

PARUA BAY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1080
Principal:	Mark Ashcroft
School Address:	1396 Whangarei Heads Road, Parua Bay
School Postal Address:	1396 Whangarei Heads Road RD 4, Whangarei, 0174
School Phone:	09 436 5814
School Email:	admin@paruabay.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
James Buckland	Chairperson	Elected	Practice Manager	Jun 2022
Danny Jewell	Principal	ex Officio		Jul 2019
Hazel Smith	Principal	ex Officio		Sep 2019
Mark Ashcroft	Principal	ex Officio		
Tangiwai Baker	Parent Rep	Elected	Lawyer	Jun 2022
Conal Summers	Parent Rep	Elected	Engineer	Jun 2019
Luke Malcolm	Parent Rep	Elected	Student	Oct 2019
Kathy Faulkner	Parent Rep	Elected	Administrator	Jun 2019
Andrew Glen	Parent Rep	Elected	Software Engineer	Jun 2022
Sarah Irwin	Parent Rep	Elected	Local Government Ma	Jun 2022
Peter Baltus	Parent Rep	Co-opted	Business Consultant	Jun 2022
Carolyn Henwood	Staff Rep	Elected	Teacher	Jun 2019
Madeleine Brooks	Staff Rep	Elected	Teacher	Jun 2022

Accountant / Service Provider:	Education Services Ltd
---------------------------------------	------------------------

PARUA BAY SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Parua Bay School

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

JAMES TIMOTHY BUCKLAND
Full Name of Board Chairperson

MARIL ANDREW ASHCROFT
Full Name of Principal

James Fullen
Signature of Board Chairperson

M. Ashcroft
Signature of Principal

Date: 1/7/20

Date: 1/7/2020

Parua Bay School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,432,436	2,320,564	2,550,785
Locally Raised Funds	3	104,020	32,500	113,646
Interest income		5,476	2,500	6,718
		<hr/>	<hr/>	<hr/>
		2,541,932	2,355,564	2,671,149
Expenses				
Locally Raised Funds	3	58,225	4,000	62,027
Learning Resources	4	1,645,670	1,678,376	1,683,545
Administration	5	169,804	159,450	142,872
Finance		2,100	2,465	2,538
Property	6	631,819	516,127	626,244
Depreciation	7	63,055	62,924	59,038
Loss on Disposal of Property, Plant and Equipment		-	-	1,540
		<hr/>	<hr/>	<hr/>
		2,570,673	2,423,342	2,577,804
Net Surplus / (Deficit) for the year		(28,741)	(67,778)	93,345
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		(28,741)	(67,778)	93,345

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



Parua Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>791,367</u>	<u>702,817</u>	<u>676,264</u>
Total comprehensive revenue and expense for the year		(28,741)	(67,778)	93,345
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		21,719	-	21,758
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>784,345</u>	<u>635,039</u>	<u>791,367</u>
Retained Earnings		784,345	635,039	791,367
Equity at 31 December		<u>784,345</u>	<u>635,039</u>	<u>791,367</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Parua Bay School Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	204,770	160,016	396,386
Accounts Receivable	9	99,300	70,718	102,271
GST Receivable		9,959	8,908	9,644
Prepayments		6,355	7,928	10,100
Inventories	10	109	2,367	861
Funds owed for Capital Works Projects	16	157,678	-	57,249
		478,171	249,937	576,511
Current Liabilities				
Accounts Payable	12	127,568	93,786	131,519
Revenue Received in Advance	13	1,228	-	-
Provision for Cyclical Maintenance	14	8,537	29,822	41,086
Finance Lease Liability - Current Portion	15	11,097	8,074	9,647
		148,430	131,682	182,252
Working Capital Surplus/(Deficit)		329,741	118,255	394,259
Non-current Assets				
Property, Plant and Equipment	11	479,791	531,543	417,419
		479,791	531,543	417,419
Non-current Liabilities				
Provision for Cyclical Maintenance	14	15,486	14,759	8,841
Finance Lease Liability	15	9,701	-	11,470
		25,187	14,759	20,311
Net Assets		784,345	635,039	791,367
Equity		784,345	635,039	791,367

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



Parua Bay School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		480,749	474,595	559,706
Locally Raised Funds		105,548	32,500	113,346
Goods and Services Tax (net)		(315)	-	(736)
Payments to Employees		(261,755)	(237,273)	(223,156)
Payments to Suppliers		(280,104)	(232,550)	(273,927)
Cyclical Maintenance Payments in the year		(37,531)	-	(4,972)
Interest Paid		(2,100)	(2,465)	(2,538)
Interest Received		5,476	2,500	6,718
Net cash from Operating Activities		9,968	37,307	174,441
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(113,810)	(120,000)	(38,316)
Net cash from Investing Activities		(113,810)	(120,000)	(38,316)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,719	-	21,758
Finance Lease Payments		(9,064)	(10,711)	(7,856)
Funds Held for Capital Works Projects		(100,429)	-	(7,061)
Net cash from Financing Activities		(87,774)	(10,711)	6,841
Net increase/(decrease) in cash and cash equivalents		(191,616)	(93,404)	142,966
Cash and cash equivalents at the beginning of the year	8	396,386	253,420	253,420
Cash and cash equivalents at the end of the year	8	204,770	160,016	396,386

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.



Parua Bay School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Parua Bay School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

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.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 14.

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.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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



j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings

Furniture and Equipment

Information and Communication

Leased Assets

Library Resources

Leased assets are depreciated over the life of the lease.

40 years

5-20 years

4-5 years

5 years

8 years



l) 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 or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.

m) 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.

n) 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.



o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned 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.

p) 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 international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

t) Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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



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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

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 at the start of the year.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	442,961	470,230	469,280
Teachers' Salaries Grants	1,473,400	1,475,463	1,516,910
Use of Land and Buildings Grants	469,004	367,259	469,248
Resource Teachers Learning and Behaviour Grants	441	-	6,006
Other MoE Grants	45,682	7,612	87,341
Other Government Grants	948	-	2,000
	<u>2,432,436</u>	<u>2,320,564</u>	<u>2,550,785</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	39,739	18,500	35,566
Bequests & Grants	4,730	-	1,817
Activities	49,175	10,000	70,828
Trading	1,176	4,000	2,915
Fundraising	9,200	-	2,520
	<u>104,020</u>	<u>32,500</u>	<u>113,646</u>
Expenses			
Activities	50,568	-	54,362
Trading	1,959	4,000	6,048
Fundraising (Costs of Raising Funds)	5,698	-	1,617
	<u>58,225</u>	<u>4,000</u>	<u>62,027</u>
<i>Surplus for the year Locally raised funds</i>	<u>45,795</u>	<u>28,500</u>	<u>51,619</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	43,267	55,913	43,719
Library Resources	3,286	4,500	2,501
Employee Benefits - Salaries	1,584,358	1,573,463	1,598,544
Staff Development	8,604	26,500	25,476
R&m & Purchases <\$1,000	6,155	18,000	13,305
	<u>1,645,670</u>	<u>1,678,376</u>	<u>1,683,545</u>



5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,200	4,040	4,100
Board of Trustees Fees	3,130	4,000	3,095
Board of Trustees Expenses	3,911	4,500	2,901
Communication	4,231	4,000	3,048
Consumables	12,707	12,750	11,516
Operating Lease	-	-	583
Other	33,193	33,560	24,811
Employee Benefits - Salaries	89,656	77,564	74,340
Insurance	4,976	5,500	4,942
Service Providers, Contractors and Consultancy	13,800	13,536	13,536
	<u>169,804</u>	<u>159,450</u>	<u>142,872</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,091	14,500	11,722
Cyclical Maintenance Expense	11,033	10,684	24,796
Grounds	19,951	17,900	13,398
Heat, Light and Water	21,236	18,700	21,570
Rates	6,859	6,500	6,581
Repairs and Maintenance	17,985	17,000	11,688
Use of Land and Buildings	469,004	367,259	469,248
Security	2,958	1,600	1,293
Employee Benefits - Salaries	63,315	60,484	64,448
Consultancy And Contract Services	4,387	1,500	1,500
	<u>631,819</u>	<u>516,127</u>	<u>626,244</u>

The use of land and buildings figure represents 8% 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. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	7,555	8,052	7,555
Building Improvements	5,820	6,046	5,673
Furniture and Equipment	24,382	21,515	20,185
Information and Communication Technology	11,967	12,296	11,537
Leased Assets	12,085	13,736	12,888
Library Resources	1,246	1,279	1,200
	<u>63,055</u>	<u>62,924</u>	<u>59,038</u>



8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	100	-	100
Bank Current Account	204,572	159,918	396,188
Bank Call Account	98	98	98
Cash equivalents for Cash Flow Statement	<u>204,770</u>	<u>160,016</u>	<u>396,386</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	2,161	300
Banking Staffing Underuse	-	534	-
Teacher Salaries Grant Receivable	99,300	68,023	101,971
	<u>99,300</u>	<u>70,718</u>	<u>102,271</u>
Receivables from Exchange Transactions	-	2,161	300
Receivables from Non-Exchange Transactions	99,300	68,557	101,971
	<u>99,300</u>	<u>70,718</u>	<u>102,271</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery Sales	109	333	861
Uniform Sales	-	2,034	-
	<u>109</u>	<u>2,367</u>	<u>861</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	194,978	-	-	-	(7,555)	187,423
Building Improvements	97,738	-	-	-	(5,820)	91,918
Furniture and Equipment	72,463	112,381	-	-	(24,382)	160,462
Information and Communication Tech	29,933	-	-	-	(11,967)	17,966
Leased Assets	18,318	11,617	-	-	(12,085)	17,850
Library Resources	3,989	1,429	-	-	(1,246)	4,172
Balance at 31 December 2019	417,419	125,427	-	-	(63,055)	479,791

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	302,214	(114,791)	187,423
Building Improvements	137,813	(45,895)	91,918
Furniture and Equipment	380,819	(220,357)	160,462
Information and Communication	94,254	(76,288)	17,966
Leased Assets	44,226	(26,376)	17,850
Library Resources	76,345	(72,173)	4,172
Balance at 31 December 2019	1,035,671	(555,880)	479,791

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	202,533	-	-	-	(7,555)	194,978
Building Improvements	93,403	10,008	-	-	(5,673)	97,738
Furniture and Equipment	76,185	16,464	-	-	(20,185)	72,463
Information and Communication Tech	33,198	9,812	(1,540)	-	(11,537)	29,933
Leased Assets	29,893	1,313	-	-	(12,888)	18,318
Library Resources	3,155	2,033	-	-	(1,200)	3,989
Balance at 31 December 2018	438,367	39,630	(1,540)	-	(59,038)	417,419

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	302,214	(107,236)	194,978
Building Improvements	137,813	(40,075)	97,738
Furniture and Equipment	268,438	(195,975)	72,463
Information and Communication	94,254	(64,321)	29,933
Leased Assets	48,558	(30,240)	18,318
Library Resources	74,915	(70,926)	3,989
Balance at 31 December 2018	926,192	(508,773)	417,419



12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	16,326	7,836	15,567
Accruals	4,200	3,870	4,100
Employee Entitlements - Salaries	99,300	68,023	101,971
Employee Entitlements - Leave Accrual	7,742	14,057	9,881
	<u>127,568</u>	<u>93,786</u>	<u>131,519</u>
Payables for Exchange Transactions	127,568	93,786	131,519
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>127,568</u>	<u>93,786</u>	<u>131,519</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Received In Advance	1,228	-	-
	<u>1,228</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	49,927	33,897	30,697
Increase to the Provision During the Year	11,033	10,684	24,796
Use of the Provision During the Year	(36,937)	-	(5,566)
Provision at the End of the Year	<u>24,023</u>	<u>44,581</u>	<u>49,927</u>
Cyclical Maintenance - Current	8,537	29,822	41,086
Cyclical Maintenance - Term	15,486	14,759	8,841
	<u>24,023</u>	<u>44,581</u>	<u>49,927</u>

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	11,679	8,074	10,711
Later than One Year and no Later than Five Years	9,821	-	12,173
	<u>21,500</u>	<u>8,074</u>	<u>22,884</u>



16. Funds Owed (Held) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
203463 ILE Block 7 <i>in progress</i>	-	-	(22,708)	-	22,708
Site Drainage and Sewer Remediation <i>in progress</i>	-	-	(3,765)	-	3,765
Misc Works, Toilet Block etc <i>in progress</i>	57,249	-	(14,066)	-	71,315
Pool Resurfacing <i>in progress</i>	-	-	(12,277)	-	12,277
Proposed Breakout Space <i>in progress</i>	-	-	(9,995)	-	9,995
Drainage, Deck Stairs, Footpath Remediation <i>in progress</i>	-	-	(37,618)	-	37,618
Totals	57,249	-	(100,429)	-	157,678

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

-
157,678

157,678

2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Misc Works, Toilet Block etc <i>in progress</i>	51,490	-	(5,759)	-	57,249
Totals	51,490	-	(5,759)	-	57,249

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.



18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,130	3,095
Full-time equivalent members	0.10	0.21
<i>Leadership Team</i>		
Remuneration	302,956	317,223
Full-time equivalent members	3.04	3.00
Total key management personnel remuneration	306,086	320,318
Total full-time equivalent personnel	3.14	3.21

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	60 - 70	130 - 140
Benefits and Other Emoluments	1 - 2	2 - 3
Termination Benefits	-	-
Principal B		
Salary and Other Payments	40 - 50	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-



20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

The Board have entered into the following capital commitments as at 31 December 2019:

(a) \$133,675 contract for the ILE Block 7 Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$22,708 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) contract for the Site Drainage and Sewer Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$3,765 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$532,183 contract to have the Misc Works, Toilet Block etc as agent for the Ministry of Education. This project is fully funded by the Ministry and \$478,965 (2018: as in 2019) has been received of which \$550,280 (2018: \$536,214) has been spent on the project to balance date. This project has been approved by the Ministry; and

(d) \$23,805 contract for the Pool Resurfacing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$12,277 has been spent on the project to balance date. This project has been approved by the Ministry; and

(e) contract for the Proposed Breakout Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$9,995 has been spent on the project to balance date. This project has been approved by the Ministry; and

(f) contract for the Drainage, Deck Stairs, and Footpath Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$37,618 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 2019 (Operating commitments at 31 December 2018: nil).

22. 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.



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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	204,770	160,016	396,386
Receivables	99,300	70,718	102,271
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	304,070	230,734	498,657

Financial liabilities measured at amortised cost

Payables	127,568	93,786	131,519
Borrowings - Loans	-	-	-
Finance Leases	20,798	8,074	21,117
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	148,366	101,860	152,636

24. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

25. Comparatives

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

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 8 Cash and Cash Equivalents:
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

27. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
PARUA BAY SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Parua Bay School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 21 that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 3 July 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

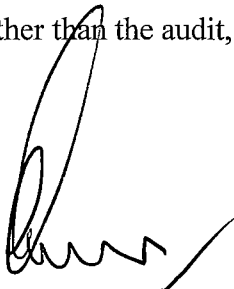
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand





09 March 2020

Kiwi Sport Funds 2019

Funds received: \$4,697.91

What we spent it on:

Dive Now	\$ 540.00
Jump Jam	\$ 143.52
Ritchies – Bus trips for sports events	\$ 673.10
Sports Equipment	\$1,859.46
Whangarei Aquatic Centre	\$ 294.24

Total Funds Spent: \$3,510.32

Balance: \$1,187.59

Balance of funds rolled over to 2020 to contribute toward Have a Go Sailing Days, postponed until Term 1 2020.

Signed:

Mark Ashcroft
Principal

Analysis of Variance Reporting



School Name:	Parua Bay School	School Number:	1080																
Strategic Aim:	<ul style="list-style-type: none">• Grow high quality staff• Grow learner capability• Grow community engagement																		
Annual Aim:	<ul style="list-style-type: none">• Strengthen teachers' collaborative practice.• Provide targeted teacher PLD according to need.• Grow learner agency.• Grow learner wellbeing.• Strengthen connectivity with the community																		
Target:	Greater engagement of our priority learners through improved agency and whanau involvement.																		
Baseline Data:	<table><tr><td colspan="4">2018 Data At and Above expected curriculum levels.</td></tr><tr><td>Whole School Reading</td><td>81%</td><td>Reading Boys 77% Girls 89%</td><td>Maori Reading 70.9% (93 chn)</td></tr><tr><td>Whole School Writing</td><td>71%</td><td>Writing Boys 60.3% Girls 82.8%</td><td>Maori Writing 58% (93 chn)</td></tr><tr><td>Whole School Mathematics</td><td>77%</td><td>Mathematics Boys 78.4% Girls 74.8%</td><td>Maori Mathematics 65.6% (93 chn)</td></tr></table>			2018 Data At and Above expected curriculum levels.				Whole School Reading	81%	Reading Boys 77% Girls 89%	Maori Reading 70.9% (93 chn)	Whole School Writing	71%	Writing Boys 60.3% Girls 82.8%	Maori Writing 58% (93 chn)	Whole School Mathematics	77%	Mathematics Boys 78.4% Girls 74.8%	Maori Mathematics 65.6% (93 chn)
2018 Data At and Above expected curriculum levels.																			
Whole School Reading	81%	Reading Boys 77% Girls 89%	Maori Reading 70.9% (93 chn)																
Whole School Writing	71%	Writing Boys 60.3% Girls 82.8%	Maori Writing 58% (93 chn)																
Whole School Mathematics	77%	Mathematics Boys 78.4% Girls 74.8%	Maori Mathematics 65.6% (93 chn)																

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?										
<p>Reading</p> <ul style="list-style-type: none">Well planned and progressive programmes by all staff. <p>Writing</p> <ul style="list-style-type: none">Student Agency MOE PLD focus, writing as context. <p>Mathematics</p> <ul style="list-style-type: none">ACE intervention programmes for targeted cohorts. <p>General</p> <ul style="list-style-type: none">Developed a 'high quality teacher matrix' in terms 1 & 2.Collaborative practice PLD for staff.'Learning Through Play' continued to be developed in Years 0-2.Use of Whanau Time, Timatanga and Kapa Haka to raise profile of Maori culture.Whanau Hui.Specialist teacher curriculum enrichment.	<table><tr><td>Successes</td><td rowspan="4"><p>In 2019 Parua Bay School experiences changes in senior leadership. In term 3 the Principal left to begin work in another school and the Deputy Principal became the Acting Principal. A new Principal was recruited and took up the role in term 4.</p><p>Less focus was placed in 2019 on mathematics compared to other areas.</p><p>A significant improvement for Maori of 7.1% in reading and 15.7% in writing may have been linked to the increasing emphasis on culture and ownership of learning.</p></td></tr><tr><td>Reading</td></tr><tr><td><ul style="list-style-type: none">90.5% Year 3-8 students At or Above the expected level.83.8% Year 1-8 students At or Above the expected level.86% of Boys At or Above the expected level.</td></tr><tr><td>Writing</td></tr><tr><td><ul style="list-style-type: none">79.9% Year 1-8 students At or Above the expected level.24.5% Above the expected level86% of Girls At or Above the expected level.13.4% improvement in boys' writing from 2018 data.</td><td></td></tr><tr><td>Mathematics</td><td><ul style="list-style-type: none">78.2% Year 1-8 students At or Above the expected level.21.8% Above the expected levelGender gap between boys and girls has reduced from 4% in 2018 to 0.9%.</td><td></td></tr></table>	Successes	<p>In 2019 Parua Bay School experiences changes in senior leadership. In term 3 the Principal left to begin work in another school and the Deputy Principal became the Acting Principal. A new Principal was recruited and took up the role in term 4.</p> <p>Less focus was placed in 2019 on mathematics compared to other areas.</p> <p>A significant improvement for Maori of 7.1% in reading and 15.7% in writing may have been linked to the increasing emphasis on culture and ownership of learning.</p>	Reading	<ul style="list-style-type: none">90.5% Year 3-8 students At or Above the expected level.83.8% Year 1-8 students At or Above the expected level.86% of Boys At or Above the expected level.	Writing	<ul style="list-style-type: none">79.9% Year 1-8 students At or Above the expected level.24.5% Above the expected level86% of Girls At or Above the expected level.13.4% improvement in boys' writing from 2018 data.		Mathematics	<ul style="list-style-type: none">78.2% Year 1-8 students At or Above the expected level.21.8% Above the expected levelGender gap between boys and girls has reduced from 4% in 2018 to 0.9%.			<p>Increase engagement of all learners, particularly priority learners.</p> <p>Actions to address Writing needs:</p> <ul style="list-style-type: none">Practice AnalysisConversation (class observations and feedback) priority.Continue student agency PLD - targeted.Targeted TA deployment.Writing within cross curricular/topic contexts.Authentic hands-on contexts incl. STEAM, reduce gender gap for boys.Use of Linc-Ed progressions to assist assessment by teachers and self-assessment by students.Collect student voice from target cohorts.Staff Te Reo PLD, Maori students have a strong identity within school. <p>Actions to address Mathematics needs:</p> <ul style="list-style-type: none">Mathematics lead teacher involved in observations PAC.
Successes	<p>In 2019 Parua Bay School experiences changes in senior leadership. In term 3 the Principal left to begin work in another school and the Deputy Principal became the Acting Principal. A new Principal was recruited and took up the role in term 4.</p> <p>Less focus was placed in 2019 on mathematics compared to other areas.</p> <p>A significant improvement for Maori of 7.1% in reading and 15.7% in writing may have been linked to the increasing emphasis on culture and ownership of learning.</p>												
Reading													
<ul style="list-style-type: none">90.5% Year 3-8 students At or Above the expected level.83.8% Year 1-8 students At or Above the expected level.86% of Boys At or Above the expected level.													
Writing													
<ul style="list-style-type: none">79.9% Year 1-8 students At or Above the expected level.24.5% Above the expected level86% of Girls At or Above the expected level.13.4% improvement in boys' writing from 2018 data.													
Mathematics	<ul style="list-style-type: none">78.2% Year 1-8 students At or Above the expected level.21.8% Above the expected levelGender gap between boys and girls has reduced from 4% in 2018 to 0.9%.												

- 'Parua Bay Way' document created.
- Community events every term.
- Student Led Conferences.

Challenges

Reading

- 38% of Year 2 Below and Well Below. Target Year 3 in 2020.
- 21% of Year 4 Below and Well Below. Target Year 5 in 2020.

Writing

- 26.3% Boys Below and Well Below.
- 47% Year 2 Below and Well Below. Target Year 3 in 2020.
- 28% Year 4 Below and Well Below. Target Year 5 in 2020.

Mathematics

- 33.7% Maori Below and Well Below.
- 29% Year 2 Below and Well Below. Target Year 3 in 2020.
- 50% Year 7 Below and Well Below. Target Year 8 in 2020.

- Mathematics 9:15am to 10:15am each morning.
- ACE focus terms 2 & 3.
- LSC focus.
- Maths leader as class teacher for Year 8s (larger target group).
- Identify what areas of mathematics are the main challenges.
- Use of Linc-Ed progressions to assist assessment by teachers and self-assessment by students.
- Collect student voice from target cohorts.
- Staff Te Reo PLD, Maori students have a strong identity within school.
- Targeted TA deployment.

Planning for next year:

- See 'Actions' in 'Where to next' section of this document.
- Increase teachers' capability using Te Reo Maori in classrooms thereby further reflecting learner cultures in each classroom.
- Increase student engagement through STEAM and integrated studies – providing authentic contexts for reading, writing, mathematics and science.
- PLD for staff to raise the level of STEAM happening across the school.
- Increase student engagement through increasing levels of student agency in learner goals and study choices.
- Further PLD for staff to embed agency.
- Targeted mathematics PLD for staff to improve student outcomes, particularly Year 3 and Year 8 students in 2020 and reduce disparity for Maori students.

