

PARKVALE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



School Directory

Ministry Number: 2641
Principal: Mark Gifkins
School Address: Howard Street, Hastings
School Postal Address: Howard Street, Hastings
School Phone: 06 878 6616
School Email: admin@parkvale.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rebecca Pope	Presiding Member	Elected	June 2022
Aaron Barrett	Presiding Member	Elected	Aug 2025
Aaron Barrett	Member	Appointed	June 2022
Mark Gifkins	Principal ex Officio	Appointed	
Linda Rose	Member of Staff	Elected	Aug 2022
Kerry Henderson	Member	Elected	Jun 2025
Scott MacLean	Member	Elected	Aug 2022
Andrew Dickson	Health and Safety	Nominated	Aug 2025
Chris Hinde	Property	Nominated	Aug 2025
Sarah Love	Curriculum	Nominated	Aug 2025
Rebecca Pope	Member	Elected	Jun 2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

PARKVALE SCHOOL

Annual Report - For the year ended 31 December 2022

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Parkvale School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Aaron William Barrett

Full Name of Presiding Member

ABA

Signature of Presiding Member

28 April 2023

Date:

MARK LESLIE GIFKINS

Full Name of Principal

MLG

Signature of Principal

28 April 2023

Date:

Parkvale School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,020,532	3,905,017	3,860,887
Locally Raised Funds	3	141,739	118,200	139,193
Interest Income		11,065	4,000	2,094
Other Revenue		480	-	1,140
Total Revenue		4,173,816	4,027,217	4,003,314
Expenses				
Locally Raised Funds	3	63,114	57,300	55,979
Learning Resources	4	3,213,403	3,257,158	3,149,068
Administration	5	223,405	177,128	175,264
Finance		5,105	6,697	7,070
Property	6	617,623	554,361	540,762
Loss on Disposal of Property, Plant and Equipment		10,283	500	1,772
		4,132,933	4,053,144	3,929,915
Net Surplus / (Deficit) for the Year		40,883	(25,927)	73,399
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		40,883	(25,927)	73,399

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

Parkvale School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,066,666	995,000	993,267
Total Comprehensive Revenue and Expense for the Year		40,883	(25,927)	73,399
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		11,115	-	-
Equity at 31 December		1,118,664	969,073	1,066,666
Accumulated Comprehensive Revenue and Expense Reserves		1,118,664	969,073	1,066,666
		-	-	-
Equity at 31 December		1,118,664	969,073	1,066,666

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.

Parkvale School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	199,066	145,000	376,727
Accounts Receivable	8	256,511	180,000	255,796
GST Receivable		19,970	4,949	23,011
Prepayments		19,603	14,000	11,515
Inventories	9	20,084	20,000	22,206
Investments	10	504,500	300,000	300,000
Funds Receivable for Capital Works Projects	16	44,891	-	-
		<u>1,064,625</u>	<u>663,949</u>	<u>989,255</u>
Current Liabilities				
Accounts Payable	12	270,750	220,000	230,233
Revenue Received in Advance	13	104,085	5,000	64,875
Provision for Cyclical Maintenance	14	4,050	3,600	3,245
Finance Lease Liability	15	50,103	50,000	49,488
Funds Held for Capital Works Projects	16	-	-	141,492
Funds Held on Behalf of Hastings East Combined Kahui Ako	17	28,565	-	6,325
		<u>457,553</u>	<u>278,600</u>	<u>495,658</u>
Working Capital Surplus/(Deficit)		607,072	385,349	493,597
Non-current Assets				
Property, Plant and Equipment	11	645,150	690,000	668,083
		<u>645,150</u>	<u>690,000</u>	<u>668,083</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	95,807	76,276	60,921
Finance Lease Liability	15	37,751	30,000	34,093
		<u>133,558</u>	<u>106,276</u>	<u>95,014</u>
Net Assets		<u>1,118,664</u>	<u>969,073</u>	<u>1,066,666</u>
Equity		<u>1,118,664</u>	<u>969,073</u>	<u>1,066,666</u>

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

Parkvale School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash Flows from Operating Activities				
Government Grants		1,148,020	1,052,323	880,724
Locally Raised Funds		179,829	115,200	198,008
Goods and Services Tax (net)		3,042	4,051	5,171
Payments to Employees		(604,825)	(523,600)	(448,598)
Payments to Suppliers		(419,940)	(437,779)	(393,901)
Interest Paid		(5,105)	(6,697)	(7,070)
Interest Received		6,372	4,000	1,369
Net Cash from/(to) Operating Activities		307,393	207,498	235,703
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(65,882)	(110,500)	(43,405)
Purchase of Investments		(204,500)	(100,000)	(300,000)
Net Cash from/(to) Investing Activities		(270,382)	(210,500)	(343,405)
Cash flows from Financing Activities				
Furniture and Equipment Grant		11,115	-	
Finance Lease Payments		(61,643)	(30,000)	(58,698)
Funds Administered on Behalf of Third Parties		(164,144)	-	109,093
Net Cash from/(to) Financing Activities		(214,672)	(30,000)	50,395
Net increase/(decrease) in cash and cash equivalents		(177,661)	(33,002)	(57,307)
Cash and Cash Equivalents at the Beginning of the Year	7	376,727	178,002	434,034
Cash and Cash Equivalents at the End of the Year	7	199,066	145,000	376,727

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.

Parkvale School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Land & Building Improvements	0–40 years
Furniture & Equipment	5–50 years
Information & Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets Held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants 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.

o) Funds held for Capital works

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

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

p) Shared Funds

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

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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

s) 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.

t) Budget Figures

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

u) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,105,434	973,404	954,274
Teachers' Salaries Grants	2,541,676	2,587,408	2,584,408
Use of Land and Buildings Grants	364,039	322,205	322,205
Other Government Grants	9,383	22,000	-
	<u>4,020,532</u>	<u>3,905,017</u>	<u>3,860,887</u>

The school has opted in to the donations scheme for this year. Total amount received was \$73,050.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	40,781	54,000	45,737
Fees for Extra Curricular Activities	13,627	8,000	9,600
Trading	50,914	44,500	48,587
Fundraising & Community Grants	11,048	9,200	34,056
Other Revenue	25,369	2,500	1,213
	<u>141,739</u>	<u>118,200</u>	<u>139,193</u>
Expenses			
Extra Curricular Activities Costs	16,479	8,500	9,524
Trading	42,243	42,200	40,795
Fundraising and Community Grant Costs	384	600	-
Other Locally Raised Funds Expenditure	4,008	6,000	5,660
	<u>63,114</u>	<u>57,300</u>	<u>55,979</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>78,625</u>	<u>60,900</u>	<u>83,214</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	78,582	108,350	89,797
Equipment Repairs	2,445	5,000	3,516
Information and Communication Technology	6,470	5,500	4,376
Library Resources	1,159	1,800	929
Employee Benefits - Salaries	2,958,165	2,961,008	2,884,141
Staff Development	22,134	25,500	15,402
Depreciation	144,448	150,000	150,907
	<u>3,213,403</u>	<u>3,257,158</u>	<u>3,149,068</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,886	5,534	5,716
Board Fees	5,089	6,000	4,290
Board Expenses	13,700	13,000	14,446
Communication	3,551	3,500	3,292
Consumables	40,931	29,000	34,579
Operating Lease	2,000	-	2,000
Other	8,996	12,850	8,037
Employee Benefits - Salaries	126,027	90,000	86,973
Insurance	6,969	7,000	5,711
Service Providers, Contractors and Consultancy	10,256	10,244	10,220
	<u>223,405</u>	<u>177,128</u>	<u>175,264</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	17,762	16,200	13,846
Consultancy and Contract Services	44,575	47,000	43,427
Cyclical Maintenance Provision	44,024	23,456	22,201
Grounds	10,628	9,000	8,236
Heat, Light and Water	37,633	32,000	30,755
Repairs and Maintenance	30,558	35,500	32,918
Use of Land and Buildings	364,039	322,205	322,205
Security	2,502	4,000	4,094
Employee Benefits - Salaries	65,902	65,000	63,080
	<u>617,623</u>	<u>554,361</u>	<u>540,762</u>

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	199,066	145,000	376,727
Cash and cash equivalents for Statement of Cash Flows	<u>199,066</u>	<u>145,000</u>	<u>376,727</u>

Of the \$199,066 Cash and Cash Equivalents, \$93,204 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$199,066 Cash and Cash Equivalents, \$28,565 is held on behalf of the Hastings East Combined Kahui Ako. See note 17 for details of how the funding received for the service has been spent in the year.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	2,818	-	1,218
Receivables from the Ministry of Education	40,347	-	-
Interest Receivable	5,506	-	813
Banking Staffing Underuse	-	-	73,550
Teacher Salaries Grant Receivable	207,840	180,000	180,215
	<u>256,511</u>	<u>180,000</u>	<u>255,796</u>
Receivables from Exchange Transactions	8,324	-	2,031
Receivables from Non-Exchange Transactions	248,187	180,000	253,765
	<u>256,511</u>	<u>180,000</u>	<u>255,796</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	5,818	10,000	9,230
School Uniforms	14,083	10,000	12,672
Young Leaders	183	-	304
	<u>20,084</u>	<u>20,000</u>	<u>22,206</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	504,500	300,000	300,000
	<u>504,500</u>	<u>300,000</u>	<u>300,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land & Building Improvements	226,735	8,900	(132)	-	(12,809)	222,694
Furniture & Equipment	253,121	47,279	(5,612)	-	(54,675)	240,113
Information & Communication Technology	7,901	2,449	(140)	-	(4,505)	5,705
Motor Vehicles	25,313	-	(1)	-	(6,603)	18,709
Leased Assets	80,681	65,916	(2)	-	(60,079)	86,516
Library Resources	74,332	7,255	(4,397)	-	(5,777)	71,413
Balance at 31 December 2022	668,083	131,799	(10,284)	-	(144,448)	645,150

The net carrying value of furniture and equipment held under a finance lease is \$86,516 (2021: \$80,681)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land & Building Improvements	431,511	(208,817)	222,694	424,881	(198,146)	226,735
Furniture & Equipment	523,090	(282,977)	240,113	634,299	(381,178)	253,121
Information & Communication Technology	23,615	(17,910)	5,705	22,847	(14,946)	7,901
Motor Vehicles	33,017	(14,308)	18,709	33,017	(7,704)	25,313
Leased Assets	193,097	(106,581)	86,516	211,241	(130,560)	80,681
Library Resources	116,467	(45,054)	71,413	126,655	(52,323)	74,332
Balance at 31 December	1,320,797	(675,647)	645,150	1,452,940	(784,857)	668,083

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	50,330	30,000	42,402
Accruals	5,887	5,000	4,516
Employee Entitlements - Salaries	207,840	180,000	180,215
Employee Entitlements - Leave Accrual	6,693	5,000	3,100
	<u>270,750</u>	<u>220,000</u>	<u>230,233</u>
Payables for Exchange Transactions	270,750	220,000	230,233
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>270,750</u>	<u>220,000</u>	<u>230,233</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	104,085	5,000	64,875
	<u>104,085</u>	<u>5,000</u>	<u>64,875</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	64,166	64,166	41,965
Increase to the Provision During the Year	44,024	23,456	22,201
Use of the Provision During the Year	(8,333)	(7,746)	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>99,857</u>	<u>79,876</u>	<u>64,166</u>
Cyclical Maintenance - Current	4,050	3,600	3,245
Cyclical Maintenance - Non current	95,807	76,276	60,921
	<u>99,857</u>	<u>79,876</u>	<u>64,166</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan / Property consultant / Board review.

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	50,103	50,000	49,488
Later than One Year and no Later than Five Years	43,467	35,000	39,620
Future Finance Charges	(5,716)	(5,000)	(5,527)
	<u>87,854</u>	<u>80,000</u>	<u>83,581</u>
Represented by			
Finance Lease Liability - Current	50,103	50,000	49,488
Finance Lease Liability - Non current	37,751	30,000	34,093
	<u>87,854</u>	<u>80,000</u>	<u>83,581</u>

16. Funds 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.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Site Court Shade Structure - 221201	141,492	-	(186,383)	-	(44,891)
Totals	<u>141,492</u>	<u>-</u>	<u>(186,383)</u>	<u>-</u>	<u>(44,891)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(44,891)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Blocks G G H ILE, Block E Electrical and Block P Roof - 205911	42,650	47,963	(90,613)	-	-
Pool Filtration Remediation - 221202	(3,926)	9,251	(5,325)	-	-
SIP Site Court Shade Structure - 221201	-	207,343	(65,851)	-	141,492
Totals	<u>38,724</u>	<u>264,557</u>	<u>(161,789)</u>	<u>-</u>	<u>141,492</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	141,492
Funds Receivable from the Ministry of Education	-

17. Funds Held on Behalf of Hastings East Combined Kahui Ako

Parkvale School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	6,325		-
Funds Received from Cluster Members	-		1,526
Funds Received from MoE	38,403		5,464
Total funds received	38,403	-	6,990
Funds Spent on Behalf of the Cluster	16,163		665
Funds remaining	22,240	-	6,325
Distribution of Funds			
Funds Held at Year End	28,565	-	6,325

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,089	4,290
<i>Leadership Team</i>		
Remuneration	426,193	415,749
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	431,282	420,039

There are 5 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that meet monthly and quarterly 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

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
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	2022 FTE Number	2021 FTE Number
100 - 110	4.00	4.00
110 - 120	0.00	2.00
120 - 130	2.00	1.00
	6.00	7.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$0.00	\$0.00
Number of People	-	-

21. Contingencies

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

There is a contingent asset for the possible repayment from the Ministry of Education for under spending the School's banking staffing entitlement during 2022. The Ministry has yet to decide how much it will pay to the School. We cannot reliably measure the cash repayment, but the amount we have underspent as at 31 December is approximately \$28,825. We will record the amount we receive as revenue in the 2023 financial year.

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$260,306 contract for SIP - Site: Court Shade Structure as agent for the Ministry of Education. The project is partially funded by the Ministry and \$207,343 has been received of which \$252,234 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$194,455)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts.

23. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	199,066	145,000	376,727
Receivables	256,511	180,000	255,796
Investments - Term Deposits	504,500	300,000	300,000
Total Financial Assets Measured at Amortised Cost	<u>960,077</u>	<u>625,000</u>	<u>932,523</u>

Financial Liabilities Measured at Amortised Cost

Payables	270,750	220,000	230,233
Finance Leases	87,854	80,000	83,581
Total Financial Liabilities Measured at Amortised Cost	<u>358,604</u>	<u>300,000</u>	<u>313,814</u>

24. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay/Tairāwhiti regions and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

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

25. Comparatives

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

Parkvale School

Kiwisport Report

For the year ended 31 December 2022

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$7,473 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2022

The Parkvale School Board of Trustees:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.



School Name:	Parkvale School	School Number:	2641
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<p>Strategic Aims with direct links to learner outcomes:</p>	<p>Student Agency and Authentic Learning To grow powerful ākonga who enhance their own educational pathways</p> <p>Culturally Responsive Pedagogy To grow culturally responsive practices that value the hauroa of all ākonga</p>
<p>Annual Aims</p> <p>Sub goals:</p> <p>Formative Practice</p> <p>Structured Literacy</p>	<p><u>Formative Assessment Pedagogy</u></p> <p><i>Learners</i></p> <ul style="list-style-type: none"> ➢ Use FP and BLP to strengthen Student Agency <p><i>Teachers</i></p> <ul style="list-style-type: none"> ➢ Through coaching and mentoring and TAI, formative practice will be embedded in targets and woven into daily practice to sustain gains made in 2021. <p><i>Leaders</i></p> <ul style="list-style-type: none"> ➢ Branch meetings provide the vehicle for conundrum focussed dialogue. Coaching and Mentoring used to grow practice. <p><u>Structured Literacy</u></p> <p><i>Learners</i></p> <ul style="list-style-type: none"> ➢ Use Structured Literacy strategies to strengthen their decoding and encoding strategies <p><i>Teachers</i></p> <ul style="list-style-type: none"> ➢ Year 1 - deliver the teaching of reading through the structured literacy programme ➢ Year 2 - continue teaching through structured literacy and whole language approach texts (depending on needs of children) ➢ Year 3 - teach a target group using the structured literacy programme ➢ Year 4-6 (optional) Explore using The Code to explicitly teach spelling and link to reading/writing. <p><i>Leaders</i></p> <ul style="list-style-type: none"> ➢ Further develop a teacher rubric for Structured Literacy Pedagogy ➢ Develop a writing rubric to reflect progression of writing skills through structured literacy stages. ➢ Branch meetings provide the vehicle for conundrum focussed dialogue. Coaching and Mentoring used to grow practice.



Tātaritanga raraunga

Target:

Through focus on our above goals we want to increase the number of ākonga achieving at or above the Parkvale Expectations

Reading

- For 85% of children to reach the end of year Parkvale expectation for their cohort
- To increase the number of Maori learners achieving at the Parkvale Expectation in reading

Writing

- For 84% of children to reach the end of year Parkvale expectation for their cohort
- To increase the number of Maori learners achieving at the Parkvale Expectation in writing

Maths

- For 80% of children to reach the end of year Parkvale expectation for their cohort
- To increase the number of Maori learners achieving at the Parkvale Expectation in maths

Data Comparing 2021 with 2022 data for all year cohorts

	Reading		Writing		Maths	
	2021	2022	2021	2022	2021	2022
Year 1	71%	64%	69%	63%	64%	62%
Maori Year 1	52%	67%	48%	57%	48%	67%
Year 2	67%	62%	57%	56%	59%	49%
Maori Year 2	45%	47%	50%	41%	50%	35%
Year 3	74%	69%	57 / 24 - 81%	43 / 20 - 63%	54%	63%
Maori Year 3	61%	57%	47 / 24 - 71%	29 / 20 - 49%	39%	62%
Year 4	74%	81%	58 / 24 - 82%	54 / 24 - 78%	54%	80%
Maori Year 4	89%	74%	59 / 24 - 83%	56 / 24 - 80%	53%	70%
Year 5	79%	82%	41 / 24 - 65%	37 / 24 - 61%	64%	62%
Maori Year 5	57%	94%	26 / 24 - 50%	29 / 24 - 53%	57%	59%

Baseline Data:

Tātaritanga raraunga

Year 6	78%	79%	46 / 24 - 70%	35 / 24 - 69%	71%	71%
Maori Year 6	57%	71%	50/25- 77%	10 / 24 - 34%	57%	62%

2020, 2021 and 2022 have challenged schools in a range of ways where teachers, leaders and ākonga have had to adapt to 'new norms'. Obviously Covid 19 at differing times has had a significant impact on classroom practice – children being absent and then on return teachers modifying their programmes. 2022 saw a significant amount of child absence throughout the school.

In the Iti (Junior school - Yrs 1 - 3)

- ★ We haven't reached targets but what we have been able to achieve is progress for some cohorts from where they were at the end of 2021. We always knew it was going to take time to catch some groups and sub-groups up. We will continue in our efforts to catch our children up as they move into 2023 and beyond. Year two is a cohort of concern, particularly for our Maori children and significant input will be needed to catch them up.
- ★ For consistency of data levels we conducted both structured literacy testing and BURT reading age testing on children Stage 4 and above. Pleasing to note was that our BURT testing paralleled levels we have set for reading attainment and matched children's structured literacy levels.
- ★ Most cohorts in the Iti has Maori data lower than NZ/European. What is interesting about this year's data is that the gap between Maori and NZ/European is not growing from year to year. Both cohorts have achieved similar growth. What we have been unable to do is close the gap by accelerating our Maori students by more than a year's growth in a year.
- ★ Continuing our PLD journey in 2023 with a focus school-wide on writing (sentences, punctuation, handwriting) we are anticipating will improve our writing data for 2023.

In the Nui (Senior School - Yrs 4 - 6)

In a brief overview of the big picture data you can see

- **WRITING** - A big emphasis is needed in our teaching of writing and installing a desire and love of writing across all year cohorts in the Nui. Our kids are struggling with the structure of writing and sentence formations needed.
 - There has been big discussion among the Nui staff around children crafting by hand vs the computer. Both formats have their place and we know it is about balance.

- Are our children writing for a consistent amount of time with teachers an integrating across the curriculum approach or are we protecting kids from doing more by scaffolding them and doing it for them
- Do our teachers have the content knowledge to teach the specifics of what is required?

Our mid year expectation in Year 5 and 6 hasn't come to fruition and this brings about more concern.

- **MATHS** - has seen some possible gains in Year 4 and 6, with Year 5 achieving close to the mid year prediction made.
- **READING** - there is a pleasing trend of our cohorts getting to 80% figure. Again the battle we are having is within decoding text at about Level 24 and beyond (Year 4 expectation) and the relationship of letters and sounds - phonological awareness, the alphabetic principle, syllable types and morphology (forming of words)

The big things on the table for Senior Leaders of Learning are:

Relationships and happy, busy kids vs high expectations, effective teaching pedagogies and desire of our children to want to achieve

- ★ *Have we got the balance right - is it essential that our children are given time for 'free time' for the sake of well-being or screen time where they are passive receivers? If the relationship is right so too will be the well being.*
- ★ *Are we worried that high demands on learners will damage relationships or through Covid have we lost our way a bit and need to come back to what is essential.*

Writing

- ★ *continues to puzzle our learners - teachers continue to work on their own modeling of practice and ensuring the children have criteria to work to and revise against with purposeful feedback whilst making links between reading and writing to help children make the connections with the two processes. Alongside these points and essential to positive outcomes is quality teaching of the varying aspects of the writing process. Teaching has to be explicit and timely.*
 - *As stated prior - have we as teachers got sound content knowledge of what is required to ensure success for our ākongā?*
 - *Are we giving enough uninterrupted time to help students learn and practice ?*
 - *Are we creating a desire for children to craft texts for different purposes through purposeful and authentic contexts?*

Maths

- ★ *Have we let go of some of our tried and true practices in the hope that learning through passiveness on computer generated content instead of building collaborative tasks where children are articulating and arguing and reasoning ?*
- ★ *Are the 'rich tasks' still being used in a way that promotes children to think and re-engage in a task whilst looking at rubrics and criteria ?*

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>FORMATIVE ASSESSMENT PEDAGOGY</p> <p><i>Learners</i></p> <ul style="list-style-type: none"> ➢ Use FP and BLP to strengthen Student Agency <p><i>Teachers</i></p> <ul style="list-style-type: none"> ➢ Through coaching and mentoring and TAI, formative practice will be embedded in targets and woven into daily practice to sustain gains made in 2021. <p><i>Leaders</i></p> <ul style="list-style-type: none"> ➢ Branch meetings provide the vehicle for conundrum focussed dialogue. Coaching and Mentoring used to grow practice. 	<ul style="list-style-type: none"> ★ Varying degrees of Learner Agency evident across the school. Voice collected from ākonga across rooms indicated different levels / strategies of FP and BLP leading to student Agency ★ Improved collaborative teaching approaches used where learners worked with each other and used power sharing techniques ★ Coaching and Mentoring and TAI was used to grow teacher practice and resolve conundrums. ★ Teachers used a variety of approaches - we didn't put in an uniform focus on key aspects instead we left to teachers looking at learner need - a lack of uniformity lead to the varying degrees of learner outcomes 	<ul style="list-style-type: none"> ★ Varying teachers focused on different aspects of FP and BLP. ★ Data showed some pleasing gains across cohorts in different areas of learning ★ A variance of teacher choice was given without uniform focus on key aspects ★ Refining teacher practices and ensuring high expectations of student learning were a topic of conversation throughout C&M and how to make that happen ★ Consistency of key practices being used across learning areas ★ Feedback, reflection time was intermittent - not a constant part of practice 	<p>For Leaders and Teachers to impact learners so ākonga know what they are learning, how do they know how well they are going and what their next learning steps are.</p> <p>Relationships First PLD delivered by Cognition Education will focus on on two essential elements for learning and teaching to impact change in teacher and learner outcomes</p> <p>The effective pedagogies we are wanting to see used to cause impact</p> <ul style="list-style-type: none"> • Drawing on learners' prior learning • Using Formative assessment: Feedback • Using Formative assessment: Feedforward • Using Co-construction processes • Using Power-sharing strategies



Tātaritanga raraunga

<p><u>Structured Literacy</u></p> <p>Learners</p> <ul style="list-style-type: none"> ➤ Use Structured Literacy strategies to strengthen their decoding and encoding strategies <p>Teachers</p> <ul style="list-style-type: none"> ➤ Year 1 - deliver the teaching of reading through the structured literacy programme ➤ Year 2 - continue teaching through structured literacy and whole language approach texts (depending on needs of children) ➤ Year 3 - teach a target group using the structured literacy programme ➤ Year 4-6 (optional) Explore using The Code to explicitly teach spelling and link to reading/writing. <p>Leaders</p> <ul style="list-style-type: none"> ➤ Further develop a teacher rubric for Structured Literacy Pedagogy ➤ Develop a writing rubric to reflect progression of writing skills through structured literacy stages. ➤ Branch meetings provide the vehicle for conundrum focussed dialogue. Coaching 	<ul style="list-style-type: none"> ➤ Teachers have used a structured literacy approach to teach all Year 0 and 1 children ➤ At Year 2, teachers started all children on a structured literacy approach and transitioned children to guided reading books as they became ready. ➤ Year 3 teachers ran specific target groups for learners still needing a structured literacy approach. ➤ All Year 4-6 teachers opted in to learning about the code and explored ways to teach it. ➤ All staff looked at a system for teaching sentence structure and including punctuation. ➤ Coaching and mentoring and TAI used to grow teacher practice and resolve conundrums. ➤ Branch meetings were used, primarily in Year 1-3, to share conundrums and coaching and mentoring was used to share practice and discuss techniques to teach in a structured literacy way. ➤ All staff explored the need to specifically teach handwriting throughout the school. 	<ul style="list-style-type: none"> ➤ Variance in data when analysed closely shows some specific pockets where particular classes of children did not achieve as well as others. The need to now support those teachers to improve their practice, knowledge and self-reflection is an ongoing goal. ➤ Absences due to pupil and teacher sickness were high in 2022 and had an impact for some students. ➤ Year 2 data was of particular concern and will need addressing. ➤ Teachers learning a new approach to teaching that varies greatly from established career practices has continued to be a learning curve for some staff. Refining teacher practices and ensuring high expectations of student learning are in place is now needed. ➤ Teacher rubrics were created for the early stages of structured literacy to both guide teacher practice and to allow teachers to moderate writing achievement. 	<ul style="list-style-type: none"> ➤ Teachers will continue with Christine Braid to refine practice and understanding of the Structured Literacy Programme and skills in teaching The Code, sentence structure and punctuation. ➤ New staff will be inducted into what structured literacy is and how to teach in that way. ➤ Staff who have struggled to get their children to expected benchmarks will be given support and guidance. ➤ Branch meetings and Iti/Nui meetings will be vehicles to collaboratively problem-solve and have professional dialogue - also conundrum based discussions ➤ Ongoing use of the teacher rubric and writing moderation rubric to help guide next steps ➤ Create non-negotiable expectations for new or reintroduced literacy practices so there is consistency of practices, materials and expectations across year levels. ➤ Create a resource of ideas for using coloured cards for sentence structure and refine Code teaching practices from Year 3-6.
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and Mentoring used to grow practice.			
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Planning for Next Year

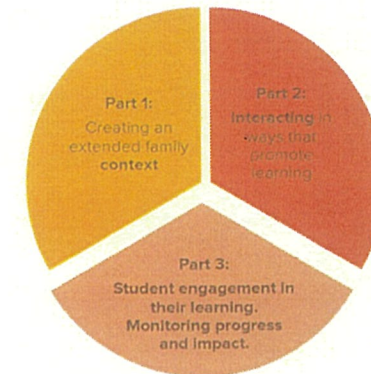
All staff undertaking PLD focussed on Relationships First - focus on effective relationships and pedagogies

CREATING AN EXTENDED FAMILY CONTEXT

- **Rejecting deficit** explanations for learners' learning.
- **Caring for and nurturing** the learner and the learning, including their language and culture.
- **Voicing and demonstrating** high expectations
- **Ensuring that all learners** can learn in a well-managed environment so as to promote learning.
- **Knowing** what learners need to learn

INTERACTING IN WAYS THAT PROMOTE LEARNING

- **Drawing** on learners' prior learning
- **Using** Formative assessment: Feedback
- **Using** Formative assessment: Feedforward
- **Using** Co-construction processes
- **Using** Power-sharing strategies



Leaders will continue to focus conversations on and around data

Impact Coaches structure set up to look at the impact of our Relationships First PLD.

- Impact coaches trained to use the Relationships-based Learning Profile
- teachers will take part in coaching conversations - reflect and set goals

Along with this Branch Meetings and TAI will provide a platform for vigorous discussion, reflection on impact and allow for all stakeholders to focus on the needs of learners.

- Structured Literacy across Years 0 -3 – teachers working alongside an external facilitator
- Structured Literacy for Year 4 teachers – teachers working alongside an external facilitator
- The Code – teachers working alongside an external facilitator



Tātaritanga raraunga

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PARKVALE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Parkvale School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 28 April 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees, Statement of Compliance with Employment Policy 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.



Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand