

# PARUA BAY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### 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

**Accountant / Service Provider:**

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

# PARUA BAY SCHOOL

Annual Report - For the year ended 31 December 2021

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## Parua Bay School

### Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Bronwen Gilmour

Full Name of Presiding Member

MARK ANDREW ASHCROFT

Full Name of Principal

B Gilmour

Signature of Presiding Member

M. Ashcroft

Signature of Principal

31/5/2022

Date:

30/5/2022

Date:

**Parua Bay School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,765,785	2,516,315	2,703,631
Locally Raised Funds	3	170,952	71,300	94,862
Interest Income		3,568	-	4,923
Gain on Sale of Property, Plant and Equipment		237	-	470
		<u>2,940,542</u>	<u>2,587,615</u>	<u>2,803,886</u>
<b>Expenses</b>				
Locally Raised Funds	3	22,442	4,000	23,400
Learning Resources	4	1,988,712	1,798,358	1,937,365
Administration	5	156,572	153,135	142,835
Finance		1,520	2,200	1,760
Property	6	667,016	613,649	598,289
Depreciation	11	62,117	56,935	65,230
Loss on Disposal of Property, Plant and Equipment		193,170	-	3,385
		<u>3,091,549</u>	<u>2,628,277</u>	<u>2,772,264</u>
<b>Net Surplus / (Deficit) for the year</b>		(151,007)	(40,662)	31,622
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(151,007)</u>	<u>(40,662)</u>	<u>31,622</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.



**Parua Bay School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		869,592	735,362	784,345
Total comprehensive revenue and expense for the year		(151,007)	(40,662)	31,622
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	53,625
<b>Equity at 31 December</b>		718,585	694,700	869,592
Retained Earnings		718,585	694,700	869,592
<b>Equity at 31 December</b>		718,585	694,700	869,592

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 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	410,630	342,461	120,660
Accounts Receivable	8	124,208	99,300	153,631
GST Receivable		4,922	9,959	11,476
Prepayments		7,774	6,355	7,329
Inventories	9	36	109	-
Investments	10	301,730	-	348,589
		849,300	458,184	641,685
<b>Current Liabilities</b>				
Accounts Payable	12	123,086	127,568	144,229
Revenue Received in Advance	13	7,444	1,228	2,762
Provision for Cyclical Maintenance	14	1,400	8,537	8,629
Finance Lease Liability	15	8,526	11,097	10,682
Funds held for Capital Works Projects	16	196,767	-	5,026
		337,223	148,430	171,328
<b>Working Capital Surplus/(Deficit)</b>		512,077	309,754	470,357
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	262,461	424,123	431,456
		262,461	424,123	431,456
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	37,052	29,476	26,268
Finance Lease Liability	15	18,901	9,701	5,953
		55,953	39,177	32,221
<b>Net Assets</b>		718,585	694,700	869,592
<b>Equity</b>		718,585	694,700	869,592

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 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		644,406	570,831	556,363
Locally Raised Funds		167,859	71,300	96,396
Goods and Services Tax (net)		6,554	-	(1,517)
Payments to Employees		(470,721)	(359,578)	(314,042)
Payments to Suppliers		(264,771)	(68,592)	(235,012)
Interest Paid		(1,520)	(2,200)	(1,760)
Interest Received		3,708	-	4,052
Net cash from/(to) Operating Activities		85,515	211,761	104,480
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(63,671)	(61,500)	(11,458)
Purchase of Investments		(3,142)	-	(348,589)
Proceeds from Sale of Investments		50,000	-	-
Net cash from/(to) Investing Activities		(16,813)	(61,500)	(360,047)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	53,625
Finance Lease Payments		(7,728)	(12,570)	(9,034)
Funds Administered on Behalf of Third Parties		228,996	-	126,866
Net cash from/(to) Financing Activities		221,268	(12,570)	171,457
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>289,970</b>	<b>137,691</b>	<b>(84,110)</b>
Cash and cash equivalents at the beginning of the year	7	120,660	204,770	204,770
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>410,630</b>	<b>342,461</b>	<b>120,660</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.



# Parua Bay School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 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 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 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 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.

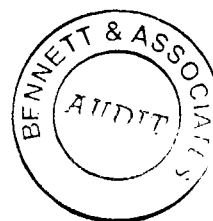
###### *Critical Accounting Estimates And Assumptions*

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.

###### *Cyclical maintenance*

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





*Useful lives of property, plant and equipment*

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

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

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

*Classification of leases*

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

*Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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***

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

Property, plant and equipment 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:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4-5 years
Leased Assets	5 years
Library Resources	8 years
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 or licensing of software 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

#### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

Employee 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 twelve 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.

#### **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 Expenses.

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

**q) 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 the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**r) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

**s) Financial Instruments**

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

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

The School's financial liabilities comprise accounts payable, 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.

**t) Borrowings**

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

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

**u) 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.

**v) Budget Figures**

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

**w) 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

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	503,026	482,274	485,135
Teachers' Salaries Grants	1,574,374	1,476,480	1,601,577
Use of Land and Buildings Grants	524,449	469,004	456,011
Other MoE Grants	147,508	88,557	154,084
Other Government Grants	16,428	-	6,824
	<u>2,765,785</u>	<u>2,516,315</u>	<u>2,703,631</u>

## 3. Locally Raised Funds

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

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	40,934	61,800	61,610
Fees for Extra Curricular Activities	30,049	5,500	24,620
Trading	1,205	4,000	573
Fundraising & Community Grants	98,764	-	8,059
	<u>170,952</u>	<u>71,300</u>	<u>94,862</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	18,283	-	17,155
Trading	1,302	4,000	1,188
Fundraising & Community Grant Costs	2,857	-	5,057
	<u>22,442</u>	<u>4,000</u>	<u>23,400</u>
<b>Surplus for the year Locally raised funds</b>	<u>148,510</u>	<u>67,300</u>	<u>71,462</u>

## 4. Learning Resources

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	74,278	93,500	73,550
Equipment Repairs	11,950	5,000	1,167
Information and Communication Technology	7,330	6,500	7,330
Library Resources	2,842	3,000	1,619
Employee Benefits - Salaries	1,884,082	1,677,358	1,845,550
Staff Development	8,230	13,000	8,149
	<u>1,988,712</u>	<u>1,798,358</u>	<u>1,937,365</u>



## 5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,500	4,400	4,300
Board Fees	3,345	3,500	2,910
Board Expenses	11,175	5,400	3,820
Communication	2,221	3,750	2,651
Consumables	11,147	12,300	11,755
Operating Lease	155	-	-
Other	13,129	12,585	17,840
Employee Benefits - Salaries	91,469	90,800	80,538
Insurance	5,631	6,400	5,221
Service Providers, Contractors and Consultancy	13,800	14,000	13,800
	<u>156,572</u>	<u>153,135</u>	<u>142,835</u>

## 6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	16,216	13,800	13,529
Cyclical Maintenance Provision	3,555	11,745	10,874
Grounds	4,061	12,500	8,422
Heat, Light and Water	24,425	21,000	17,018
Rates	7,354	8,200	6,847
Repairs and Maintenance	13,881	6,500	9,329
Use of Land and Buildings	524,449	469,004	456,011
Security	3,122	3,000	2,527
Employee Benefits - Salaries	69,976	67,900	73,732
Consultancy And Contract Services	(23)	-	-
	<u>667,016</u>	<u>613,649</u>	<u>598,289</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	360,392	342,461	70,631
Short-term Bank Deposits	50,238	-	50,029
Cash and cash equivalents for Statement of Cash Flows	<u>410,630</u>	<u>342,461</u>	<u>120,660</u>

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

Of the \$410,630 Cash and Cash Equivalents \$235,630 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	7,775	-	35,838
Receivables from the Ministry of Education	17,429	-	-
Banking Staffing Underuse	1,000	-	-
Interest Receivable	731	-	871
Teacher Salaries Grant Receivable	97,273	99,300	116,922
	<u>124,208</u>	<u>99,300</u>	<u>153,631</u>
Receivables from Exchange Transactions	25,935	-	36,709
Receivables from Non-Exchange Transactions	98,273	99,300	116,922
	<u>124,208</u>	<u>99,300</u>	<u>153,631</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery Sales	36	109	-
	<u>36</u>	<u>109</u>	<u>-</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	301,730	-	348,589
Total Investments	<u>301,730</u>	<u>-</u>	<u>348,589</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	179,867	-	(172,312)	-	(7,555)	-
Building Improvements	86,098	-	(18,490)	-	(5,820)	61,788
Furniture and Equipment	133,270	49,340	(2,269)	-	(26,917)	153,424
Information and Communication Technology	14,089	11,911	(99)	-	(9,741)	16,160
Leased Assets	14,354	22,741	(7)	-	(10,836)	26,252
Library Resources	3,778	2,307	-	-	(1,248)	4,837
<b>Balance at 31 December 2021</b>	<b>431,456</b>	<b>86,299</b>	<b>(193,177)</b>	<b>-</b>	<b>(62,117)</b>	<b>262,461</b>

The net carrying value of equipment held under a finance lease is \$26,252 (2020: \$14,354)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	112,737	(50,949)	61,788	302,213	(122,346)	179,867
Furniture and Equipment	319,013	(165,589)	153,424	137,813	(51,715)	86,098
Information and Communication Technology	62,018	(45,858)	16,160	370,129	(236,859)	133,270
Leased Assets	40,870	(14,618)	26,252	89,892	(75,803)	14,089
Library Resources	79,404	(74,567)	4,837	43,793	(29,439)	14,354
<b>Balance at 31 December</b>	<b>614,042</b>	<b>(351,581)</b>	<b>262,461</b>	<b>1,020,938</b>	<b>(589,482)</b>	<b>431,456</b>

## 12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	12,718	16,326	15,612
Accruals	4,500	4,200	4,300
Employee Entitlements - Salaries	97,273	99,300	116,922
Employee Entitlements - Leave Accrual	8,595	7,742	7,395
	<b>123,086</b>	<b>127,568</b>	<b>144,229</b>
Payables for Exchange Transactions	123,086	127,568	144,229
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>123,086</b>	<b>127,568</b>	<b>144,229</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Received In Advance	7,444	1,228	2,762
	<b>7,444</b>	<b>1,228</b>	<b>2,762</b>





#### 14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	34,897	26,268	24,023
Increase to the Provision During the Year	11,591	11,745	11,653
Adjustment to the Provision	(8,036)	-	(779)
Provision at the End of the Year	<u>38,452</u>	<u>38,013</u>	<u>34,897</u>
Cyclical Maintenance - Current	1,400	8,537	8,629
Cyclical Maintenance - Term	37,052	29,476	26,268
	<u>38,452</u>	<u>38,013</u>	<u>34,897</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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	10,704	11,097	11,676
Later than One Year and no Later than Five Years	21,972	9,701	6,330
Future finance charges	(5,249)	-	(1,371)
	<u>27,427</u>	<u>20,798</u>	<u>16,635</u>
<b>Represented by</b>			
Finance lease liability - Current	8,526	11,097	10,682
Finance lease liability - Term	18,901	9,701	5,953
	<u>27,427</u>	<u>20,798</u>	<u>16,635</u>



## 16. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
ILE Block 8	203463	15,079	1,652	12,734	-	29,465
Drainage Remediation	218342	(35,040)	-	34,002	-	(1,038)
5YA - Upgrades C/MS		(34,369)	-	-	-	(34,369)
Resurface Swimming Pool	218337	(24,179)	23,805	374	-	-
7:Create ILE Space	218336	(11,191)	120,308	(95,528)	-	13,589
Stairs,Ramps,Pathways	218341	34,562	-	(37,618)	-	(3,056)
LSC Space, New Build	218992	5,657	(3,106)	(2,551)	-	-
Hall Upgrades	218339	25,872	3,000	(8,072)	-	20,800
SS & SW upgrades	227784	29,867	2,171	(32,038)	-	-
Turf,Bike Track,Climbing Wall	225220	(1,232)	179,168	(6,160)	-	171,776
Smoke Detectors	234025	-	-	(400)	-	(400)
<b>Totals</b>		<b>5,026</b>	<b>326,998</b>	<b>(135,257)</b>	<b>-</b>	<b>196,767</b>

### Represented by:

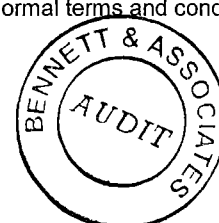
Funds Held on Behalf of the Ministry of Education	235,630
Funds Due from the Ministry of Education	(38,863)
	<b>196,767</b>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
ILE Block 8	203463	(22,708)	38,762	(975)	-	15,079
Drainage Remediation	218342	(41,383)	9,337	(2,994)	-	(35,040)
5YA - Upgrades C/MS		(71,315)	36,946	-	-	(34,369)
Resurface Swimming Pool	218337	(12,277)	-	(11,902)	-	(24,179)
7:Create ILE Space	218336	(9,995)	-	(1,196)	-	(11,191)
Stairs,Ramps,Pathways	218341	-	34,562	-	-	34,562
LSC Space, New Build	218992	-	74,250	(68,593)	-	5,657
Hall Upgrades	218339	-	27,000	(1,128)	-	25,872
SS & SW upgrades	227784	-	31,163	(1,296)	-	29,867
Turf,Bike Track,Climbing Wall	225220	-	-	(1,232)	-	(1,232)
<b>Totals</b>		<b>(157,678)</b>	<b>252,020</b>	<b>(89,316)</b>	<b>-</b>	<b>5,026</b>

## 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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,345	2,910
<i>Leadership Team</i>		
Remuneration	359,068	344,777
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>362,413</u>	<u>347,687</u>

There are 6 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 (1 members) and Property (1 members) that met 8 and 8 times respectively. 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3.00	1.00
	<u>3.00</u>	<u>1.00</u>

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 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-



## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

### 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 2021, a contingent liability for the school may exist.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$420,730 contract for the ILE Block 8 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,414 has been received of which \$10,949 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$10,374 contract for the Drainage Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,337 has been received of which \$10,375 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$521,704 contract for the 5YA - Upgrades C/MS as agent for the Ministry of Education. This project is fully funded by the Ministry and \$515,911 has been received of which \$550,280 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$122,112 contract for the 7:Create ILE Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$120,308 has been received of which \$106,719 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$35,080 contract for the Stairs,Ramps,Pathways as agent for the Ministry of Education. This project is fully funded by the Ministry and \$34,562 has been received of which \$37,618 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,456 contract for the Hall Upgrades as agent for the Ministry of Education. This project is fully funded by the Ministry and \$30,000 has been received of which \$9,200 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$181,855 contract for the Turf,Bike Track,Climbing Wall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$179,168 has been received of which \$7,392 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$10,000 contract for the Smoke Detectors as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$400 has been spent on the project to balance date. This project has been approved by the Ministry.



(Capital commitments as at 31 December 2020:

\$420,730 contract for the ILE Block 8 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$38,762 has been received of which \$23,683 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$10,374 contract for the Drainage Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,337 has been received of which \$44,377 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$537,977 contract for the 5YA - Upgrades C/MS as agent for the Ministry of Education. This project is fully funded by the Ministry and \$515,911 has been received of which \$550,280 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Resurface Swimming Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$24,179 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,305 contract for the 7:Create ILE Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$11,191 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$38,402 contract for the Stairs,Ramps,Pathways as agent for the Ministry of Education. This project is fully funded by the Ministry and \$34,562 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the LSC Space, New Build as agent for the Ministry of Education. This project is fully funded by the Ministry and \$74,250 has been received of which \$68,593 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Hall Upgrades as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,000 has been received of which \$1,128 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the SS & SW upgrades as agent for the Ministry of Education. This project is fully funded by the Ministry and \$31,163 has been received of which \$1,296 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$181,855 contract for the Turf,Bike Track,Climbing Wall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$1,232 has been spent on the project to balance date. This project has been approved by the Ministry.)

**(b) Operating Commitments**

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2021 Actual \$	2020 Actual \$
No later than One Year	300	-
Later than One Year and No Later than Five Years	425	-
Later than Five Years	-	-
	<u>725</u>	<u>-</u>



## 22. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	410,630	342,461	120,660
Receivables	124,208	99,300	153,631
Investments - Term Deposits	301,730	-	348,589
Total Financial assets measured at amortised cost	836,568	441,761	622,880

### Financial liabilities measured at amortised cost

Payables	123,086	127,568	144,229
Finance Leases	27,427	20,798	16,635
Total Financial Liabilities Measured at Amortised Cost	150,513	148,366	160,864

## 23. Events After Balance Date

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

## 24. Comparatives

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

## 25. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

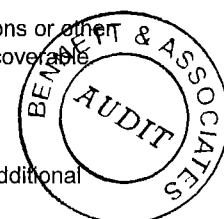
However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.



## Parua Bay School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
James Buckland	Presiding Member	Elected	Sep 2022
Mark Ashcroft	Principal		
Tangiwai Baker	Parent Representative	Elected	Jan 2022
Andrew Glen	Parent Representative	Elected	Sep 2022
Sarah Irwin	Parent Representative	Elected	Sep 2022
Bronwen Gilmour	Parent Representative	Co-opted	Sep 2022
Barbie Reynolds	Staff Representative	Elected	
Lynfa Harris	Staff Representative	Elected	

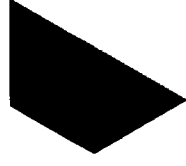
## **Parua Bay School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$4,730 (excluding GST). The funding was spent on sporting endeavours.




# Analysis of Variance Reporting



School Name:	Parua Bay School	School Number:	1080			
Strategic Aim:	Improve outcomes for all students, particularly priority learners.					
Annual Aim:	As per Strategic Aim above.					
Target:	We do not set National Standards targets anymore. We do however measure and track trends using performance data.					
Baseline Data:	<table><tr><td><b>Baseline data EOY 2020:</b> <b>All students:</b> Reading – 78% Writing – 80% Mathematics – 75%</td><td><b>Successes - Reading:</b><ul style="list-style-type: none"><li>90.5% Year 4-8 students At or Above</li><li>Girls attained 78% and Boys attained 78.1% At/Above</li></ul><b>Successes – Writing:</b><ul style="list-style-type: none"><li>Nearly 1 in 5 students Above expected level.</li><li>84.4% of Girls At or Above the expected level</li></ul><b>Successes – Mathematics:</b><ul style="list-style-type: none"><li>25% Year 1-8 students Above expected level</li><li>32.5% of Year 3, 4, 5 &amp; 6 students Above the expected level.</li></ul></td><td><b>Challenges - Reading:</b><ul style="list-style-type: none"><li>69.6% of Māori At/Above, a gap of 8.4% below All students</li><li>40% of Year 3 Below and Well Below.</li></ul><b>Challenges – Writing:</b><ul style="list-style-type: none"><li>68.5% of Māori At/Above, a gap of 11.4% below All students</li><li>24.8% Boys Below and Well Below.</li></ul><b>Challenges – Mathematics:</b><ul style="list-style-type: none"><li>60.7% of Māori At/Above, a gap of 14.3% below All students</li><li>33.7% Maori Below and Well Below.</li><li>37% Year 2 Below and Well Below.</li></ul></td></tr></table>			<b>Baseline data EOY 2020:</b> <b>All students:</b> Reading – 78% Writing – 80% Mathematics – 75%	<b>Successes - Reading:</b> <ul style="list-style-type: none"><li>90.5% Year 4-8 students At or Above</li><li>Girls attained 78% and Boys attained 78.1% At/Above</li></ul> <b>Successes – Writing:</b> <ul style="list-style-type: none"><li>Nearly 1 in 5 students Above expected level.</li><li>84.4% of Girls At or Above the expected level</li></ul> <b>Successes – Mathematics:</b> <ul style="list-style-type: none"><li>25% Year 1-8 students Above expected level</li><li>32.5% of Year 3, 4, 5 &amp; 6 students Above the expected level.</li></ul>	<b>Challenges - Reading:</b> <ul style="list-style-type: none"><li>69.6% of Māori At/Above, a gap of 8.4% below All students</li><li>40% of Year 3 Below and Well Below.</li></ul> <b>Challenges – Writing:</b> <ul style="list-style-type: none"><li>68.5% of Māori At/Above, a gap of 11.4% below All students</li><li>24.8% Boys Below and Well Below.</li></ul> <b>Challenges – Mathematics:</b> <ul style="list-style-type: none"><li>60.7% of Māori At/Above, a gap of 14.3% below All students</li><li>33.7% Maori Below and Well Below.</li><li>37% Year 2 Below and Well Below.</li></ul>
<b>Baseline data EOY 2020:</b> <b>All students:</b> Reading – 78% Writing – 80% Mathematics – 75%	<b>Successes - Reading:</b> <ul style="list-style-type: none"><li>90.5% Year 4-8 students At or Above</li><li>Girls attained 78% and Boys attained 78.1% At/Above</li></ul> <b>Successes – Writing:</b> <ul style="list-style-type: none"><li>Nearly 1 in 5 students Above expected level.</li><li>84.4% of Girls At or Above the expected level</li></ul> <b>Successes – Mathematics:</b> <ul style="list-style-type: none"><li>25% Year 1-8 students Above expected level</li><li>32.5% of Year 3, 4, 5 &amp; 6 students Above the expected level.</li></ul>	<b>Challenges - Reading:</b> <ul style="list-style-type: none"><li>69.6% of Māori At/Above, a gap of 8.4% below All students</li><li>40% of Year 3 Below and Well Below.</li></ul> <b>Challenges – Writing:</b> <ul style="list-style-type: none"><li>68.5% of Māori At/Above, a gap of 11.4% below All students</li><li>24.8% Boys Below and Well Below.</li></ul> <b>Challenges – Mathematics:</b> <ul style="list-style-type: none"><li>60.7% of Māori At/Above, a gap of 14.3% below All students</li><li>33.7% Maori Below and Well Below.</li><li>37% Year 2 Below and Well Below.</li></ul>				

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Tea Tahi</b></p> <ul style="list-style-type: none"> <li>EOY data was shared with staff.</li> <li>Plans were created in each syndicate/collaborative team.</li> <li>The team plans were reviewed throughout the year.</li> <li>Tuakana teina learning activities utilised, e.g. reading buddies when COVID possible</li> <li>Additional teacher aide (TA) time created – 20 hours per week.</li> <li>The Board authorised use of school savings to ensure class numbers were reduced in the Year 3/4 area</li> <li>Applications made to MoE for additional TA hours</li> <li>Set time across the school each day for mathematics.</li> <li>Collaborative problem solving across teams, including mathematics.</li> <li>Mixed ability groupings</li> <li>Phonics &amp; Quick 60 programmes.</li> <li>Te Reo student leaders in some classes.</li> <li>Audio books</li> <li>Modelling of writing</li> </ul>	<p><b>All students At or Above:</b></p> <ul style="list-style-type: none"> <li>Reading – 74%</li> <li>Writing – 81%</li> <li>Mathematics – 68%</li> </ul> <p><b>Successes Reading</b></p> <ul style="list-style-type: none"> <li>88.6% of students in Years 5-8 are reading At or Above expected levels</li> <li>Over 91% of Year 6 and Year 8 students were At or Above</li> </ul> <p><b>Successes Writing</b></p> <ul style="list-style-type: none"> <li>86% of girls were At or Above expected levels</li> <li>Over 91% of Years 1-2 were At or Above expected levels</li> </ul> <p><b>Successes Mathematics</b></p> <ul style="list-style-type: none"> <li>Over 92% of Year 1 students were At or Above expected levels</li> <li>Over 80% of Year 7-8 were At or Above expected levels</li> </ul> <p><b>Challenges Reading</b></p> <ul style="list-style-type: none"> <li>64% of Māori were At or Above expected levels</li> <li>70% of boys were At or Above expected levels</li> </ul> <p><b>Challenges Writing</b></p> <ul style="list-style-type: none"> <li>63% of Māori were At or Above expected levels</li> <li>Boys are 10% behind girls at expected levels</li> </ul>	<ul style="list-style-type: none"> <li>Reducing Disparity P.D. is still in its early stages, e.g. impact coaches and staff familiarity with the relationships, teaching &amp; learning 'profiles'. In time this should make an impact on the gap between Māori and non-Māori. Practices are not yet embedded.</li> <li>The impacts of a national pandemic may have had a contributing effect to the education of students over the year, although this is difficult to specify, e.g. hui for whānau and cultural activities for students has been reduced significantly. Student wellbeing may be affected.</li> <li>Assessment tools have changed. We have transitioned from standardised testing to more use of Learning Progressions (LPs). The accuracy of moderation and use of the LPs may have been a contributing factor in the accuracy of EOY data.</li> <li>Ownership of teaching practice observations by</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for staff which will target:             <ul style="list-style-type: none"> <li>Reducing disparity</li> <li>Mathematics</li> <li>Student wellbeing</li> <li>Student engagement through face-to-face/socially &amp; culturally relevant experiences.</li> <li>STEAM</li> </ul> </li> <li>Seek to increase student awareness of their own learning &amp; wellbeing.</li> <li>Nurture home/school links</li> <li>Contingency planning to reduce pandemic disruption to students' learning and mitigate risks to staff and student health.</li> <li>Review moderation and assessment accuracy for mathematics.</li> <li>Use 'Iris' (video feedback system) as a means for teachers to examine elements of their own teaching practice.</li> </ul>

 <p>Collaborative team planning based on student needs.</p> <p>Write that Essay strategies in some classes.</p> <p>Feedback/Feedforward with students.</p> <ul style="list-style-type: none"> <li>Online tools, incl. Google Classroom</li> <li>Student interests – power sharing</li> <li>Started the Russell Bishop/Cognition Education ‘Relationships First’ reducing disparity PLD with teaching staff.</li> <li>Online learning and reduced visits/EOTC during certain COVID levels.</li> </ul>	<p><b>Challenges/Mathematics</b></p> <ul style="list-style-type: none"> <li>56% of Year 9 were At or Above expected levels</li> <li>Years 5-5 averaged 55% At or Above expected levels</li> </ul> <p>Teachers could be improved &amp; potentially better facilitated by leaders.</p> <ul style="list-style-type: none"> <li>Student engagement levels and power sharing in learning experiences have the potential to increase.</li> </ul>	<p><b>Planning for next year:</b></p> <p>See Parua Bay School's 2022 Charter/Strategic &amp; Annual Plan – submitted with this AoV document.</p> <p>See ‘Where to next’ column in this document.</p>
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**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF PARUA BAY SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

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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 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

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

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

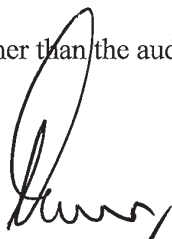
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements 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.



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

