621	-	37,963
	<u>179,084</u>	<u>170,000</u>	<u>164,629</u>



9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	77	-	81
Bank Current Account	178,207	19,565	114,053
Cash and cash equivalents for Statement of Cash Flows	<u>178,284</u>	<u>19,565</u>	<u>114,134</u>

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	5,092	6,320	1,949
Interest Receivable	-	-	4,371
Teacher Salaries Grant Receivable	203,576	177,026	177,026
	<u>208,668</u>	<u>183,346</u>	<u>183,346</u>
Receivables from Exchange Transactions	5,092	6,320	6,320
Receivables from Non-Exchange Transactions	203,576	177,026	177,026
	<u>208,668</u>	<u>183,346</u>	<u>183,346</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	780	-	-
	<u>780</u>	<u>-</u>	<u>-</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	380,000	175,000	275,000
Total Investments	<u>380,000</u>	<u>175,000</u>	<u>275,000</u>



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	272,053	-	-	-	(45,430)	226,623
Furniture and Equipment	284,100	73,834	(160)	-	(61,333)	296,442
Information and Communication Technology	51,606	55,597	(412)	-	(28,700)	78,091
Leased Assets	22,423	92,396	-	-	(43,621)	71,198
Balance at 31 December 2020	630,182	221,827	(571)	-	(179,084)	672,354

The net carrying value of equipment held under a finance lease is \$71,198 (2019: \$22,423)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	908,606	(681,983)	226,623
Furniture and Equipment	1,099,518	(803,076)	296,442
Information and Communication Technology	247,423	(169,332)	78,091
Leased Assets	158,895	(87,697)	71,198
Balance at 31 December 2020	2,414,442	(1,742,088)	672,354

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	311,760	5,655	-	-	(45,362)	272,053
Furniture and Equipment	293,846	46,029	-	-	(55,775)	284,100
Information and Communication Technology	76,418	717	-	-	(25,530)	51,605
Leased Assets	57,632	2,754	-	-	(37,963)	22,423
Library Resources	17,351	-	(17,351)	-	-	-
Balance at 31 December 2019	757,007	55,154	(17,351)	-	(164,629)	630,181

The net carrying value of equipment held under a finance lease is \$22,423 (2018: \$57,632)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	908,606	(636,553)	272,053
Furniture and Equipment	1,058,714	(774,614)	284,100
Information and Communication Technology	299,309	(247,704)	51,605
Leased Assets	91,094	(68,671)	22,423
Library Resources	-	-	-
Balance at 31 December 2019	2,357,723	(1,727,542)	630,181



14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	30,206	31,657	25,208
Accruals	6,620	-	6,450
Banking Staffing Overuse	1,662	-	5,633
Employee Entitlements - Salaries	208,021	177,026	177,026
Employee Entitlements - Leave Accrual	12,454	8,213	8,213
	<u>258,963</u>	<u>216,896</u>	<u>222,529</u>
Payables for Exchange Transactions	258,963	216,896	222,529
	<u>258,963</u>	<u>216,896</u>	<u>222,529</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	710	1,287	1,287
	<u>710</u>	<u>1,287</u>	<u>1,287</u>

16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	225,668	225,668	204,618
Increase/ (decrease) to the Provision During the Year	8,530	20,157	21,050
Use of the Provision During the Year	-	(174,411)	(1)
Provision at the End of the Year	<u>234,198</u>	<u>71,414</u>	<u>225,667</u>
Cyclical Maintenance - Current	-	-	174,411
Cyclical Maintenance - Term	223,241	71,414	51,257
	<u>223,241</u>	<u>71,414</u>	<u>225,668</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	40,099	13,017	13,017
Later than One Year and no Later than Five Years	35,329	6,497	6,497
	<u>75,428</u>	<u>19,514</u>	<u>19,513</u>

18. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	24,863	-	5,477
	<u>24,863</u>	<u>-</u>	<u>5,477</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 1 Modernisation	<i>in progress</i>	282,171	-	(2,541)	-	279,631
Temporary Accommodation	<i>in progress</i>	(312,776)	-	-	-	(312,776)
Property Modernisation	<i>in progress</i>	-	-	(1,140)	-	(1,140)
ILE/Toilet Upgrade/Roof Replacer	<i>in progress</i>	-	-	(26,227)	-	(26,227)
Totals		<u>(30,605)</u>	<u>-</u>	<u>(29,908)</u>	<u>-</u>	<u>(60,512)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	279,631
Funds Due from the Ministry of Education	(340,143)
	<u>(60,512)</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 1 Modernisation	<i>in progress</i>	243,953	39,947	(2,980)	1,252	282,171
Temporary Accommodation	<i>in progress</i>	(112,475)	-	(200,301)	-	(312,776)
ILE/Toilet Upgrade/Roof Replacer	<i>completed</i>	-	55,412	(10,741)	(44,671)	-
Block 1 & 12 Roof/Drainage	<i>completed</i>	-	31,770	(62,325)	30,555	-
Emergency Roof Replacement	<i>completed</i>	(8,820)	-	-	8,820	-
Modernisation	<i>completed</i>	(12,016)	16,412	(2,976)	(1,420)	-
Roof Replacement	<i>completed</i>	(5,464)	-	-	5,464	-
Totals		<u>105,178</u>	<u>143,541</u>	<u>(279,323)</u>	<u>-</u>	<u>(30,605)</u>



20. 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.

21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	7,066	7,212
Full-time equivalent members	0.08	0.08
<i>Leadership Team</i>		
Remuneration	377,875	356,456
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	384,941	363,668
Total full-time equivalent personnel	3.08	3.08

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	3.00
110 - 120	2.00	0.00
	3.00	3.00

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



22. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$0	\$0
Number of People	0	0

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- Contract for Block 1 Modernisation to be completed in 2021, which will be fully funded by the Ministry of Education. \$541,042 has been received of which \$261,410 has been spent on the project to date; and
- Contract for Temporary Accommodation to be completed in 2021, which will be fully funded by the Ministry of Education. \$0 has been received of which \$312,776 has been spent on the project to date; and
- Contract for Property Modernisation to be completed in 2021, which will be fully funded by the Ministry of Education. \$0 has been received of which \$1,140 has been spent on the project to date; and

(Capital commitments at 31 December 2019: -\$30,604)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

- 1 Operating lease with Advavo Limited for a phone system.

	2020 Actual \$	2019 Actual \$
No later than One Year	-	2,760
	<u>-</u>	<u>2,760</u>



25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. 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

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Cash and Cash Equivalents	178,284	19,565	114,134
Receivables	208,668	183,346	183,346
Investments - Term Deposits	380,000	175,000	275,000
Total Financial assets measured at amortised cost	<u>766,952</u>	<u>377,911</u>	<u>572,480</u>

Financial liabilities measured at amortised cost

Payables	258,963	216,896	222,529
Finance Leases	70,269	66,497	19,514
Total Financial Liabilities Measured at Amortised Cost	<u>329,232</u>	<u>283,393</u>	<u>242,043</u>

27. 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 Sutton Park School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Sutton Park School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2021. 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 of 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

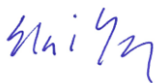
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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* issued by the New Zealand Auditing and Assurance Standards Board.

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



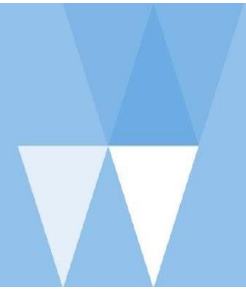
Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Sutton Park School	School Number:	1520
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Strategic Aim:	Accelerate student achievements especially in literacy and numeracy.
Annual Aim:	<p>Writing:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students so that all will improve 3 e-asttle sub-levels in writing by the end of 2020 <p>Reading:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students with identified levels of achievements at the start of the year, to progress by 3 e-asttle sub-levels in reading by the end of 2020 <ul style="list-style-type: none"> PM levels (Juniors) Probe levels (Seniors) <p>Maths:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students with identified levels of achievements at the start of the year, to improve by three e-asttle sub-levels by the end of 2020
Target:	<p>Writing:</p> <ul style="list-style-type: none"> By the end of 2020 65% Year 3 will achieve at Early Level 2 of the Curriculum. By the end of 2020, every teacher in Years 5-8 will follow the Writing Process. <p>Reading:</p> <ul style="list-style-type: none"> By the end of 2020, 65% Year 3 will achieve at Early Level 2 of the Curriculum. By the end of 2020, every teacher in Years 5-8 will have a balanced Reading Programme and that 75% of Year 8 students will be reading at Level 4 of the Curriculum

**Maths:**

- By the end of 2020 90% Year 4 will achieve at Level 2 of the Curriculum.
- By the end of 2020, every teacher in Years 5-8 will have a balanced Maths programme. 70% of Year 8 students will achieve at Level 4 of the Curriculum.

Baseline Data:**Writing:**

- By the end of 2019, 70% of Year 2 (mainstream), will achieve at and above Curriculum level.
- By the end of 2019, 75% of Year 8 will achieve at and above Curriculum Level 4.

Reading:

- By the end of 2019, 70% of Year 2 (mainstream), will achieve at and above Curriculum Level 1.
- By the end of 2019, 75% of Year 6 will achieve at and above Curriculum Level 3.

Maths:

- By the end of 2019, 85% of Year 3 will achieve at and above Early C
- By the end of 2019, 75% of Year 8 will achieve at and above Curriculum Level 4.



EOY (End of Year data report for the whole school) Years 1 - 8, Term 4 - 2020

Introduction:

The SOY and EOY data has been analysed separately for Reading, Writing and Maths. We have decided to present the SOY and EOY data in this way so we can clearly see the shifts in each of the Year levels from the 'start of year' SOY and the end of year' EOY.

Data gathering:

We have gathered data for Reading, Writing and Maths for all classes excluding the Maori Bilingual unit as they have their own data gathering system called Whanaketanga for Maori Rumaki Reo classes. Also, the Total Immersion classes their Reading and Writing data is not included only in Maths. We also have the Bilingual Units present their data also in this report.

Data presentation:

The data presented is of all the Years 1 to 8 excluding the Maori Rumaki Reo classes. The data will be presented later in the data presentation. The teachers enter results according to the New Zealand Curriculum Levels.

In order for teachers to make an accurate Teacher Judgement (TJ's), there were standardised tests, taken by all students in Years 1-8 as one way of determining where each student is at with their learning at the start of the year. These standardised tests are also administered this term to determine their final level for Term 4. Teacher observations in the classroom about each student's learning also indicates where they are placed in the OTJ's done by the teachers. The data that is presented also suggests that the students who are identified as at risk, we have additional support

provided beyond the classroom programme.

New Level entries:

This year we are using the new level expectations with the description below instead of National standards.

<p>Note 1</p>	<p>Agreed language: Early or At Curriculum level ... Early means doing some of this level and they have achieved the level before. Eg: a student working at early L2 would have met the demands of L1 and is able to do some things at L2. At means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																	
<p>Note 2</p>	<p>Year Level Expectations</p> <table border="1" data-bbox="286 858 976 1278"> <tr> <td>Year 1</td> <td>Early L1</td> </tr> <tr> <td>Year 2</td> <td>At L1</td> </tr> <tr> <td>Year 3</td> <td>Early L2</td> </tr> <tr> <td>Year 4</td> <td>At L2</td> </tr> <tr> <td>Year 5</td> <td>Early L3</td> </tr> <tr> <td>Year 6</td> <td>At L3</td> </tr> <tr> <td>Year 7</td> <td>Early L4</td> </tr> <tr> <td>Year 8</td> <td>At L4</td> </tr> </table>		Year 1	Early L1	Year 2	At L1	Year 3	Early L2	Year 4	At L2	Year 5	Early L3	Year 6	At L3	Year 7	Early L4	Year 8	At L4
Year 1	Early L1																	
Year 2	At L1																	
Year 3	Early L2																	
Year 4	At L2																	
Year 5	Early L3																	
Year 6	At L3																	
Year 7	Early L4																	
Year 8	At L4																	

Data analysis:

There are a number of students who have significant learning disabilities and are also receiving support through the Ongoing and Reviewable Resourcing Schemes also known as ORRS. The progress these children make will be assessed in relation to a regular review of their learning that takes place through their Individual Education Plan/Programmes (IEP) and processes, which are in consultation with parents, families, whanau teachers and the Ministry of Education. Furthermore, we are privileged to have trained Teacher Assistants to deliver a reading programme called 'Rainbow Reading' to help with accelerating learning through Reading. Rainbow Reading is available for mainstream students as well as the Bilingual Units from Years 3 to 8 and have continued to be a very successful programme for our students.

The teacher assistants undertaking the Rainbow Reading programme have indicated that some students are on their way and have made progress and will look at taking a new intake of students in 2021 from their end data report. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30-40 minute session with one child at a time and this support is set up for children in Year 2.

For our Communities of Learning - Kahui Ako (Mangere South) one of our achievement challenges is about Writing with a focus on boys writing. We have within-school teachers who will focus on selected teachers to work on a collaborative inquiry to see what is going on with our writing programme here at Sutton Park school. The with-in school teachers work with other teachers in the CoL's to develop strategies that are working across all schools. We look forward to the shifts in Writing with support given by our with-in teachers in the Communities of Learning.

Validity and Reliability:

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Term 1, 2, 3 and Term 4 for whole school assessment. This is when standardised tests are done in classes. We use the Progression Achievement Test (PAT) in Maths and Reading, STAR, e-asttle Reading and Writing, PROBE (for Years 4-8) and PM Benchmark (for Years 1-4), JAM (Maths assessment for Years 1-3) and GLoSS (for Years 4-8) to ensure that the data is aligned to the Curriculum levels as well as teacher observation which is an important factor in determining an accurate Teacher Judgement (TJ).

Our School Curriculum plan has been shared and discussed with the teachers. They will be referring to this Curriculum plan book for Annual aims for Reading, Writing and Maths, all the planning templates and strategies for Reading, Writing and Maths to accelerate the learning of all students at Sutton Park school.

We hold Syndicate and Whanau meetings on alternate Tuesday's to ensure that teachers are sharing good practice amongst their syndicates or whanau teams. These meetings also hold moderation sessions where teachers bring pieces of writing to moderate as a team to show transparency in students writing and marking. If there are any discrepancies we would bring the samples to the staff meeting for all staff to moderate and discuss.

We have also started Peer Observations within the four syndicates and each teacher has the opportunity to go and observe another colleague. Following on from the observation they have the opportunity to have feedback about how the lesson went. The observer becomes the learner and through peer observations, strategies are gained for those observing.

Conclusion:

In this data, there are 3 data tables presented for each curriculum learning area. The 3rd data table is of the clean data - we have taken the same students that started at the beginning of the year (SOY). The EOY Clean Data table are of all students who started after the SOY data had been entered.



Tātaritanga raraunga

Reading SOY data Term 1, 2020

Years 1, 2, 3, 4

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	100% (22)									22
Y2	78% (46)	20% (12)	2% (1)							59
Y3	48% (25)	33% (17)	12% (6)	8% (4)						52
Y4	3% (2)	13% (10)	33% (25)	51% (39)						76

Reading EOY data Term 4, 2020

Years 1, 2, 3, 4

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	60% (15)	36% (9)	4% (1)							25
Y2	8% (5)	42% (25)	41% (24)	8% (5)						59
Y3		4% (2)	15% (8)	71% (37)	10% (5)					52
Y4	1% (1)	5% (4)	4% (3)	20% (15)	66% (50)	4% (3)				76

2020 Reading Target:

- By the end of 2020, 65% Year 3 will achieve at Early Level 2 of the Curriculum.
82% of Year 3 have achieved the target.

Writing SOY data Term 1, 2020

Years 1, 2, 3, 4

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	100% (22)									22
Y2	81% (48)	17% (10)	2% (1)							59
Y3	56% (29)	27% (14)	17% (9)							52
Y4	4% (3)	19% (14)	45% (34)	28% (21)	4% (3)					75

Writing EOY data Term 4, 2020

Years 1, 2, 3, 4

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	52% (13)	40% (10)	8% (2)							25
Y2	3% (2)	53% (31)	41% (24)	3% (2)						59
Y3		2% (1)	19% (10)	71% (37)	8% (4)					52
Y4	1% (1)	3% (2)	8% (6)	21% (16)	58% (44)	3% (2)	5% (4)	1% (1)		76

2020 Writing Target:

- By the end of 2020, 65% Year 3 will achieve at Early Level 2 of the Curriculum.
80% of Year 3 have achieved the target.

Maths SOY data Term 1, 2020

Years 1, 2, 3, 4

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	100% (48)									48
Y2	59% (41)	27% (19)	14% (10)							70
Y3	8% (4)	48% (25)	37% (19)	8% (4)						52
Y4		8% (6)	32% (24)	53% (40)	8% (6)					76

Maths EOY data Term 4, 2020

Years 1, 2, 3, 4

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y0										0
Y1	33% (19)	55% (32)	12% (7)							58
Y2	3% (2)	20% (14)	57% (40)	19% (13)	1% (1)					70
Y3		2% (1)	11% (6)	75% (40)	11% (6)					53
Y4		1% (1)	1% (1)	30% (23)	53% (40)	12% (9)	3% (2)			76

2020 Maths Target:

- By the end of 2020, 90% Year 4 will achieve at At Level 2 of the Curriculum.
69% of Year 4 have achieved the target.

Reading SOY data Term 1, 2020

Years 5, 6, 7, 8

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y5		3% (2)	1% (1)	12% (8)	54% (37)	29% (20)				68
Y6				7% (5)	34% (24)	39% (27)	20% (14)			70
Y7		16% (10)	36% (23)	17% (11)	20% (13)	6% (4)	2% (1)	2% (1)	2% (1)	64
Y8			2% (1)	3% (2)	3% (2)	30% (20)	18% (12)	36% (24)	8% (5)	66

Reading EOY data Term 4, 2020

Years 5, 6, 7, 8

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		1% (1)		1% (1)	20% (14)	39% (28)	37% (26)	1% (1)				71
Y6					7% (5)	24% (17)	51% (37)	18% (13)				72
Y7	1% (1)	1% (1)			3% (2)	12% (8)	21% (14)	48% (32)	12% (8)	1% (1)		67
Y8				1% (1)		1% (1)	12% (8)	18% (12)	45% (30)	18% (12)	4% (3)	67

2020 Reading Target:

- *By the end of 2020, 75% Year 8 will achieve at At Level 4 of the Curriculum.
70% of Year 8 have achieved the target.*

Writing SOY data Term 1, 2020

Years 5, 6, 7, 8

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y5		3% (2)	4% (3)	16% (11)	50% (34)	26% (18)				68
Y6				7% (5)	36% (25)	43% (30)	14% (10)			70
Y7	2% (1)	2% (1)	2% (1)	20% (13)	17% (11)	20% (13)	27% (17)	11% (7)		64
Y8			1% (1)	4% (3)	9% (6)	28% (19)	22% (15)	31% (21)	3% (2)	66

Writing EOY data Term 4, 2020

Years 5, 6, 7, 8

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		1% (1)		1% (1)	30% (21)	39% (28)	28% (20)					71
Y6					8% (6)	25% (18)	50% (36)	17% (12)				72
Y7	1% (1)	1% (1)			6% (4)	4% (3)	16% (11)	58% (39)	10% (7)	1% (1)		67
Y8				1% (1)		1% (1)	10% (7)	16% (11)	57% (38)	12% (8)	1% (1)	67

2020 Writing Target:

- *By the end of 2020, 75% Year 8 will achieve At Level 4 of the Curriculum. 72% have achieved the target.*

Maths SOY data Term 1, 2020

Years 5, 6, 7, 8

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Total
Y5		3% (2)	1% (1)	12% (8)	53% (36)	29% (20)	1% (1)			68
Y6				4% (3)	37% (26)	29% (20)	30% (21)			70
Y7	2% (1)	2% (1)		19% (12)	19% (12)	11% (7)	33% (21)	13% (8)	3% (2)	64
Y8			2% (1)	3% (2)	9% (6)	20% (13)	35% (23)	30% (20)	2% (1)	66

Maths EOY data Term 4, 2020

Years 5, 6, 7, 8

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		1% (1)			20% (14)	42% (20)	35% (25)	1% (1)				71
Y6					6% (4)	24% (17)	51% (37)	19% (14)				72
Y7	1% (1)	1% (1)		1% (1)	3% (2)	20% (13)	25% (17)	36% (24)	8% (5)	5% (3)		67
Y8					3% (2)	4% (3)	16% (11)	10% (7)	49% (33)	13% (9)	3% (2)	67

2020 Maths Target:

- *By the end of 2020, 70% Year 8 will achieve At Level 4 of the Curriculum. 67% have achieved the target.*



SUTTON PARK SCHOOL
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Principal: Fa'atili Iosua Esera

Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2020 the school received total Kiwisport funding of \$7,765.37 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and transports, the total cost of which was \$8,000.00.

The number of students participating in organised sport at the end of the school year was 100% of the school roll.

A handwritten signature in black ink, appearing to read 'Iosua Esera', with a large, sweeping flourish at the end.

Iosua Esera
Principal