

PORT AHURIRI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2648
Principal: Glenn France
School Address: Lever Street, Ahuriri, Napier
School Postal Address: Lever Street, Ahuriri, Napier
School Phone: 06 835 7988
School Email: admin@portahuriri.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Anna Madarasz-Smith	Presiding Member	Elected	2022
Nichola Nicholson	Presiding Member	Elected	2025
Glenn France	Principal ex Officio		
Simon Walker	Parent Representative	Elected	2022
Katie Ronganui	Parent Representative	Elected	2023
Sam Talbot	Parent Representative	Elected	2023
Jess Bennett	Parent Representative	Elected	2025
Paul Banister	Parent Representative	Elected	2025
Emma Robertson	Staff Representative	Elected	2022
Jody Ferrick	Staff Representative	Elected	2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Limited

PORT AHURIRI SCHOOL

Annual Report - For the year ended 31 December 2022

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Port Ahuriri 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.

Nichola Ann Nicholson

Full Name of Presiding Member



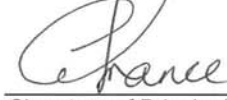
Signature of Presiding Member

12 June 2023

Date:

Aibn France

Full Name of Principal



Signature of Principal

01/06/2023

Date:

Port Ahuriri 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	2,143,072	1,961,248	2,155,991
Locally Raised Funds	3	113,032	2,600	72,568
Interest Income		3,868	200	885
Other Revenue		12,337	-	-
Total Revenue		2,272,309	1,964,048	2,229,444
Expenses				
Locally Raised Funds	3	24,248	13,000	12,420
Learning Resources	4	1,757,392	1,619,400	1,799,447
Administration	5	108,339	98,957	102,976
Finance		2,851	-	3,364
Property	6	262,143	227,080	268,780
Other Expenses	7	1,720	-	3,240
Loss on Disposal of Property, Plant and Equipment		4,455	-	7,204
		2,161,148	1,958,437	2,197,431
Net Surplus / (Deficit) for the year		111,161	5,611	32,013
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		111,161	5,611	32,013

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

Port Ahuriri 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		1,283,664	1,283,664	1,251,199
Total comprehensive revenue and expense for the year		111,161	5,611	32,013
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,406	8,406	452
Capital Distribution to Owner (Property)		(9,158)	-	-
Equity at 31 December		1,394,073	1,297,681	1,283,664

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.

Port Ahuriri School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	700,914	671,047	669,883
Accounts Receivable	9	208,950	193,399	172,354
GST Receivable		-	-	20,054
Prepayments		10,128	10,000	10,373
Funds Receivable for Capital Works Projects	16	5,400	-	-
		925,392	874,446	872,664
Current Liabilities				
GST Payable		1,323	1,500	-
Accounts Payable	12	158,653	175,497	135,872
Revenue Received in Advance	13	930	1,000	-
Provision for Cyclical Maintenance	14	-	-	35,866
Finance Lease Liability	15	18,629	18,629	25,484
Funds Held for Capital Works Projects	16	-	-	63,747
Funds held on behalf of Cluster	17	9,449	-	-
		188,984	196,626	260,969
Working Capital Surplus/(Deficit)		736,408	677,820	611,695
Non-current Assets				
Property, Plant and Equipment	10	682,804	645,000	693,150
Intangible Assets	11	-	-	1,720
		682,804	645,000	694,870
Non-current Liabilities				
Provision for Cyclical Maintenance	14	12,560	12,560	-
Finance Lease Liability	15	12,579	12,579	22,901
		25,139	25,139	22,901
Net Assets		1,394,073	1,297,681	1,283,664
Equity		1,394,073	1,297,681	1,283,664

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

Port Ahuriri 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		545,322	494,324	577,300
Locally Raised Funds		115,864	3,960	61,384
International Students		6,957	-	-
Goods and Services Tax (net)		21,377	21,554	(43,172)
Payments to Employees		(222,955)	(199,848)	(225,674)
Payments to Suppliers		(241,719)	(192,084)	(159,412)
Interest Paid		(2,851)	-	(3,363)
Interest Received		3,868	200	885
Net cash from/(to) Operating Activities		225,863	128,106	207,948
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(116,927)	(55,899)	(213,407)
Net cash from/(to) Investing Activities		(116,927)	(55,899)	(213,407)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,406	8,406	452
Capital Distribution to Owner(Property)		(9,158)	-	-
Finance Lease Payments		(17,455)	(15,702)	(21,111)
Funds Administered on Behalf of Third Parties		(59,698)	(63,747)	(129,749)
Net cash from/(to) Financing Activities		(77,905)	(71,043)	(150,408)
Net increase/(decrease) in cash and cash equivalents		31,031	1,164	(155,867)
Cash and cash equivalents at the beginning of the year	8	669,883	669,883	825,750
Cash and cash equivalents at the end of the year	8	700,914	671,047	669,883

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.

Port Ahuriri School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Port Ahuriri 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 10.

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. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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:

Building Improvements	5-50 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	3 years
Library Resources	12.5% Diminishing value

h) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

j) 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.

k) 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.

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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

m) 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.

n) 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 RTLB 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.

o) 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.

p) 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) 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.

r) Budget Figures

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

s) 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	538,573	475,862	562,590
Teachers' Salaries Grants	1,464,010	1,313,406	1,464,790
Use of Land and Buildings Grants	140,489	171,980	128,595
Other Government Grants	-	-	16
	<u>2,143,072</u>	<u>1,961,248</u>	<u>2,155,991</u>

The school has opted in to the donations scheme for this year. Total amount received was \$40,200.

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	37,740	-	400
Curriculum Related Activities - Purchase of Goods and Services	16,562	-	15,321
Fees for Extra Curricular Activities	9,217	-	7,831
Fundraising and Community Grants	1,127	-	-
Other Revenue	41,429	2,600	40,320
International Student Fees	6,957	-	8,696
	<u>113,032</u>	<u>2,600</u>	<u>72,568</u>
Expenses			
Extra Curricular Activities Costs	23,653	13,000	11,490
Other Locally Raised Funds Expenditure	-	-	356
International Student - Other Expenses	595	-	574
	<u>24,248</u>	<u>13,000</u>	<u>12,420</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>88,784</u>	<u>(10,400)</u>	<u>60,148</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	35,067	31,700	49,444
Equipment Repairs	2,831	3,000	25,167
Information and Communication Technology	12,791	10,000	10,992
Library Resources	643	500	499
Employee Benefits - Salaries	1,578,702	1,464,406	1,594,396
Staff Development	4,262	5,500	9,702
Depreciation	123,096	104,294	109,247
	<u>1,757,392</u>	<u>1,619,400</u>	<u>1,799,447</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,881	6,333	4,320
Board Fees	2,945	2,800	4,090
Board Expenses	3,221	1,200	2,374
Communication	1,386	2,000	2,648
Consumables	21,762	22,000	19,870
Other	6,485	4,480	4,254
Employee Benefits - Salaries	53,362	45,000	50,776
Insurance	6,141	7,000	6,574
Service Providers, Contractors and Consultancy	8,156	8,144	8,070
	<u>108,339</u>	<u>98,957</u>	<u>102,976</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	9,397	6,600	8,015
Consultancy and Contract Services	29,124	25,000	29,124
Cyclical Maintenance Provision	(9,578)	2,000	25,774
Grounds	22,803	8,850	9,199
Heat, Light and Water	14,442	9,500	15,310
Rates	894	750	895
Repairs and Maintenance	2,497	1,200	4,706
Use of Land and Buildings	140,489	171,980	128,595
Security	1,022	1,200	1,139
Employee Benefits - Salaries	51,053	-	46,023
	<u>262,143</u>	<u>227,080</u>	<u>268,780</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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Amortisation of Intangible Assets	1,720	-	3,240
	<u>1,720</u>	<u>-</u>	<u>3,240</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	700,914	671,047	669,883
Cash and Cash Equivalents for Statement of Cash Flows	<u>700,914</u>	<u>671,047</u>	<u>669,883</u>

Of the \$700,914 Cash and Cash Equivalents, \$9,449 is held by the School on behalf of the Kahui Ako cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	13,838	10,000	10,360
Banking Staffing Underuse	61,713	50,000	68,462
Teacher Salaries Grant Receivable	133,399	133,399	93,532
	<u>208,950</u>	<u>193,399</u>	<u>172,354</u>
Receivables from Exchange Transactions	13,838	10,000	10,360
Receivables from Non-Exchange Transactions	195,112	183,399	161,994
	<u>208,950</u>	<u>193,399</u>	<u>172,354</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	128,223	14,098	-	-	(5,600)	136,721
Furniture and Equipment	492,284	87,497	(4,402)	-	(86,449)	488,930
Information and Communication Technology	3,347	5,941	-	-	(2,418)	6,870
Leased Assets	47,611	7,318	(53)	-	(25,894)	28,982
Library Resources	21,685	2,351	-	-	(2,735)	21,301
Balance at 31 December 2022	693,150	117,205	(4,455)	-	(123,096)	682,804

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	230,430	(93,709)	136,721	216,333	(88,110)	128,223
Furniture and Equipment	837,575	(348,645)	488,930	783,563	(291,279)	492,284
Information and Communication T	17,527	(10,657)	6,870	25,573	(22,226)	3,347
Leased Assets	86,753	(57,771)	28,982	86,475	(38,864)	47,611
Library Resources	130,673	(109,372)	21,301	128,321	(106,636)	21,685
Balance at 31 December	1,302,958	(620,154)	682,804	1,240,265	(547,115)	693,150

11. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2021	-	-	-
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2021 / 1 January 2022	-	-	12,720
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022	-	-	12,720
Accumulated Amortisation and impairment losses			
Balance at 1 January 2021	-	-	-
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2021 / 1 January 2022	-	-	11,000
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022	-	-	12,720
Carrying amounts			
At 1 January 2021	-	-	-
At 31 December 2021 / 1 January 2022	-	-	1,720
At 31 December 2022	-	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	17,875	35,000	31,374
Accruals	4,581	4,300	4,320
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	134,309	134,309	94,476
Employee Entitlements - Leave Accrual	1,888	1,888	5,702
	<u>158,653</u>	<u>175,497</u>	<u>135,872</u>
Payables for Exchange Transactions	158,653	175,497	135,872
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>158,653</u>	<u>175,497</u>	<u>135,872</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	930	1,000	-
	<u>930</u>	<u>1,000</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	35,866	35,866	10,384
Increase to the Provision During the Year	(9,578)	2,000	25,774
Use of the Provision During the Year	(13,728)	(13,728)	(292)
Other Adjustments	-	(11,578)	-
Provision at the End of the Year	<u>12,560</u>	<u>12,560</u>	<u>35,866</u>
Cyclical Maintenance - Current	-	-	35,866
Cyclical Maintenance - Non Current	12,560	12,560	-
	<u>12,560</u>	<u>12,560</u>	<u>35,866</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

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	18,629	18,629	25,837
Later than One Year and no Later than Five Years	13,706	13,706	25,752
Future Finance Charges	(1,127)	-	(3,204)
	<u>31,208</u>	<u>32,335</u>	<u>48,385</u>
Represented by			
Finance lease liability - Current	18,629	-	25,484
Finance lease liability - Non Current	12,579	-	22,901
	<u>31,208</u>	<u>-</u>	<u>48,385</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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
AMS - A Site: Outdoor Learning Space	-	-	(2,500)	-	(2,500)
219038 - SIP Site: Sheds Replacement	63,747	40,616	(113,521)	9,158	-
Site: Stormwater Surface Flooding	-	-	(600)	-	(600)
Site: Waharoa Installation & Entrance	-	-	(2,300)	-	(2,300)
Totals	<u>63,747</u>	<u>40,616</u>	<u>(118,921)</u>	<u>9,158</u>	<u>(5,400)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(5,400)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
219038 - SIP Site: Sheds Replacement	161,120	-	(97,373)	-	63,747
Totals	<u>161,120</u>	<u>-</u>	<u>(97,373)</u>	<u>-</u>	<u>63,747</u>

17. Funds Held on Behalf of Cluster / Transport Network

Port Ahuriri 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	-	-	32,376
Funds Received from Cluster Members	39,253	-	-
Total funds received	39,253	-	-
Funds Spent on Behalf of the Cluster	29,804	-	32,376
Funds remaining	9,449	-	(32,376)
Distribution of Funds	-	-	-
Funds Held at Year End	9,449	-	-

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	2,945	4,090
 <i>Leadership Team</i>		
Remuneration	271,147	266,754
Full-time equivalent members	2	2
 Total key management personnel remuneration	274,092	270,844

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (zero members) and Property (zero 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 1

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	160 - 170	160 - 170
Benefits and Other Emoluments	3 - 4	3 - 4
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	3	1
	3.00	1.00

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	\$0
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).

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 did not have any Capital Commitments.

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

As at 31 December 2022 the Board did not have any Operating Commitments.

The total lease payments incurred during the period were \$nil (2021: \$nil).

23. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	700,914	671,047	669,883
Receivables	208,950	193,399	172,354
Total Financial Assets Measured at Amortised Cost	<u>909,864</u>	<u>864,446</u>	<u>842,237</u>

Financial Liabilities Measured at Amortised Cost

Payables	158,653	175,497	135,872
Finance Leases	31,208	31,208	48,385
Total Financial Liabilities Measured at Amortised Cost	<u>189,861</u>	<u>206,705</u>	<u>184,257</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 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.

25. Comparatives

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

Port Ahuriri 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 \$3,822 (excluding GST). The funding was spent on sports fees and equipment.

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

Port Ahuriri School

Statement of Compliance with Employment Policy

For the year ended 31 December 2022

For the year ended 31st December 2022 the Port Ahuriri School Board:

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

**2022 Analysis of Variance
Whole School Cohort**

Reading	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1	6	4	12	14	2	1	20	19	14/20	70%	15/19	79%	18/25	72%	11/14	79%
Year 2	8	2	14	12	4	4	26	18	18/26	69%	16/18	89%	22/30	73%	7/8	88%
Year 3	6	6	9	11	10	3	25	20	19/25	76%	14/20	70%	25/32	78%	8/11	73%
Year 4	1	2	17	19	10	8	28	29	27/28	96%	27/29	93%	37/38	97%	13/15	87%
Year 5	2	1	9	7	6	7	17	15	15/17	88%	14/15	93%	19/22	86%	5/6	83%
Year 6			10	5	6	7	16	12	16/16	100%	12/12	100%	18/18	100%	6/6	100%

Writing	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1	3	5	17	14			20	19	17/20	85%	14/19	74%	23/25	92%	8/14	57%
Year 2	8	4	17	11	1	3	26	18	18/26	69%	14/18	78%	20/30	67%	6/8	75%
Year 3	7	2	17	16	1	2	25	20	18/25	72%	18/20	90%	27/32	84%	8/11	73%
Year 4	3	3	21	20	4	6	28	29	25/28	89%	26/29	90%	34/38	89%	13/15	87%
Year 5	4	2	12	9	2	4	18	15	14/18	78%	13/15	87%	18/22	82%	4/6	67%
Year 6	5		11	8		4	16	12	11/16	69%	12/12	100%	15/18	83%	4/6	67%

Maths	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1			20	19			20	19	20/20	100%	19/19	100%	25/25	100%	14/14	100%
Year 2	8	4	17	11	1	3	26	18	18/26	69%	14/18	78%	20/30	67%	6/8	75%
Year 3	7	2	17	16	1	2	25	20	18/25	72%	18/20	90%	27/32	84%	8/11	73%
Year 4	3	3	21	20	4	6	28	29	25/28	89%	26/29	90%	34/38	89%	13/15	87%
Year 5	4	2	12	9	2	4	18	15	14/18	78%	13/15	87%	18/22	82%	4/6	67%
Year 6	5		11	8		4	16	12	11/16	69%	12/12	100%	15/18	83%	4/6	67%

Maori Student Achievement

60 children (22%) of our student population are acknowledged by their parents as identifying as Maori. This is a significant increase on previous years.

Maori student achievement has regressed as compared to 2021 data. Whilst it remains comparatively high as compared to NZE and at times exceeds NZE rates of achievement, overall figures show a reversal of the trend in previous years of Maori student attainment. Maori student achievement in reading is fractionally higher overall in reading than with their NZE counterparts. However, mathematics and writing

have slipped, with mathematics at 78% vs 84% NZE. Writing has had the biggest reduction at 71% vs 82% NZE.

2021 vs 2022 at/above data indicates that while there has been a general slippage across the board, and there may have been a range of external factors for this, Maori student achievement in writing and mathematics has suffered significant percentage drops. The main trend emerging would be that whilst junior writing indicated a group of six children are needing further assistance, overall, it is a general softening not specific trends and patterns.

	Reading		Writing		Math's	
	M	NZE	M	NZE	M	NZE
2021	89	92	85	81	88	86
2022	85	82	71	82	78	84

Our work in 2023 looking at cultural capabilities and responsiveness will need to be geared towards recognising and addressing this equity issue. We need to be mindful of the programming that we are providing in specific areas, as what we consider to be new and innovative might not be working for all children, particularly Maori. Maori students should be a feature of our hub targets in 2023.

Student Achievement Comment

Our success measure is a target of 85% and above the individual child's expected level at year end. This has remained a constant measurement point for us for 10 years. However, while we can look solely at pure statistics on a page, these numbers are children and so we also consider the programming that has surrounded them this year that has impacted on their achievement levels, looking at trends and patterns to see if there are areas of concern, or where something different might need to be considered.

There is a significant tail of underachievement that has popped up across the board. The student numbers schoolwide, achieving below what we would consider to be their normal rate of progression, and the percentage increase from 2021 to 2022 are as follows.

	Reading	Writing	Maths	% Increase
2021	18	30	26	74%
2022	38	46	38	122%
% Increase	111%	53%	46%	

Reading

Reading has seen the most significant, across the board change to student underachievement, in all the three subject areas. There are pockets of concern, particularly on boys' achievement data, at years one to three, and it is in this area that the most significant change to reading instruction has taken place over the preceding two years. The 'structured literacy' approach to reading, where a more formal, phonics-based structure is used in instruction, is now in full implementation and we must remain cognizant as to whether this has had a bearing on student achievement. It is probably too early to say, but we will be watching and comparing student achievement data with interest to see whether the results have held up, later in the year.

Writing

Writing is generally lower in achievement statistics right across the board. The general pattern established over a number of years, girls achieving a higher rate than boys across the school continues, there being an overall 10% difference between gender in 2022, between these groups in satisfactory achievement. We have focused very heavily on reading and relied on the writing component of 'structured literacy' to be the writing programme for the children in the junior/middle school. Given the variable achievement levels across the different age levels and the difference building between boys and girls, the jury remains out on whether

this is the right approach, as it takes away some critical components, such as writing for meaning and purpose and different non-fiction genres, all of which are critical to the success of boys writing. The overall effect on writing in 2023 will need to be carefully monitored by both teachers and senior management, particularly NZE boys in the year two and three cohort.

Mathematics

Over the previous three years we have concentrated significantly on the DMIC programme, which research has suggested should be of significant benefit to Pasifika and Maori students. 2022 data indicates a reduction across the board in at/above achievement and an 8% drop in Maori student achievement. This will need careful and detailed analysis across 2023 to ascertain the particular areas where student achievement is of concern. It may not be due to the current pedagogical approaches, but we don't have the evidence either way at this stage.

Looking to 2023

Literacy and Communication, and Mathematics and Statistics are under the curriculum refresh umbrella this year. It will be interesting to see what changes are being made to the pedagogical approaches around delivery and assessment and whether or not we would expect to see a corresponding increase in overall student achievement data through these changes. 2023 should hopefully be a better year in regard to sickness and time out of the classroom for students and staff alike. If we can flatten out our absence rates there is a statistically significant chance that student achievement levels should return to 2021 levels. Given these issues, the overall picture of student achievement school wide is generally pleasing. The junior cohort in reading and writing requires ongoing monitoring as do the eight year three children in writing. Individual children will continue to be targets in the hubs and reported on by hub leaders. Given the upside-down year that children and learning programmes have had, with COVID issues and building interruptions, our children and staff have pulled off a significant accomplishment here and both children, their parents and staff should feel satisfied with the overall results.

We plan to:

- Work with some of our Kahui Ako schools on professional learning and development, developing culturally responsive and relational pedagogies which should enhance our delivery of curriculum particularly to Maori students.
- Continue, though at a reduced level, our contact in the Kahui Ako DMIC contract
- Continue with the identification and reporting of hub target children as a component of our teaching and learning management process
- Collect and robustly analyse data from each hub. This allows the progress of each individual child to be tracked and tiered interventions put in place in a timely manner
- Actively seek community input into the redevelopment of our school curriculum so that it reflects what all of our community believe to be the best outcomes for the children at Port Ahuriri School.
- Work as a staff and with our Ministry of Education Curriculum Lead Advisor in the implementation and change to the literacy and mathematics curricula.