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Alfriston School

## Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
Stu Hunter	Presiding Member	Elected June 2019	Det Snr Sgt - investigations and leadership	Sep 2022
Carla Cook	Principal	Principal	Principal	
John Montgomerie	Member	Elected June 2019	Enterprise Project Manager	Dec 2021 - resigned
Shimera Matthews	Member	Elected June 2019	Teacher (kindergarten)	Sep 2022
Nicky Douglas	Member	Elected June 2019	People & Leadership Business Partner	Sep 2022
Paul Tonkin	Member	Elected June 2019	Product Development Manager	Sep 2022
Kimberly Rivett	Staff Rep	Elected June 2019	Assistant Principal	Sep 2022
Karalee Squire	Co-opted Member	Co-opted Sept 2019	Fized Asset Accountant	Sep 2022

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## Independent Auditor's Report

### To the readers of Alfriston School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Alfriston School (the School). The Auditor-General has appointed me, Colin Henderson, 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 2 to 18, that comprise the statement of financial position as at 31 December 2021, 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:

- f* present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- f* 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 31 May 2022. 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.



Responsible business is the goal for the financial statements

*f* 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.

*f*

A handwritten signature in blue ink, which appears to read "Colin Henderson", is contained within a white rectangular box. The box is positioned in the lower-left area of the page.



## Alfriston Primary School Analysis of Variance 2021

Progress Towards our Strategic Goals/Annual Aims: \_\_\_\_\_

### STRATEGIC GOAL 1: HAUORA –WELL-BEING

Provide a positive, learning focused culture that is committed to inclusion of all

Overarching Strategic Aim 2021 - 2023	2021 Annual Aims	Progress Made	Where to Next
<p>7 K H V F K R R O ± V \</p> <p>values are our way of being</p>	<p>Learners and staff can</p> <p>D U W L F X O D W H W K H V</p> <p>and values and are committed to displaying them</p>	<p>*Decision made T.O.D. beginning of the year to prioritise Challenge,Pride and Excellence as the school values</p> <p>*Setting Up for Success - first 4 weeks of school. Purpose: establish positive relationships, and set routines and high expectations will set learners up for</p>	

to strengthen learning  
partnerships

consultation with community  
O H D G V W R Z K Q D X I H  
and welcome

\*Teachers at gate - informal communication very important  
\*Personalised phone calls made home by teachers to parents (getting to know your  
child)  
\*Walk to Talk - what we say, we do (we want to hear from you - thanking and  
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6 F K H G X O H G ° K X L ± W R J D L Q Y R L F H  
\*Promoting home/school partnership and welcoming  
Z K Q D X D W D O O W L P H V



1A) or stating whether learners are achieving below, at or above their expected curriculum level. This needs to be taken into account when analysing this report.

2021 Targets	Actions: What did we do?		Evaluation: Where to next?
<p><u>READING</u></p> <p>70% of our Year 2 learners to be at or above their expected curriculum level</p>	<p>*Learning assistants assigned to Junior classes</p> <p>*Uninterrupted core learning time AM</p> <p>*A.P. 1:1 Reading support - onsite.</p> <p>Picked up more learners for support during lockdown</p> <p>*</p>		<p>*2 staff completing Reading Recovery training</p> <p>*Better Start Literacy - 5 staff members involved</p> <p>*Reviewing Reading progressions</p> <p>*Tier 1 and 3 interventions in place, tier 2 developed through BSLA</p> <p>*Working with RTLit to develop strategies for learners who need further support</p>

relationships - onsite and during lockdown  
\*Math unit for 2022 A.Pye - supported staff, led staff meeting, resourcing

progressions  
\*An intentional focus on the Maths strands and a move away from the Numeracy project as a teaching programme but use it was intended as a teaching tool.

WHERE TO NEXT?

2022 Targets - EDVHG RQ 7HDFKHU 27-±V HQG RI

## Writing

80% of our all learners to be at or above their expected curriculum level

- " Promoting the importance of physical books in home if possible
  - " Parents reading with low learners (if possible)
  - " Fast read and thinking (current level)
  - " Pick baskets of leveled readers
  - " Team meeting - share and strategies
  - " Reading resources?? Review
  - " Reading PLD for teachers - practical strategies
  - " Back to rostered library time
  - " Buddy reading - across group
  
  - " Curriculum area for our AfL PLD
  - " BSLA literacy
  - " Other tools (outside of First Steps)
  - " Link to language experiences (explicitly planned)
  - " 10 mins writing to a prompt (image, story starter)
  - " Penpals, Trav the Travelling Bear (send them off with a pilot!) - finding engaging contexts
  - " Flat Stanley project
  - " PLD for teachers - practical strategies
  - " Review first steps? Assessment tools?
  - " Develop Alfri ston School progressions based on NZC
  - " Formative assessment - purposeful, manageable, effective
- 6 S O L Q W H U W H D F K L Q J R I W D E U s P L Q A

Maths

70% of our Year 6-8 learners to be at or above their expected curriculum level

- " Communication with parents for both celebrations and challenges
- " Take guidance from George Ihimaera and access PD targeting Maori learners
- " Focus on problem solving (regular)

- " Start every Math lesson with a 10 minute Number Knowledge activity
- " Staff to share Number Knowledge activities in staff meeting
- " Teacher passion and interest to engage students
- " In query?? Foundation skills?? Assessment tools?
- " Assessment Evidence of learning
- " Equipment for learning
- " Real life applications eg plan build a house to specifics/ratios, authentic learning contexts
- " Problem solving
- " Enrich Math
- " Cross group, mix ability groups and sharing time/discussion
- " Number talks PD - for staff
- " Game boxes that learners are familiar with
- " Differentiate learning boxes
- " :K QDX 0DWK HYHQLQJ
- " 3URYLGLQJ ZK QDX ZLWK LQIRUPDWLRQ UHODWYH GRLVH ODUJSSIHPSLKFRESDME RQV DW GLIIHUHQW

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