



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 4135

Principal: Averil Worner

School Address: 35 Cholmondeley Avenue, Opawa, Christchurch, 8023

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ST MARK'S SCHOOL (CHRISTCHURCH)

Annual Report - For the year ended 31 December 2020

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St Mark's School (Christchurch)

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.

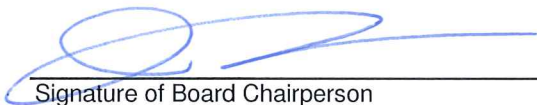
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflect the financial position and operations of the School.

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

Lauren Ball

Full Name of Board Chairperson



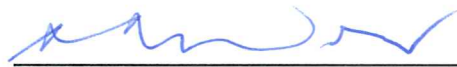
Signature of Board Chairperson

24/5/2021

Date:

Averil Ann Worner

Full Name of Principal



Signature of Principal

24/05/2021

Date:

St Mark's School (Christchurch)

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Lauren Ball	Chairperson Proprietor's Rep	Appointed	May 2022
Averil Worner	Principal	ex Officio	
Mike Percasky	Parent Rep	Elected	May 2022
Brad Flavall	Parent Rep	Elected	May 2022
Ruth Knights	Parent Rep	Elected	May 2022
Rachel Stracey	Parent Rep	Co-opted Member	May 2022
Kavita Lallu	Parent Rep	Co-opted Member	May 2022
Adrian Rennie	Staff Rep	Elected	May 2022
Clare Pattison	Proprietor's Rep	Appointed	May 2022

St Mark's School (Christchurch)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,598,425	1,354,334	1,527,938
Locally Raised Funds	3	125,583	151,740	231,438
Use of Proprietor's Land and Buildings		635,200	620,000	620,000
Interest Income		5,402	7,000	7,766
		<u>2,364,610</u>	<u>2,133,074</u>	<u>2,387,142</u>
Expenses				
Locally Raised Funds	3	61,303	45,780	78,098
Learning Resources	4	1,471,917	1,219,020	1,325,286
Administration	5	124,602	113,493	118,516
Finance		1,975	-	2,125
Property	6	767,042	731,745	712,248
Depreciation	7	54,012	45,348	47,322
Loss on Disposal of Property, Plant and Equipment		251	-	9,103
		<u>2,481,102</u>	<u>2,155,386</u>	<u>2,292,698</u>
Net (Deficit) / Surplus for the year		(116,492)	(22,312)	94,444
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(116,492)</u>	<u>(22,312)</u>	<u>94,444</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.

St Mark's School (Christchurch)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

		2020 \$ Actual	2020 \$ Budget (Unaudited)	2019 \$ Actual
Notes				
Balance at 1 January		480,955	480,955	379,192
Total comprehensive revenue and expense for the year		(116,492)	(22,312)	94,444
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,550	-	7,319
Equity at 31 December	20	372,013	458,643	480,955
Retained Earnings		372,013	458,643	480,955
Equity at 31 December		372,013	458,643	480,955

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.

St Mark's School (Christchurch)
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	16,922	59,735	36,699
Accounts Receivable	9	97,934	84,848	84,848
GST Receivable		7,506	6,743	6,743
Prepayments		11,770	14,291	14,291
Investments	10	176,820	250,938	250,938
		<u>310,952</u>	<u>416,555</u>	<u>393,519</u>
Current Liabilities				
Accounts Payable	12	106,852	100,128	100,128
Revenue Received in Advance	13	718	1,880	1,880
Finance Lease Liability - Current Portion	14	26,068	25,773	25,773
		<u>133,638</u>	<u>127,781</u>	<u>127,781</u>
Working Capital Surplus/(Deficit)		177,314	288,774	265,738
Non-current Assets				
Property, Plant and Equipment	11	206,711	196,079	241,427
		<u>206,711</u>	<u>196,079</u>	<u>241,427</u>
Non-current Liabilities				
Finance Lease Liability	14	12,012	26,210	26,210
		<u>12,012</u>	<u>26,210</u>	<u>26,210</u>
Net Assets		<u>372,013</u>	<u>458,643</u>	<u>480,955</u>
Equity	20	<u>372,013</u>	<u>458,643</u>	<u>480,955</u>

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

St Mark's School (Christchurch)
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		392,635	360,334	376,605
Locally Raised Funds		125,131	151,740	232,997
Goods and Services Tax (net)		(763)	-	(1,284)
Payments to Employees		(299,686)	(233,800)	(189,185)
Payments to Suppliers		(294,081)	(216,890)	(277,943)
Interest Received		6,865	7,000	7,555
Net cash from/(to) Operating Activities		(69,899)	68,384	148,745
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(5,654)	(45,348)	(102,526)
Purchase of Investments		74,118	-	(34,230)
Net cash from/(to) Investing Activities		68,464	(45,348)	(136,756)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,550	-	7,319
Finance Lease Payments		(25,892)	-	(22,163)
Net cash from/(to) Financing Activities		(18,342)	-	(14,844)
Net increase/(decrease) in cash and cash equivalents		(19,777)	23,036	(2,855)
Cash and cash equivalents at the beginning of the year	8	36,699	36,699	39,554
Cash and cash equivalents at the end of the year	8	16,922	59,735	36,699

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

St Mark's School (Christchurch)

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

St Mark's School (Christchurch) (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.

1.2. 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. 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.

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. 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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. 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 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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

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

1.8. 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.

1.9. Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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, equipment, and library resources are depreciated over their estimated useful lives on a diminishing value basis. Leased Asset are depreciated on a straight line basis over the contractual duration. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	5.0% Diminishing Value
Furniture and equipment	10.0% Diminishing Value
Information and communication technology	20.0% Diminishing Value
Motor vehicles	12.5% Diminishing Value
Textbooks	33.3% Diminishing Value
Library resources	12.5% Diminishing Value
Leased assets held under a Finance Lease	Term of Lease

1.10. 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.

1.11. 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.

1.12. Employment 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

1.13. 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

1.14. Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

1.15. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.16. 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

1.17. 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.

1.18. Budget Figures

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

1.19. 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	347,636	326,624	324,305
Teachers' Salaries Grants	1,201,911	994,000	1,151,333
Other MoE Grants	48,878	33,710	52,300
	<u>1,598,425</u>	<u>1,354,334</u>	<u>1,527,938</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$5,739 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	67,271	109,750	157,019
Other Revenue	5,785	3,560	2,275
Trading	1,743	1,255	1,043
Activities	50,784	37,175	71,101
	<u>125,583</u>	<u>151,740</u>	<u>231,438</u>
Expenses			
Activities	54,307	43,780	75,511
Trading	1,495	1,000	1,038
Other Locally Raised Funds Expenditure	5,501	1,000	1,549
	<u>61,303</u>	<u>45,780</u>	<u>78,098</u>
<i>Surplus for the year Locally raised funds</i>	<u>64,280</u>	<u>105,960</u>	<u>153,340</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	43,278	53,070	53,254
Information and Communication Technology	14,084	15,750	15,282
Library Resources	48	700	-
Employee Benefits - Salaries	1,407,732	1,144,500	1,252,449
Staff Development	6,775	5,000	4,301
	<u>1,471,917</u>	<u>1,219,020</u>	<u>1,325,286</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,296	4,296	4,171
Board of Trustees Fees	1,210	1,200	1,430
Board of Trustees Expenses	4,914	6,200	6,350
Communication	2,461	2,500	2,650
Consumables	16,334	11,580	14,267
Operating Lease	-	-	633
Legal Fees	1,496	-	-
Other	17,242	14,054	14,929
Employee Benefits - Salaries	69,331	64,300	66,435
Insurance	2,191	2,236	2,325
Service Providers, Contractors and Consultancy	5,127	7,127	5,326
	<u>124,602</u>	<u>113,493</u>	<u>118,516</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,758	3,820	3,274
Consultancy and Contract Services	37,082	34,725	35,697
Cyclical Maintenance Provision	-	20,000	-
Grounds	2,377	2,100	1,641
Heat, Light and Water	19,360	22,000	17,454
Repairs and Maintenance	45,660	8,100	11,369
Use of Land and Buildings	635,200	620,000	620,000
Security	1,807	2,000	1,904
Employee Benefits - Salaries	21,798	19,000	20,909
	<u>767,042</u>	<u>731,745</u>	<u>712,248</u>

The Use of Land and Buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	7,308	7,900	7,965
Information and Communication Technology	4,551	4,348	5,448
Motor Vehicles	8,723	4,700	5,352
Leased Assets	32,163	27,000	27,111
Library Resources	1,267	1,400	1,446
	<u>54,012</u>	<u>45,348</u>	<u>47,322</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	-	59,735	35,760
Bank Call Account	47	-	939
Short-term Bank Deposits	26,719	-	-
Bank Overdraft	(9,844)	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>16,922</u>	<u>59,735</u>	<u>36,699</u>

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

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	710	710
Interest Receivable	832	2,295	2,295
Teacher Salaries Grant Receivable	97,102	81,843	81,843
	<u>97,934</u>	<u>84,848</u>	<u>84,848</u>
Receivables from Exchange Transactions	832	3,005	3,005
Receivables from Non-Exchange Transactions	97,102	81,843	81,843
	<u>97,934</u>	<u>84,848</u>	<u>84,848</u>

10. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	176,820	250,938	250,938
Total Investments	<u>176,820</u>	<u>250,938</u>	<u>250,938</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	66,190	4,096	-	-	(7,308)	62,978
Information and Communication Technology	21,915	1,292	-	-	(4,551)	18,656
Motor Vehicles	87,228	-	-	-	(8,723)	78,505
Leased Assets	55,971	13,893	-	-	(32,163)	37,701
Library Resources	10,123	265	(250)	-	(1,267)	8,871
Balance at 31 December 2020	241,427	19,546	(250)	-	(54,012)	206,711

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	134,959	(71,981)	62,978
Information and Communication Technology	92,653	(73,997)	18,656
Motor Vehicles	92,580	(14,075)	78,505
Leased Assets	95,030	(57,329)	37,701
Library Resources	41,039	(32,168)	8,871
Balance at 31 December 2020	456,261	(249,550)	206,711

The net carrying value of equipment held under a finance lease is \$37,701 (2019: \$55,971)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	73,091	1,329	(265)	-	(7,965)	66,190
Information and Communication Technology	35,930	-	(8,567)	-	(5,448)	21,915
Motor Vehicles	-	92,580	-	-	(5,352)	87,228
Leased Assets	43,606	39,476	-	-	(27,111)	55,971
Library Resources	11,730	110	(271)	-	(1,446)	10,123
Balance at 31 December 2019	164,357	133,495	(9,103)	-	(47,322)	241,427

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	130,863	(64,673)	66,190
Information and Communication Technology	91,361	(69,446)	21,915
Motor Vehicles	92,580	(5,352)	87,228
Leased Assets	95,950	(39,979)	55,971
Library Resources	41,810	(31,687)	10,123
Balance at 31 December 2019	452,564	(211,137)	241,427

12. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating creditors	4,226	9,674	9,674
Accruals	3,296	3,647	3,647
Employee Entitlements - salaries	97,102	84,891	84,891
Employee Entitlements - leave accrual	2,228	1,916	1,916
	106,852	100,128	100,128
Payables for Exchange Transactions	106,852	100,128	100,128
	106,852	100,128	100,128

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	718	1,880	1,880
	<u>718</u>	<u>1,880</u>	<u>1,880</u>

14. 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	27,629	27,194	27,194
Later than One Year and no Later than Five Years	12,718	27,030	27,030
	<u>40,347</u>	<u>54,224</u>	<u>54,224</u>

15. 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.

The Proprietor of the School (St Mark's School Board of Proprietors) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.4. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

16. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Assistant Principals and Team Leaders.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	1,210	1,430
Full-time equivalent members	0.12	0.45
<i>Leadership Team</i>		
Remuneration	527,024	559,004
Full-time equivalent members	5.00	6.00
Total key management personnel remuneration	<u>528,234</u>	<u>560,434</u>
Total full-time equivalent personnel	<u>5.12</u>	<u>6.45</u>

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

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	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	0 - 0	0 - 0

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	-
	1.00	-

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

17. 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	\$ -	\$ -
Number of People	-	-

18. 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.

Contingent Liability - Cyclical Maintenance

The School has an obligation to maintain in good order and repair at all times the land, buildings and other facilities on the School site. At the present time, the School is working with the Board of Proprietors to create a cyclical maintenance plan for future maintenance. Until such time as a plan has been developed and approved, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school is required to maintain school buildings.

19. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2019: \$nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: \$nil)

20. 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.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	16,922	59,735	36,699
Receivables	97,934	84,848	84,848
Investments - Term Deposits	176,820	250,938	250,938
Total Financial Assets Measured at amortised cost	291,676	395,521	372,485

Financial liabilities measured at amortised cost

Payables	106,852	100,128	100,128
Finance Leases	38,080	51,983	51,983
Total Financial Liabilities Measured at Amortised Cost	144,932	152,111	152,111

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MARKS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Saint Marks school (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 17, 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 Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 24 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 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 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 is responsible for the other information. The other information comprises the information included on pages 1&2 and 18-27 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.



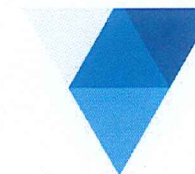
Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting



School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Collaboration and Ako in the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents.</p>		
Annual Aim:	<p>Every learner's needs are met through collaboration and agency.</p> <p>Through <i>Turangawaewae</i> we feel especially empowered and connected.</p>		
Target:	<p>Student Achievement Target One: Writing - Formative Assessment Practices</p> <p>To improve progress and raise achievement with a particular focus on target students in year 6-8, and 3-5 achieving below the expected curriculum level for their age.</p> <p>At the end of 2020, 13% students in year 6-8 and 21% year 3-5, were below their expected curriculum level for age. Improved percentages from 2019 for the older group were observed while similar percentages remain for the year 3-5 group</p> <p>In 2021 we expect to maintain and continue these gains by further reducing the number of "at risk students" by a further 1% -2% as in previous years</p>		
Baseline Data:	<p>Analysis of School-Wide assessment data in November 2020 identified a positive change in progress and achievement in Writing at all year levels from the end of year 2019 data. Writing data at the end of 2020 still indicated that there still a number of students who were not meeting their expected age levels in all aspects of writing assessment. (EOY 2020 – n= 27, 10 fewer than 2019). Whilst this number is small, the students within these percentages are represented as at risk for meeting the expected curriculum level for age.</p> <p>The largest single group of students at risk in Writing are in Year 3 and 6 – n = 27</p>		

Analysis of Variance Reporting



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>We identified that differentiating for individual needs was a crucial next step -an unrelenting focus on student need was the focus.</p> <p>We identified that staff needed to work collaboratively on the use and application of the LPF and moderation.</p> <p>Collaborative planning in staff teams was seen as an opportunity to draw on individual strengths.</p> <p>Collaborative and Personal Inquiry, and Professional Learning was seen as vital to building professional capacity and teaching and learning expertise.</p> <p>Data boards were used to “name” need.</p> <p>Internal PLD was used in a tuakana-teina methods.</p> <p>“Storytelling Schools” continued to be embedded in the school.</p>	<p>The number of students who were at risk from not meeting the expected curriculum level reduced from 39 at mid-year to 27 at the end of 2020</p> <p>Staff driven a focus on Writing articulated the changes in pedagogy, impact of teaching.</p> <p>Data boards continued to name the concerns for the students at risk in our writing programs.</p> <p>Staff drew on the strengths of collaborating with teams, and building personal and collective capacity</p> <p>Learning Intentions and Success criteria were linked to student voice.</p> <p>Moderation of Writing in teams continued to be precise in particularly in relation to the use of all PACT and entry of data.</p> <p>Revisiting the explicit teaching strategies were identified as a next step.</p>	<p>Staff were able identify “next steps” for students more readily and accelerate and adapt programs based on the shifts in pedagogy for targeted students.</p> <p>Collective responsibility and shared teaching enabled a climate of sharing practice and accountability.</p> <p>Building on experience and past knowledge, staff were able to break down writing tasks against levels of student success.</p> <p>Overall Teacher Judgement is enhanced by expert knowledge of how to make judgements based on quality data.</p> <p>Online Learning/Covid 19 and various school bubbles necessitated additional support online and learning from an online platform. Assessment of writing was problematic although data consistent with other years.</p>	<p>PACT tool data in its second year will provide longitudinal information about how individuals are tracking.</p> <p>Articulate formative assessment practices as the lens for adapting the curriculum moment by moment.</p> <p>Share common assessment tools within our Kahui Ako to share practice.</p> <p>Using student voice to locate next steps and evaluate change.</p> <p>Trial a robust program of moderation to provide exemplars of success/achievement post 2020/Covid 19 impacts/online learning.</p> <p>Targeted and precise programs of support and extension with careful tracking and monitoring of outcomes.</p>

Planning for next year:

- Revisit “Storyways Literacy” as basis for PLD
- Story telling PLD and Writing Curriculum development for all staff - collaboration
- Staffing to reflect need and differentiated programs – precision teaching and whānau centred programs.
- Alignment of Professional Growth Cycles to monitor, track and report progress and as a self-reflection of those students at risk.
- Comparison of formative and summative practice and the effects of each on OTJ's.
- PACT data used for longitudinal purposes and moderation to identify exemplars for use within year levels.

School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Collaboration and Ako and the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents.</p> <p>Through <i>Turangawaewae</i> we feel especially empowered and connected.</p>		
Annual Aim:	<p>To raise student achievement and accelerate student learning in Mathematics using a specialist maths program and professional learning focus in 2021 to maintaining gains made from professional development.</p>		
Target:	<p>Student Achievement Target Two: Mathematics – Formative and Summative Assessment Practices</p> <p>To improve progress and raise achievement with a particular focus on target students in year 1-8 achieving below the expected curriculum level for their age. At the end of 2020, 17% of students were below their expected curriculum level and these students were spread across the school (this is a slight increase of 2% from 2019). The total number of students across the school at the end of 2019 not meeting the expected curriculum level for age was 42 students. It is our expectation that we can further reduce the number of "at risk" students from n=42 to n=35 with targeted programs and focussed individual programs supported by high quality professional development.</p>		
Baseline Data:	<p>Analysis of school-wide assessment data in November 2020 showed little change in progress and achievement in Mathematics across the school. Mathematics data also indicated that there were differences in the way teachers were using data to inform their OTJ's due to online learning and interrupted programs in 2020. There continues to be a need for the personalisation of data for all students and whānau, with greater attention to differentiated programs and individual need. Although the data was generally positive, coherence of the development of local curriculum across the school remains a priority.</p> <p>In addition, there is continued need for PLD to address knowledge of strategies at all stages, and that these be aligned to both summative and formative assessment, student voice and whānau partnerships.</p>		

Analysis of Variance Reporting



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>Staff used the PACT tool with end of year data providing a longitudinal data for 2020 and available for comparison with 2019.</p> <p>Staff, including support staff continued to focus on small group work with a “at-risk” students.</p> <p>Assessment for learning practices became more established with questions around the links between summative and formative assessment.</p> <p>Numeracy teaching strategies were developed and shared in teams.</p> <p>Staff trialled different materials and resources to build capacity with the various resources designed for use in the classroom.</p> <p>Trial and use of e-assTTle in 2020 – using the adaptive form.</p> <p>Staff member in AST role working across school in mathematics – the goals were interrupted due to Covid-19.</p>	<p>There were small incremental gains within curriculum levels, year groups and across the school for individuals.</p> <p>Staff documented the developmental nature of the curriculum and the strategies used to meet LI and SC given an online platform.</p> <p>Unrelenting focus for individuals by support staff using online tools.</p> <p>Both summative and formative data were provided at regular intervals particularly mid-year and end of year.</p> <p>Staff began adapting some of their pedagogy for individuals post lockdown where different strategies had been trialled.</p> <p>Within Schools Teacher continued to challenge practice across the school – assessment for learning and curriculum coverage.</p>	<p>Mathematics at St Mark’s school has been on a journey from prescription to description.</p> <p>An inquiry into what the balance between content and skill was raised at the end of 2020.</p> <p>Seesaw provided an online platform for whānau to engage.</p> <p>Staff continued to develop rich tasks as prototypes for working with multilevel groups whilst keeping clear records of the skills to front load.</p> <p>Finding “maths” at home was a point of connection for students offsite.</p>	<p>A focus on strategy development, and a balance between explicit content teaching and skill development is the next step of inquiry.</p> <p>A school wide localised curriculum: consultation with community and iwi has finished consultation and ready for commuting ideas.</p> <p>PLD is vital to connect goals of community to practice</p> <p>Partnering with other schools in the Kahui Ako to build a problem solving collaborative approach, shared practice and challenge – all have agreed to use a common assessment tool in Mathematics.</p> <p>Adopt a specialist model as a trial to document the effects of explicit teaching on achievement and outcomes.</p>

Planning for next year:

- Evaluate the effectiveness of precision teaching in Mathematics.
- The school has an ASL Leading in Curriculum in 2021 via the Kahui Ako
- External professional development through CFPLD will provide an opportunity to inquire into all aspects of the maths curriculum outlined above
- PACT will continue to be used to aid teacher judgements along with e-asTTle and collaboration with other schools in Kahui Ako.
- A number of staff will join the Curriculum Inquiry Team of the Kahui Ako.

School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Collaboration and Ako and the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents.</p> <p>Through <i>Turangawaewae</i> we feel especially empowered and connected.</p>		
Annual Aim:	To raise student achievement and accelerate student learning in Reading with a continued focus on achievement and acceleration in 2021 by maintaining and sustaining a wide range of research based literacy programs and interventions for target and priority students.		
Target:	<p>Student Achievement Target Three: Gifted and Talented Programs. To improve progress and raise achievement with a particular focus on target students in year 6-8 initially achieving well above the expected curriculum level for age or with the potential to do so. At the end of 2021, it was recognised that approximately 8%-9% of our students (including those with a diagnosis of 2E) may need adaptation of the curriculum to meet their needs and that our current extension and differentiated programs required evaluation.</p> <p>In 2021 the aim is to sustain achievement and improve outcomes for this group of students in accordance with the guidelines of the Ministry of Education.</p>		
Baseline Data:	<p>Analysis of individual assessment data in November 2020 showed positive change in progress for students identified as candidates as Gifted and Talented who were part of the pilot of the One Day School program. Unfortunately, in 2020 the global pandemic interrupted the cycle of data collection expected in this group. This pilot will continue into 2021.</p> <p>End of year data (formative and summative, OTJ data) indicated that 90% – 92% of students were achieving at or above the expected level in reading.</p>		

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>We evaluated individual data from data boards</p> <p>Differentiated programs of extension and acceleration including ALL were part of our programs.</p> <p>Whānau of students who were at risk of underachieving were part of individual online learning programs with one to one support.</p> <p>A pilot One Day School program was started using the REACH program as a basis for inquiry.</p> <p>A continued structured approach to reading was used (including online) with phonics (Yolanda Sorrell) employed.</p> <p>Online subscription to Sunshine Books were used for access to appropriate reading levels for home use – this was monitored and tailored by teachers in negotiation with parents/whānau.</p> <p>A staff member was identified to carry out an early inquiry into assessment for learning in this area of the curriculum.</p>	<p>A One Day School was been set up internally.</p> <p>Staff collaborated with students and whānau to ensure their voice sings loudly across the pilot.</p> <p>Attention to best practice in this area has been sought from colleagues.</p> <p>Staff worked online with parents/whānau of target and priority students to personalise learning online.</p> <p>An online library of instructional books provided support for families at home, which had the added advantage of teachers providing much needed opportunities to gauge progress, and a narrative of learning while offsite.</p> <p>Success and achievement in reading across the school was maintained at very high levels.</p>	<p>High levels of engagement by Gifted and Talented students and their families is a strength of the pilot so far. Student and whānau voice is informative of next steps.</p> <p>High levels of progress and achievement across the school cannot be taken for granted with high achieving/gifted individuals.</p> <p>Differentiation for students using an Accelerated approach (ALL) improved engagement levels as per our student voice data.</p> <p>Mixed ability groupings for specific tasks requiring the same material to be processed by classes were used. This tuakana-teina model is crucial in relation to our special character.</p> <p>Continued differentiation in classrooms is expected.</p>	<p>A staff member is released to continue the pilot One Day School work with 12 – this time extending into the middle and junior school as previously planned for 2020.</p> <p>One Day School staff member has won a scholarship to explore this work through Massey University.</p> <p>Evaluation against other programs is part of the pilot and this work is expected to be complete by the end of 2021.</p> <p>Referral to the One Day School program has been refined as a result of 2 whānau hui. This is a collaborative space creating a narrative of work with an evidence based approach.</p> <p>Reading continues to be a strength in terms of achievement and progress at St Mark's school. In 2021 there will be an evaluation of the reading programs in the Junior School with a focus on both content knowledge and process to identify those aspects of the program that can be refined, shared with families, become a focus point for the Kahui Ako, become part of shared practice with kaiako from other schools and form part of the articulation of St Mark's school local curriculum under development.</p>

Planning for next year:

- Work with colleagues in Kahui Ako to share and develop best practice in Gifted and Talented Education.
- Further professional development in Learning Progressions Framework is needed along with practice analysis to build a picture of connected pathways.
- Engage in Collaborative Inquiry and Personal Inquiry frameworks to support practice for individuals and groups, and within teams and across the Kahui Ako with particular reference to assessment for learning.
- Engage with whānau to share best practice and how Ako and working together will enhance outcomes for individuals.
- Continue to innovate around vertical and multilevel teaching and learning.
- Use practice analysis to focus on target students as a moderator of teaching and learning.



St Mark's School

Kiwisport 2020

Kiwisport is a Government funding initiative to support student participation in organised sport. During 2020, the school received a total Kiwisport funding of \$3412.90 (excluding GST)

The funding was spent on transport . Every student from year 5 - 8 participated in Canterbury sports programs including hockey, netball, and football. This enabled students of all capabilities to gain the positive benefits of organised team sport. These are physical, social and emotional.

One of our teams in football made the Canterbury final.

Additional sports programs - softball, bowls, junior hockey, miniball, cricket and chess were included in our organised programs and incurred costs.



Transforming lives through the St Mark's Story