

# DAVID STREET SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

**School Directory**

**Ministry Number:** 1709

**Principal:** Brian Harrop

**School Address:** 45 David Street

**School Postal Address:** 45 David Street, Morrinsville, 3300

**School Phone:** 07 889 7780

**School Email:** careyb@davidst.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# DAVID STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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# David Street School

## Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Michael George Garrud

Full Name of Presiding Member

Michael Garrud signing on behalf of Rachel Robb

M Garrud

Signature of Presiding Member

24/5/2023

Date:

Brian Noel Harrop

Full Name of Principal

BN Harrop

Signature of Principal

24/5/2023

Date:

**David Street School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	4,146,904	3,884,247	3,977,642
Locally Raised Funds	3	291,711	220,200	241,386
Interest Income		6,460	2,500	2,325
		<u>4,445,075</u>	<u>4,106,947</u>	<u>4,221,353</u>
<b>Expenses</b>				
Locally Raised Funds	3	226,731	187,150	205,326
Learning Resources	4	3,058,462	2,808,835	2,994,900
Administration	5	290,957	246,810	233,668
Finance		1,047	943	2,058
Property	6	780,569	860,971	706,618
Loss on Disposal of Property, Plant and Equipment	11	3,408	-	-
		<u>4,361,174</u>	<u>4,104,709</u>	<u>4,142,570</u>
<b>Net Surplus / (Deficit) for the year</b>		83,901	2,238	78,783
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>83,901</u>	<u>2,238</u>	<u>78,783</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.

**David Street School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,090,993	1,128,499	1,132,231
Total comprehensive revenue and expense for the year		83,901	2,238	78,783
Contributions from the Ministry of Education		-	-	7,382
Contribution - Furniture and Equipment Grant		-	-	(127,403)
Block P & B Upgrade		-	-	
<b>Equity at 31 December</b>		1,174,894	1,130,737	1,090,993
Accumulated comprehensive revenue and expense		1,174,894	1,130,737	1,090,993
<b>Equity at 31 December</b>		1,174,894	1,130,737	1,090,993

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.

**David Street School**  
**Statement of Financial Position**  
As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	86,525	52,714	627,071
Accounts Receivable	8	238,084	194,725	230,654
GST Receivable		-	16,931	-
Prepayments		24,336	24,518	29,940
Inventories	9	7,283	7,615	7,614
Investments	10	200,000	80,000	100,000
		<u>556,228</u>	<u>376,503</u>	<u>995,279</u>
<b>Current Liabilities</b>				
GST Payable		3,376	-	37,717
Accounts Payable	12	286,272	225,185	241,255
Borrowings	13	33,400	-	33,400
Revenue Received in Advance	14	3,440	2,239	2,978
Provision for Cyclical Maintenance	15	33,667	-	30,672
Finance Lease Liability	16	14,819	17,444	18,558
Funds held for Capital Works Projects	17	-	-	123,010
		<u>374,974</u>	<u>244,868</u>	<u>487,590</u>
<b>Working Capital Surplus/(Deficit)</b>		181,254	131,635	507,689
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,194,327	1,072,438	782,963
		<u>1,194,327</u>	<u>1,072,438</u>	<u>782,963</u>
<b>Non-current Liabilities</b>				
Borrowings - Due beyond one year	13	89,139	-	116,600
Provision for Cyclical Maintenance	15	94,523	47,558	74,463
Finance Lease Liability	16	17,025	25,778	8,596
		<u>200,687</u>	<u>73,336</u>	<u>199,659</u>
<b>Net Assets</b>		<u>1,174,894</u>	<u>1,130,737</u>	<u>1,090,993</u>
<b>Equity</b>		<u>1,174,894</u>	<u>1,130,737</u>	<u>1,090,993</u>

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

# David Street School

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,128,890	1,006,620	1,048,563
Locally Raised Funds		305,731	151,100	213,084
Goods and Services Tax (net)		(34,341)	-	54,108
Payments to Employees		(836,659)	(526,600)	(621,661)
Payments to Suppliers		(453,518)	(377,101)	(328,285)
Interest Paid		(1,047)	(943)	(2,058)
Interest Received		5,926	2,500	1,976
Net cash from/(to) Operating Activities		114,982	255,576	365,727
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(461,609)	(297,000)	(42,269)
Purchase of Investments		(200,000)	-	(100,000)
Proceeds from Sale of Investments		100,000	-	80,000
Net cash from/(to) Investing Activities		(561,609)	(297,000)	(62,269)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	7,382
Owners Contributions		-	-	(254,806)
Finance Lease Payments		(11,547)	(53,636)	(11,294)
Loans Received		5,939	-	150,000
Repayment of Loans		33,400	-	-
Funds Administered on Behalf of Third Parties		(121,711)	-	284,557
Net cash from/(to) Financing Activities		(93,919)	(53,636)	175,839
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(540,546)</b>	<b>(95,060)</b>	<b>479,297</b>
Cash and cash equivalents at the beginning of the year	7	627,071	147,774	147,774
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>86,525</b>	<b>52,714</b>	<b>627,071</b>

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.

# David Street School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

Inventories are consumable items held for sale and comprised of stationery 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.

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

### **Finance Leases**

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

### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	18-40 Year
Furniture and Equipment	5-15 Years
Information and Communication Technology	5 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

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

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

### **m) Accounts Payable**

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

## **n) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **o) Revenue Received in Advance**

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

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

## **p) Funds Held in Trust**

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

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

## **q) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

## **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**s) Provision for Cyclical Maintenance**

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

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

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

**t) Financial Instruments**

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	<b>2022</b>	<b>2022</b> <b>Budget</b>	<b>2021</b>
	<b>Actual</b>	<b>(Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	1,114,913	1,014,120	1,060,420
Teachers' Salaries Grants	2,485,384	2,221,556	2,431,224
Use of Land and Buildings Grants	542,575	648,571	475,210
Other Government Grants	4,032	-	10,788
	<u>4,146,904</u>	<u>3,884,247</u>	<u>3,977,642</u>

The school has opted in to the donations scheme for this year. Total amount received was \$74,700.

## 3. Locally Raised Funds

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

	<b>2022</b>	<b>2022</b> <b>Budget</b>	<b>2021</b>
	<b>Actual</b>	<b>(Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	11,970	16,000	7,485
Fees for Extra Curricular Activities	30,404	5,900	38,551
Trading	3,242	-	1,846
Fundraising & Community Grants	17,501	2,000	2,566
Other Revenue	1,097	-	-
After School Care	227,497	196,300	190,938
	<u>291,711</u>	<u>220,200</u>	<u>241,386</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	32,339	11,150	36,063
Trading	3,130	-	2,234
Fundraising & Community Grant Costs	-	-	455
After School Care	191,262	176,000	166,574
	<u>226,731</u>	<u>187,150</u>	<u>205,326</u>
<i>Surplus for the year Locally raised funds</i>	<u>64,980</u>	<u>33,050</u>	<u>36,060</u>

## 4. Learning Resources

	<b>2022</b>	<b>2022</b> <b>Budget</b>	<b>2021</b>
	<b>Actual</b>	<b>(Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	36,481	37,625	33,832
Library Resources	1,223	1,200	848
Employee Benefits - Salaries	2,923,054	2,675,956	2,861,355
Staff Development	13,693	16,500	14,441
Depreciation	84,011	77,554	84,424
	<u>3,058,462</u>	<u>2,808,835</u>	<u>2,994,900</u>

## 5. Administration

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	5,690	5,690	5,525
Board Fees	3,420	3,600	3,585
Board Expenses	6,818	2,250	633
Communication	13,156	14,210	12,854
Consumables	22,932	17,650	18,059
Operating Lease	907	1,000	660
Other	38,229	17,010	20,002
Employee Benefits - Salaries	163,601	149,000	137,453
Insurance	19,740	20,000	19,201
Service Providers, Contractors and Consultancy	16,464	16,400	15,696
	<b>290,957</b>	<b>246,810</b>	<b>233,668</b>

## 6. Property

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	17,516	20,000	19,213
Cyclical Maintenance Provision	23,055	14,000	62,561
Grounds	13,175	11,000	9,502
Heat, Light and Water	32,055	32,000	31,296
Rates	3,994	4,600	3,741
Repairs and Maintenance	29,438	17,000	(3,294)
Use of Land and Buildings	542,575	648,571	475,210
Security	6,377	5,400	6,542
Employee Benefits - Salaries	61,437	61,200	55,275
Consultancy And Contract Services	50,947	47,200	46,572
	<b>780,569</b>	<b>860,971</b>	<b>706,618</b>

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

## 7. Cash and Cash Equivalents

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	86,525	52,714	627,071
Cash and cash equivalents for Statement of Cash Flows	<b>86,525</b>	<b>52,714</b>	<b>627,071</b>

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

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	24,832	8,437	1,656
Receivables from the Ministry of Education	-	-	37,464
Banking Staffing Underuse	-	7,074	-
Interest Receivable	883	-	349
Teacher Salaries Grant Receivable	212,369	179,214	191,185
	<u>238,084</u>	<u>194,725</u>	<u>230,654</u>
Receivables from Exchange Transactions	25,715	8,437	39,469
Receivables from Non-Exchange Transactions	212,369	186,288	191,185
	<u>238,084</u>	<u>194,725</u>	<u>230,654</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	7,283	7,615	7,614
	<u>7,283</u>	<u>7,615</u>	<u>7,614</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	80,000	100,000
Total Investments	<u>200,000</u>	<u>80,000</u>	<u>100,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	221,308	361,253	-	-	(9,559)	<b>573,002</b>
Building Improvements	143,255	15,148	-	-	(5,283)	<b>153,120</b>
Furniture and Equipment	328,079	76,915	(3,366)	-	(32,893)	<b>368,735</b>
Information and Communication Technology	27,181	16,633	(42)	-	(11,756)	<b>32,016</b>
Motor Vehicles	2,436	-	-	-	(1,416)	<b>1,020</b>
Leased Assets	27,007	23,248	-	-	(18,205)	<b>32,050</b>
Library Resources	33,697	5,586	-	-	(4,899)	<b>34,384</b>
<b>Balance at 31 December 2022</b>	<b>782,963</b>	<b>498,783</b>	<b>(3,408)</b>	<b>-</b>	<b>(84,011)</b>	<b>1,194,327</b>

The net carrying value of equipment held under a finance lease is \$32,050 (2021: \$27,007)

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	721,398	(148,396)	<b>573,002</b>	360,145	(138,837)	<b>221,308</b>
Building Improvements	211,943	(58,823)	<b>153,120</b>	196,795	(53,540)	<b>143,255</b>
Furniture and Equipment	917,647	(548,912)	<b>368,735</b>	866,524	(538,445)	<b>328,079</b>
Information and Communication Technology	176,108	(144,092)	<b>32,016</b>	161,686	(134,505)	<b>27,181</b>
Motor Vehicles	8,252	(7,232)	<b>1,020</b>	8,252	(5,816)	<b>2,436</b>
Leased Assets	86,810	(54,760)	<b>32,050</b>	63,562	(36,555)	<b>27,007</b>
Library Resources	104,910	(70,526)	<b>34,384</b>	99,324	(65,627)	<b>33,697</b>
<b>Balance at 31 December</b>	<b>2,227,068</b>	<b>(1,032,741)</b>	<b>1,194,327</b>	<b>1,756,288</b>	<b>(973,325)</b>	<b>782,963</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	54,428	23,676	25,850
Accruals	5,690	4,804	5,525
Employee Entitlements - Salaries	212,369	179,214	191,185
Employee Entitlements - Leave Accrual	13,785	17,491	18,695
	<b>286,272</b>	<b>225,185</b>	<b>241,255</b>
Payables for Exchange Transactions	286,272	225,185	241,255
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>286,272</b>	<b>225,185</b>	<b>241,255</b>

The carrying value of payables approximates their fair value.

### 13. Borrowings

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loans due in one year	33,400	-	33,400
Loans due after one year	89,139	-	116,600
	<u>122,539</u>	<u>-</u>	<u>150,000</u>

The school has borrowings at 31 December 2022 of \$122,539 (31 December 2021 \$150,000). This relates to the ASB Loan the school took to fund the Admin Block Upgrade project which is also partially funded by the Ministry of Education.

### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income in Advance	3,440	1,899	2,947
PTA Holding Account	-	-	31
Sundry Clearing Account - Eftpos	-	340	-
	<u>3,440</u>	<u>2,239</u>	<u>2,978</u>

### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	105,135	33,558	42,574
Increase to the Provision During the Year	25,843	14,000	26,153
Other Adjustments	(2,788)	-	36,408
Provision at the End of the Year	<u>128,190</u>	<u>47,558</u>	<u>105,135</u>
Cyclical Maintenance - Current	33,667	-	30,672
Cyclical Maintenance - Non current	94,523	47,558	74,463
	<u>128,190</u>	<u>47,558</u>	<u>105,135</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the school's 10 Year Property plan / painting quotes.

## 16. Finance Lease Liability

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	16,728	17,444	19,605
Later than One Year and no Later than Five Years	18,633	25,778	8,779
Future Finance Charges	(3,517)	-	(1,230)
	<b>31,844</b>	<b>43,222</b>	<b>27,154</b>
	<b>31,844</b>	<b>43,222</b>	<b>27,154</b>

  

<b>Represented by</b>			
Finance lease liability - Current	14,819	17,444	18,558
Finance lease liability - Non current	17,025	25,778	8,596
	<b>31,844</b>	<b>43,222</b>	<b>27,154</b>
	<b>31,844</b>	<b>43,222</b>	<b>27,154</b>

## 17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	<b>2022</b>	<b>Project No.</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
			<b>Balances</b>	<b>from MoE</b>		<b>Contributions</b>	<b>Balances</b>
			<b>\$</b>	<b>\$</b>	<b>\$</b>		<b>\$</b>
Admin Block Upgrade		215351	123,010	355,797	(840,061)	361,253	-
Totals			<b>123,010</b>	<b>355,797</b>	<b>(840,061)</b>	<b>361,253</b>	<b>-</b>
			<b>123,010</b>	<b>355,797</b>	<b>(840,061)</b>	<b>361,253</b>	<b>-</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

	<b>2021</b>	<b>Project No.</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
			<b>Balances</b>	<b>from MoE</b>		<b>Contributions</b>	<b>Balances</b>
			<b>\$</b>	<b>\$</b>	<b>\$</b>		<b>\$</b>
Electrical Upgrade		210003	(418)	-	418	-	-
Block P & B Upgrade		222349	(127,974)	45,361	(44,790)	127,403	-
Admin Block Upgrade		215351	(24,795)	250,000	(102,195)	-	123,010
Totals			<b>(153,187)</b>	<b>295,361</b>	<b>(146,567)</b>	<b>127,403</b>	<b>123,010</b>
			<b>(153,187)</b>	<b>295,361</b>	<b>(146,567)</b>	<b>127,403</b>	<b>123,010</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	123,010
Funds Receivable from the Ministry of Education	-

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,420	3,585
<i>Leadership Team</i>		
Remuneration	422,404	440,316
Full-time equivalent members	3.00	3.25
Total key management personnel remuneration	425,824	443,901

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (2 members). As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	26 - 27	25 - 26
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	3.00	3.00
110 - 120	2.00	-
120 - 130	-	1.00
	5.00	4.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

### Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. 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 2022 a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2022.

(Capital commitments as at 31 December 2021:

\$982,850.92 contract for the Admin Block Upgrade as agent for the Ministry of Education. This project is partially funded by the Ministry and \$250,000 has been received of which \$126,990 has been spent on the project to balance date. This project has been approved by the Ministry.)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

### 23. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	86,525	52,714	627,071
Receivables	238,084	194,725	230,654
Investments - Term Deposits	200,000	80,000	100,000
Total Financial assets measured at amortised cost	<u>524,609</u>	<u>327,439</u>	<u>957,725</u>

#### Financial liabilities measured at amortised cost

Payables	286,272	225,185	241,255
Borrowings - Loans	122,539	-	150,000
Finance Leases	31,844	43,222	27,154
Total Financial Liabilities Measured at Amortised Cost	<u>440,655</u>	<u>268,407</u>	<u>418,409</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

## David Street School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Rachel Robb	Presiding Member	Elected	Sep 2025
Brian Harrop	Principal	ex Officio	
Chelly Aitchison	Parent Representative	Elected	Sep 2022
Jason Stevenson	Parent Representative	Elected	Sep 2025
Debora Rawhi-Galloway	Parent Representative	Elected	Sep 2025
Mike Garrud	Parent Representative	Elected	Sep 2025
Teresa Higham	Parent Representative	Co-opted	Sep 2025
Carla McKenzie	Parent Representative	Elected	Sep 2025
Michelle Fielding	Staff Representative	Elected	Sep 2025

## David Street School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$7,573 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the David Street School Board:

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



# DAVID STREET SCHOOL

Kia Maia - Have Courage

## Statement of Variance 2022

Annual School Target - Target to reduce inequities in student achievement in reading and writing

### **2022 Academic Target: Writing (Link to Strategic Goal: 1 and 3)**

**Summary:** The target sought to track the 2021 writing and reading target student cohort, now Year 4 in 2022. The aim was to have students make significant progress or maintain one years progress. The team used the draft reading pathways and the writing pathways along with professional learning groups and team meetings to monitor the strategies and actions that were successful in accelerating learners. An important factor noted by teachers was the critical part learner assets played enabling successful progress for the target learners.

Teacher actions taken early in the year focused on the learner assets; developing self awareness, being an investigator and a communicator and time spend getting to know the learner. Teacher target learner posts recorded students as having a greater self confidence to take on new learning after building on these learner assets. A strong focus on being self aware and goal setting was developed to support learners to engage, reflect, articulate their learning and begin to identify their next learning steps from the reading and writing pathways. Target 2 Statement of Variance reports on the outcomes of these initiatives..

**Aim:** to raise the achievement of all students in relation to the relevant curriculum level

To maximise the capacity(agency) of teachers, and students as learners

#### **Baseline Data as at December 2021:**

**Total number of Year 3 students = 84**

**Total number of Year 3 Maori Students = 16**

**Reading:**

52/84 students are achieving at or above expectation in reading

32/84 (38.10%) students are achieving below expectation in reading

8/16 (50%) Māori students are achieving at or above expectation in reading

8/16 (50%) Māori students are achieving below expectation in reading

**Writing:**

59/84 students are achieving at or above expectation in writing

25/84 (29.7%) students are achieving below expectation in writing

6/16 Māori students are achieving at or above expectation in writing

10/16(62.5%) Māori students are achieving below expectation in writing

Students in the Yr 4 Māori Target groups may also be part of the Yr 4 Target groups

10/32 ( 31%) Year 4 Target Reading and Writing students have had formalised support (ESoL, High Health, ORs, In Class Support, RTLB, Literacy group).

**Target:**

- **All Year 4 students who are achieving below their relevant curriculum level in reading and writing will achieve significant progress reducing the number of students achieving below expectation by 25%.**
- **To reduce the disparity between Māori and all students achieving below expectations to achieve equitable outcomes for Māori**

## **Year 4 Target Student Data Commentary:**

### **Target Shifts:**

**19/32 (59.3%)** Year 4 Reading Target students are now achieving at their Year 4 NZ Curriculum expectations which exceeds the target reducing the number of students achieving below expectation by 25%.

**3/7 (42.8%)** Year 4 Reading Māori target students are now achieving at their Year 4 NZ Curriculum expectations

**14/25 (56%)** Year 4 Writing Target students are now achieving at their Year 4 NZ Curriculum expectations which exceeds the target Reducing the number of students achieving below expectation by 25%.

**5/10 (50%)** Year 4 Writing Māori target students are now achieving at their Year 4 NZ Curriculum expectations

*2022 Target Data shows while some students have remained below the relevant curriculum level the data shows the remaining students have made a shift towards achieving at their relevant curriculum level.*

- Target groups include students on targeted learning programmes being supported by the learning support team.
- During 2022 professional learning groups, the professional growth cycle in which teachers inquired into their practice continued the strong commitment to focus on accelerating target students. Individual target learner posts on the SMS ensured actions, impacts and outcomes provided evidence of which strategies were being used and how these supported the achievement of students. The writing pathway and draft reading pathway continue to guide teaching and learning and are increasingly supporting students to choose their own goals, self assess against the goal and decide their next learning step. Discussions in team meetings using target posts were routinely and systematically used by team leaders. Evidence shows this continues to lead to a collaborative and cohesive approach to monitoring target students.
- Evidence from target posts show students' beliefs about their self efficacy as learners have played a large part in helping them to take on board new learning.

**32 Reading Target Students** have made progress and are now achieving at the expected NZ Curriculum level.

- 30/32 (93.7%) made one or more years progress
- 2/32 (6.3%) made some progress but not a full year's progress
- 19/32 (59.3%) are now achieving within the relevant curriculum level

### **7 Māori Reading Target Students**

- One student left in 2022
- 6/7 (85.7%) made one or more years progress
- 1/7 (14.3%) made some progress but not a full year's progress
- 3/7 (42.8%) are now achieving within the relevant curriculum level

**25 Writing Target Students** have made progress and are now achieving at the expected NZ Curriculum level.

- 23/25 (92%) made one or more years progress
- 2/25 (8%) made some progress but not a full year's progress
- 14/25 (56%) are now achieving within the relevant curriculum level

### **10 Māori Writing Target Students**

- 8/10 (80%) made one or more years progress
- 2/10 (20%) made some progress but not a full year's progress
- 5/10 (50%) are now achieving within the relevant curriculum level

The disparity for Year4 Target Māori students has been reduced.

<b>Actions</b> <b>What did we do?</b>	<b>Result</b> <b>What happened?</b>	<b>Analysis</b> <b>Why did it happen?</b>	<b>Next steps</b> <b>Where to next?</b>
<ul style="list-style-type: none"> <li>● PLG's team based and a forum for professional learning conversations sharing successes, challenges and wonderings about students.</li> <li>● PCT group - building professional practice with a focus on connecting learning</li> <li>● Strong focus on learner assets and developing the students' self belief as a learner.</li> <li>● Learner agency such as the development of writing placemats using the pathway goals broken into smaller steps. Placemats were varied to meet different students' needs.</li> <li>● Preloading ideas/whole class brainstorming before writing</li> <li>● Encouraging the use of te reo within writing.</li> <li>● Te Whare Tapa Wha integrated in learning</li> <li>● Contexts made relevant to the learners own experiences.</li> <li>● Regular connections with whanāu</li> <li>● The learning support team worked alongside classroom teachers to provide extra</li> </ul>	<p><b>Reading</b></p> <p><b>19/32 (59.3%) Reading Target Students</b> have made progress and are now achieving at the expected NZ Curriculum level.</p> <p><b>3/7 (42.8%) Reading Māori Target Students</b> have made progress and are now achieving at the expected NZ Curriculum level.</p> <p><b>Writing</b></p> <p><b>14/25 (56%) Reading Target students</b> have made progress and are now achieving at the expected NZ Curriculum level.</p> <p><b>5/10 (50%) Writing Māori Target Students</b> have made progress and are now achieving at the expected NZ Curriculum level.</p> <p><b>Therefore:</b></p> <p style="text-align: center;">19/32 (59.3%) Year 4</p> <p>Reading Target students are now achieving at their Year 4 NZ Curriculum expectations which</p>	<ul style="list-style-type: none"> <li>● Learner independence and confidence to generate their own writing ideas allowed learners to focus on ideas that were relevant to them.</li> <li>● Opportunities for free writing which has allowed the learner to think about ideas rather than the audience.</li> <li>● The draft reading/writing pathways provided learning goals for students and clear next teaching focus for the teachers.</li> <li>● Greater learner engagement in students' learning evidenced in learner voice data which meant learners saw a purpose for the learning.</li> <li>● Team meetings and PLG forum for sharing and asking "<i>Is this making enough of a difference?</i>" Group ownership of the target students.</li> <li>● Small group 'just in time' teaching by Learning Support team member provided opportunities for learners to have multiple exposures to learning.</li> <li>● Growing professional capabilities of teachers and</li> </ul>	<p>The reading/writing pathways support teachers and students with teaching, learning and assessment. Future steps will include:</p> <ul style="list-style-type: none"> <li>● Continuing to strengthen learners self awareness of Hero Goals. Learners are able to identify when they have achieved the goal and what their next learning step would be using the pathways.</li> <li>● Continue the work of student reflection on the goals with peers for peer assessment and self assessment.</li> <li>● Increasing use of the reading and writing pathways in an integrated concept focus.</li> <li>● Team reflection on the strategies that have made the greatest difference and the learning conditions that enabled these to happen.</li> <li>● Engaging in professional learning opportunities with teachers and learning partners to grow teacher practice.</li> </ul>

<p>opportunities to practice and consolidate learning.</p> <ul style="list-style-type: none"> <li>Facilitator supporting specific professional learning needs in team meetings.</li> <li>Teachers used the previous years teacher outcome, summary statements to identify actions which have been successful in engaging the target learner.</li> <li>Using a strength based approach to learners.</li> <li><u>Gathered student voice:</u></li> </ul> <p>I like trying on my own first then checking in  <b>I like to do my writing quietly so I don't get distracted</b>  <b>I use words cards and dictionaries to help me.</b>  <b>I like choosing what I write about.</b>  <b>I like knowing my goal</b>  I like sharing my learning with my friends  Reading lots this year has helped me because it makes me get better at reading  I want to keep working on reading  I am good at sounding out my words in my reading and this helps me in my writing  I like to learn with a buddy because they help me come up with ideas</p>	<p><b>exceeds the target reducing the number of students achieving below expectation by 25%.</b></p> <p style="text-align: center;">14/25 (56%) Year 4</p> <p><b>Writing Target students are now achieving at their Year 4 NZ Curriculum expectations which exceeds the target reducing the number of students achieving below expectation by 25%.</b></p> <p>Awareness by target students of their learning goals</p> <p>Whanāu awareness and involvement in learning increased</p> <p>Attitude shift in confidence by target students</p>	<p>learning support team to impact on target students learning.</p> <ul style="list-style-type: none"> <li>Evidence from target posts show students' beliefs about their self efficacy as learners have played a large part in helping them to take on board new learning.</li> <li>Cultural links - encouraged students to contribute more when the context related to culture</li> <li>Students working together tuakana relationships have strengthened</li> <li>Opportunities for agency with students being the experts sharing pronunciation, Reo and Tikanga knowledge has grown student self belief.</li> </ul>	
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**Implications for next years annual planning:**

- Continued teacher inquiry into what deliberate acts of teaching had an impact for the students making less than one years progress to achieve the goals they did through the use of team target tracking, PLG group collaborative dialogue
- Deepening relationships with whanau and parents to strengthen engagement and input student goals. Teacher support for whānau/parents with learning that can be done at home.
- Monitoring the impact of teaching and learning actions with active participation from the learners - learner agency
- Growing the learner asset, self awareness, and goal setting to support learners to engage, reflect, articulate their learning and next steps.

**Reading**

- Professional learning for teachers to support further growth in strategies that make a difference for students.
- Foster the growing understanding about learner voice in literacy to provide opportunities for learners to make decisions about their own learning.

**Annual School Target #2** - How does the development of Learner Agency impact on wellbeing and learning outcomes of our Year 3-6 students?  
(Link to strategic goal 1 & 3)

**Summary:** Linking to the first target of accelerating progress of year 4 writers through developing learner assets (key competencies), it was decided to expand this to all year 3-6 students with an additional focus on exploring how an increased agency of the learners would impact on the students wellbeing.

Delving deeper into the 2021 Wellbeing survey with our Year 5 & 6 students which highlighted the need to target developing learner agency, we narrowed this to our student ability in: engaging with learning goals needed to achieve a task, reflecting on learning and using the skill or strategy, articulating why, how and where they have used/achieved this goal, and choosing the next appropriate learning goal.

We explored student wellbeing by surveying the students about their learning and how confident they felt about being agentic learners who engage, reflect articulate, and choose next steps. Our initial survey in term 1 highlighted that students relied heavily on teacher input and reassurance about their learning. The majority indicated that the teacher was in control of learning and in charge of telling them what to do and when to do it in terms of learning goals and choice of tasks.

This initial response informed teachers professional learning inquiry focuses. Collectively we explored ways to scaffold the students into feeling that they have more ownership and control over their learning. By utilising child speak pathway goals in writing and adjusting reflective routines and practises in class, teachers began to see a positive shift in students confidence in learning. Confidence to reflect on appropriate goals for the learning task and being able to articulate where they have used these successfully. This resulted in improved wellbeing with students sharing that they felt proud to be able to show where they have achieved goals, and having a positive outlook on being able to achieve the next goal. Parents noticed that their children were excited coming home and talking about their learning and how they had achieved their goals today. "I'll show you, look see."

As stated in Target #1's reflection - Teacher actions taken early in the year focused on the learner assets; developing self awareness, being an investigator and a communicator. Target learner posts recorded students as having a greater self confidence to take on new learning after building on these learner assets. A strong focus on being self aware was developed to support learners to engage, reflect, articulate their learning and begin to identify their next steps.

**Aim:** All students will become Self Aware learners who engage, reflect and articulate their learning & next steps utilising the DSS Curriculum.

<b>Actions</b> <b>What did we do?</b>	<b>Evaluation</b> <b>What happened?</b> <i>[Impact and outcomes for leaders/teachers/learners/whanau]</i>	<b>Next steps</b> <b>Where to next?</b>
Professional Learning about how to develop learner agency. - Full staff teacher only days x 2, that explored strategies for developing agency in our learners.	A collective understanding was gained in terms of what agency means, the role teachers play in creating agency, and strategies to develop agency in our learners. Teachers implemented their learning in their classrooms.	A clear understanding of how Agency affects Wellbeing is established with implications incorporated into teaching strategies. - Utilise student surveys and teacher questioning skills
Deliberate teaching of how to be an agentic learner	Students are increasingly able to talk about their	The reading/writing pathways support teachers and

<p>across all learning areas.</p> <ul style="list-style-type: none"> <li>- An emphasis/focus on Goal Setting practices, clear student speak pathways to achieving these and reflection on progress towards achievement.</li> </ul>	<p>learning goal, identify their next steps in achieving this goal, and evaluate their ability to reflect on progress and achievement of the goal.</p>	<p>students with teaching, learning and assessment. Future steps will include:</p> <ul style="list-style-type: none"> <li>• Continuing to strengthen learners self awareness of Hero Goals. Learners are able to identify when they have achieved the goal and what their next learning step would be using the pathways.</li> <li>• Continue the work of student reflection on the goals with peers for peer assessment and self assessment.</li> <li>• Increasing use of the reading and writing pathways in an integrated concept focus.</li> <li>• Team reflection on the strategies that have made the greatest difference and the learning conditions that enabled these to happen.</li> <li>• Engaging in professional learning opportunities with teachers and learning partners to grow teacher practice.</li> </ul> <p>PLGs to continue in 2023 with a focus on our learner assets, Professional Learning &amp; pathways development/ implementation. Utilising Target Learner Boards as a collaborative evaluative tool.</p> <p>PGC to focus on developing Voice, Choice &amp; Ownership of learning for our students. Yearly baseline data is established for future monitoring and evaluation of the impact of Learner Agency on Wellbeing and Achievement.</p>
<p>Goals set as a result of formative assessment identified next most impactful learning needs.</p> <ul style="list-style-type: none"> <li>- Pathways goal</li> <li>- Learner Asset skill</li> <li>- Value behaviour</li> <li>- Curriculum objective</li> </ul>	<p>Develop Rangatiratanga for all of our students but especially Maori students. <i>(An ability to demonstrate courage and self belief to lead their own learning. Empowering Mana)</i></p>	
<p>Teachers will involve students with learner goals/ co-construction - supporting students to discuss, clarify, and reflect on their goals, strategies, and progress with their teacher, their whānau, and one another.</p>	<p>Students demonstrate a capacity for self and peer assessment, which leads in turn to increased self-direction and wellbeing.</p>	
<p>Students to share their voice on confidence and capability to decide on appropriate learning goals, work towards achieving these, and reflection of achievement.</p>	<p>Students became more aware of surface level learning goals and were able to make choices of which of these to focus on, however as they began moving to more complex goals they became less confident and more reliant on teacher support. This was to be expected as they moved into more stretching/challenging goals.</p>	
<p>Partnerships with whanau developed in relation to a shared approach to student achievement of goals. Students sharing goals and achievement with their whanau.</p>	<p>The mid year parent teacher conferences included students and teachers sharing the success that each child had in learning, specifically around the goals they had set and the student self assessment of achieving these. Parent feedback from these conferences was very positive and parents were surprised and proud of the learning language that their child was using. Teachers involved parents in setting or contributing to setting or achieving these learning goals.</p>	

<p>A student survey was used as a way of gathering student voice and insight into their feelings and confidence relating to student agency, specially the goal setting process and knowing how and if they were being successful.</p>	<p>Term 1 survey showed some key trends which gave the teachers clear areas to focus learning on. Most commonly these revolved around students feeling that teachers owned learning. This was in terms of students relying on teachers to direct learning, how and when they had achieved a goal and the next learning goal.</p> <p>These trends helped inform teachers to develop and use strategies to develop student agency.</p> <p>The survey results from term 2 and 3 indicated:</p> <ul style="list-style-type: none"> <li>- all sudents were engaging in reflective goal setting practices.</li> <li>- students were using the language of learning in their reflections as evidenced in the survey responses and Hero posts.</li> <li>- students were capaable of articulating their learning goals.</li> </ul>	
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**Implications for next years annual planning:**

- Continued teacher inquiry into what deliberate acts of teaching had an impact for the students making less than one years progress to achieve the goals they did through the use of team target tracking, PLG group collaborative dialogue - gather student voice on the effect of the deliberate acts on student wellbeing (confidence in learning, ownership of learning, feeling os success, enjoyment of school).
- Deepening relationships with whanau and parents to strengthen engagement and input student goals. Teacher support for whānau/parents with learning that can be done at home.
- Monitoring the impact of teaching and learning actions with active participation from the learners - learner agency
  - Continued use of student surveys as a consistent way of gathering voice from students, whanau and teachers. Surveys create an opportunity for in depth evaluative discussions which can impact on teacher and learner actions
- Growing the learner asset, self awareness, and goal setting to support learners to engage, reflect, articulate their learning and next steps.
- Explore the development of a self aware pathway for expectations at each level of learning
- Professional learning for teachers to support further growth in strategies that make a difference for students. Focus on relationships for learning, and purposeful learning experiences in a connected curriculum.
- Foster the growing understanding about learner voice in literacy to provide opportunities for learners to make decisions about their own learning. Developing and evaluating student Choice, Voice and ownership of learning.
- Continue to gather the voice of a range of students to monitor the differences in voice between target and high achieving students.

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF DAVID STREET SCHOOL'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of David Street School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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.

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 32, 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.



Johann van Loggerenberg  
Director  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand