

DAVID STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1709

Principal: Brian Harrop

School Address: 45 David Street

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

DAVID STREET SCHOOL

Annual Report - For the year ended 31 December 2021

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David Street School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Rachel Robb

Full Name of Presiding Member

Brian Harrop

Full Name of Principal

R Robb

Signature of Presiding Member

BH Harrop

Signature of Principal

31/5/2022

Date:

31/5/2022

Date:

David Street School
Statement of Comprehensive Revenue and Expense
 For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,977,642	3,644,041	3,849,882
Locally Raised Funds	3	241,386	237,950	210,892
Interest Income		2,325	3,000	3,365
		<u>4,221,353</u>	<u>3,884,991</u>	<u>4,064,139</u>
Expenses				
Locally Raised Funds	3	205,326	174,700	186,791
Learning Resources	4	2,910,476	2,597,583	2,624,463
Administration	5	233,668	223,284	202,159
Finance		2,058	1,989	2,529
Property	6	706,618	811,608	858,189
Depreciation	11	84,429	79,559	92,492
Loss on Disposal of Property, Plant and Equipment		-	-	1,456
		<u>4,142,575</u>	<u>3,888,723</u>	<u>3,968,079</u>
Net Surplus / (Deficit) for the year		78,778	(3,732)	96,060
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>78,778</u></u>	<u><u>(3,732)</u></u>	<u><u>96,060</u></u>

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

David Street School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,132,231	1,027,863	1,036,171
Total comprehensive revenue and expense for the year		78,778	(3,732)	96,060
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,382	-	-
Transfer of Property to the MOE		(127,403)	-	-
Equity at 31 December		1,090,988	1,024,131	1,132,231
Retained Earnings		1,090,988	1,024,131	1,132,231
Equity at 31 December		1,090,988	1,024,131	1,132,231

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.

During the 2021 year, David Street School contributed \$127,403 towards the Block P & B upgrade capital works project. The school then transferred the ownership to the Ministry of Education for insurance and maintenance purposes. This transfer is shown above.

David Street School Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	627,071	266,372	147,774
Accounts Receivable	8	230,654	132,096	194,725
GST Receivable		-	10,195	16,931
Prepayments		29,940	26,240	24,518
Inventories	9	7,614	7,656	7,615
Investments	10	100,000	-	80,000
Funds owed for Capital Works Projects	17	-	-	153,187
		<u>995,279</u>	<u>442,559</u>	<u>624,750</u>
Current Liabilities				
GST Payable		37,177	-	-
Accounts Payable	12	245,394	206,109	225,185
Borrowings	13	33,400	-	-
Revenue Received in Advance	14	2,978	1,519	2,239
Provision for Cyclical Maintenance	15	30,672	-	-
Finance Lease Liability	16	18,558	15,204	17,444
Funds held for Capital Works Projects	17	123,010	-	-
		<u>491,189</u>	<u>222,832</u>	<u>244,868</u>
Working Capital Surplus/(Deficit)		504,090	219,727	379,882
Non-current Assets				
Property, Plant and Equipment	11	786,557	891,046	820,701
		<u>786,557</u>	<u>891,046</u>	<u>820,701</u>
Non-current Liabilities				
Borrowings - Due beyond one year		116,600	-	-
Provision for Cyclical Maintenance	15	74,463	55,957	42,574
Finance Lease Liability	16	8,596	30,685	25,778
		<u>199,659</u>	<u>86,642</u>	<u>68,352</u>
Net Assets		<u>1,090,988</u>	<u>1,024,131</u>	<u>1,132,231</u>
Equity		<u>1,090,988</u>	<u>1,024,131</u>	<u>1,132,231</u>

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

David Street School
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,048,563	930,804	956,823
Locally Raised Funds		213,084	25,600	210,475
Goods and Services Tax (net)		54,108	-	(6,736)
Payments to Employees		(621,661)	(578,700)	(647,902)
Payments to Suppliers		(328,285)	(99,796)	(372,775)
Interest Paid		(2,058)	(1,989)	(2,529)
Interest Received		1,976	3,000	3,954
Net cash from/(to) Operating Activities		365,727	278,919	141,310
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(42,269)	(111,850)	(36,280)
Purchase of Investments		(100,000)	-	(80,000)
Proceeds from Sale of Investments		80,000	-	80,655
Net cash from/(to) Investing Activities		(62,269)	(111,850)	(35,625)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,382	-	-
Owners Contributions		(254,806)	-	-
Finance Lease Payments		(11,294)	(16,725)	(11,699)
Loans Received/ Repayment of Loans		150,000	-	-
Funds Administered on Behalf of Third Parties		284,557	-	(62,240)
Net cash from/(to) Financing Activities		175,839	(16,725)	(73,939)
Net increase/(decrease) in cash and cash equivalents		479,297	150,344	31,746
Cash and cash equivalents at the beginning of the year	7	147,774	116,028	116,028
Cash and cash equivalents at the end of the year	7	627,071	266,372	147,774

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

David Street School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	866,233	808,584	807,738
Teachers' Salaries Grants	2,431,224	2,113,263	2,228,630
Use of Land and Buildings Grants	475,210	597,474	648,571
Other MoE Grants	194,187	124,720	161,806
Other Government Grants	10,788	-	3,137
	<u>3,977,642</u>	<u>3,644,041</u>	<u>3,849,882</u>

The school has opted in to the donations scheme for this year. Total amount received was \$73,500.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	7,485	16,000	4,131
Fees for Extra Curricular Activities	38,551	14,950	30,152
Trading	1,846	-	1,936
Fundraising & Community Grants	2,566	6,000	3,227
After School Care	190,938	201,000	171,446
	<u>241,386</u>	<u>237,950</u>	<u>210,892</u>
Expenses			
Extra Curricular Activities Costs	36,063	22,700	33,583
Trading	2,234	-	2,547
Fundraising & Community Grant Costs	455	-	648
After School Care	166,574	152,000	150,013
	<u>205,326</u>	<u>174,700</u>	<u>186,791</u>
<i>Surplus for the year Locally raised funds</i>	<u>36,060</u>	<u>63,250</u>	<u>24,101</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	33,832	53,620	40,343
Library Resources	848	1,200	929
Employee Benefits - Salaries	2,861,355	2,517,663	2,571,771
Staff Development	14,441	25,100	11,420
	<u>2,910,476</u>	<u>2,597,583</u>	<u>2,624,463</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,525	4,804	4,804
Board Fees	3,585	3,500	3,475
Board Expenses	633	650	398
Communication	12,854	13,050	11,529
Consumables	18,059	18,550	15,474
Operating Lease	660	660	660
Other	20,002	19,970	14,095
Employee Benefits - Salaries	137,453	122,300	116,980
Insurance	19,201	21,500	19,636
Service Providers, Contractors and Consultancy	15,696	18,300	15,108
	<u>233,668</u>	<u>223,284</u>	<u>202,159</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	19,213	21,400	22,122
Cyclical Maintenance Provision	62,561	13,384	13,385
Grounds	9,502	20,350	18,869
Heat, Light and Water	31,296	32,000	30,961
Rates	3,741	4,000	3,716
Repairs and Maintenance	(3,294)	21,000	15,103
Use of Land and Buildings	475,210	597,474	648,571
Security	6,542	5,000	5,059
Employee Benefits - Salaries	55,275	52,000	54,865
Consultancy And Contract Services	46,572	45,000	45,538
	<u>706,618</u>	<u>811,608</u>	<u>858,189</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	527,071	266,372	147,774
Short-term Bank Deposits	100,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>627,071</u>	<u>266,372</u>	<u>147,774</u>

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

Of the \$627,071 Cash and Cash Equivalents \$123,010 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,656	-	1,137
Receivables from the Ministry of Education	37,464	-	7,300
Banking Staffing Underuse	-	-	7,074
Interest Receivable	349	589	-
Teacher Salaries Grant Receivable	191,185	131,507	179,214
	<u>230,654</u>	<u>132,096</u>	<u>194,725</u>
Receivables from Exchange Transactions	39,469	589	8,437
Receivables from Non-Exchange Transactions	191,185	131,507	186,288
	<u>230,654</u>	<u>132,096</u>	<u>194,725</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	7,614	7,656	7,615
	<u>7,614</u>	<u>7,656</u>	<u>7,615</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	-	80,000
Total Investments	<u>100,000</u>	<u>-</u>	<u>80,000</u>

11. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	230,867	-	-	-	(9,559)	221,308
Building Improvements	137,611	14,164	-	-	(4,925)	146,850
Furniture and Equipment	340,846	18,829	-	-	(31,596)	328,079
Information and Communication Technology	30,940	10,864	-	-	(14,622)	27,181
Motor Vehicles	3,852	-	-	-	(1,416)	2,436
Leased Assets	43,139	1,377	-	-	(17,509)	27,007
Library Resources	33,446	5,052	-	-	(4,802)	33,696
Balance at 31 December 2021	820,701	50,286	-	-	(84,429)	786,557

The net carrying value of equipment held under a finance lease is \$27,007 (2020: \$43,139)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	360,145	(138,837)	221,308	360,145	(129,278)	230,867
Building Improvements	200,395	(53,545)	146,850	186,230	(48,619)	137,611
Furniture and Equipment	866,524	(538,445)	328,079	862,328	(521,482)	340,846
Information and Communication Technology	161,686	(134,505)	27,181	234,928	(203,988)	30,940
Motor Vehicles	8,252	(5,816)	2,436	8,252	(4,400)	3,852
Leased Assets	63,562	(36,555)	27,007	76,797	(33,658)	43,139
Library Resources	99,324	(65,628)	33,696	94,272	(60,826)	33,446
Balance at 31 December	1,759,888	(973,331)	786,557	1,822,952	(1,002,251)	820,701

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	29,989	58,667	23,676
Accruals	5,525	4,664	4,804
Employee Entitlements - Salaries	191,185	131,507	179,214
Employee Entitlements - Leave Accrual	18,695	11,271	17,491
	245,394	206,109	225,185
Payables for Exchange Transactions	245,394	206,109	225,185
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	245,394	206,109	225,185

The carrying value of payables approximates their fair value.

13. Borrowings

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Loans due in one year	33,400	-	-
Loans due after one year	116,600	-	-
	<u>150,000</u>	<u>-</u>	<u>-</u>

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

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	2,947	1,382	1,899
PTA Holding Account	31	137	-
Sundry Clearing Account - Eftpos	-	-	340
	<u>2,978</u>	<u>1,519</u>	<u>2,239</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	42,574	42,573	29,189
Increase to the Provision During the Year	26,153	13,384	13,384
Adjustment to the Provision	36,408	-	1
Provision at the End of the Year	<u>105,135</u>	<u>55,957</u>	<u>42,574</u>
Cyclical Maintenance - Current	30,672	-	-
Cyclical Maintenance - Term	74,463	55,957	42,574
	<u>105,135</u>	<u>55,957</u>	<u>42,574</u>

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	19,605	15,204	19,502
Later than One Year and no Later than Five Years	8,779	30,685	26,810
Future finance charges	(1,230)	-	(3,090)
	<u>27,154</u>	<u>45,889</u>	<u>43,222</u>
Represented by			
Finance lease liability - Current	18,558	15,204	17,444
Finance lease liability - Term	8,596	30,685	25,778
	<u>27,154</u>	<u>45,889</u>	<u>43,222</u>

17. Funds Held (Owed) for Capital Works Projects

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

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

Represented by:

Funds Held on Behalf of the Ministry of Education	123,010
Funds Due from the Ministry of Education	-
	<u>123,010</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Electrical Upgrade	210003	(60,958)	61,221	(681)	-	(418)
Block P & B Upgrade	222349	(26,648)	408,245	(509,571)	-	(127,974)
Admin Block Upgrade	215351	-	-	(24,795)	-	(24,795)
Totals		<u>(87,606)</u>	<u>469,466</u>	<u>(535,047)</u>	<u>-</u>	<u>(153,187)</u>

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.

Sandra Harrop is employed as a teacher and is the wife of the principal, Brian Harrop. Susan Garrud is employed as a teacher and is the wife of the board member, Mike Garrud.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,585	3,475
<i>Leadership Team</i>		
Remuneration	440,316	401,449
Full-time equivalent members	3.25	3.00
Total key management personnel remuneration	443,901	404,924

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (8 members) that met 12 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	25 - 26	22-23
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3.00	-
110 - 120	-	2.00
120 - 130	1.00	-
	4.00	2.00

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:

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

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

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

\$982,850.92 contract for the Admin Block Upgrade as agent for the Ministry of Education. This project is partially funded by the Ministry and the school has acquired a \$150,000 loan from ASB and \$250,000 has been received of which \$126,990 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$81,764.59 contract for the Electrical Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$81,461 has been received of which \$81,879 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$574,621.07 contract for the Block P & B Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$408,245 has been received of which \$536,219 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$982,850.92 contract for the Admin Block Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$24,795 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	627,071	266,372	147,774
Receivables	230,654	132,096	194,725
Investments - Term Deposits	100,000	-	80,000
Total Financial assets measured at amortised cost	<u>957,725</u>	<u>398,468</u>	<u>422,499</u>

Financial liabilities measured at amortised cost

Payables	245,394	206,109	225,185
Borrowings - Loans	150,000	-	-
Finance Leases	27,154	45,889	43,222
Total Financial Liabilities Measured at Amortised Cost	<u>422,548</u>	<u>251,998</u>	<u>268,407</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

David Street School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rachel Robb	Presiding Member	Elected	Sep 2022
Brian Harrop	Principal		
Chelly Aitchison	Parent Representative	Elected	Sep 2022
Debora Rawhi-Galloway	Parent Representative	Elected	Sep 2022
Mike Garrud	Parent Representative	Elected	Sep 2022
Teresa Higham	Parent Representative	Co-opted	Sep 2022
Carla McKenzie	Parent Representative	Elected	Sep 2022
Deb Priest	Staff Representative	Elected	Sep 2022

David Street School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$7,298 (excluding GST). The funding was spent on sporting endeavours.



DAVID STREET SCHOOL

Kia Maia - Have Courage

Statement of Variance 2021

Annual School Targets - Target to Raise Student Achievement in Literacy -2021

2021 Academic Target: Writing (Link to Strategic Goal: 1 and 3)

Summary: The target sought to track the 2020 writing target student cohort, now Year 4-6, in 2021 to continue to accelerate progress or maintain one years progress. The teams used the writing pathways and professional learning groups to monitor the strategies and actions that were successful in accelerating learners. An important factor noted by teachers was the critical part learner assets played in successful progress.

Teacher actions taken early in the year focused on the learner assets; developing self awareness, being an investigator and a communicator. Target learner posts recorded students as having a greater self confidence to take on new learning after building on these learner assets.

Aim: to increase the number of Year 4 to Year 6 2020 cohort of students achieving at/above relevant New Zealand Curriculum levels in Writing

Baseline Data:

Total number of students = 55

Total number of Maori Students = 11 students

Target:

52/55 (94%) Yr 4-6 2020 cohort of students who made one year progress or less than one years progress will achieve more than one years academic progress (one level shift).

3/55 (6%) Yr 4/6 2020 cohort of students who made two or more levels shift and are achieving at the relevant NZ Curriculum level will form a monitoring group to ensure progress is maintained over 2021.

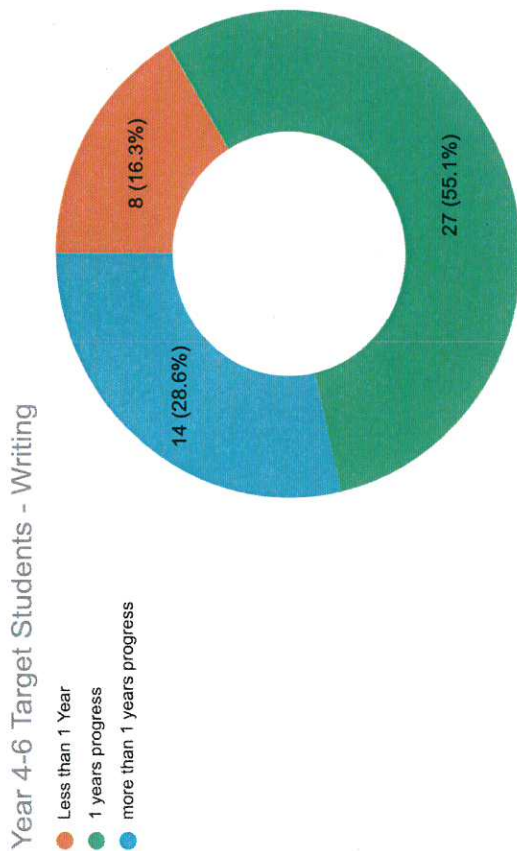
5/11 (45%) Yr 4-6 2020 cohort of Maori students who made one year progress or less than one years progress will achieve more than one years academic progress (one level shift).

6/11(55%) Yr 4-6 cohort of Maori students who made two or more levels shift and are achieving at the relevant NZ Curriculum level will form a monitoring group to ensure progress is maintained over 2021.

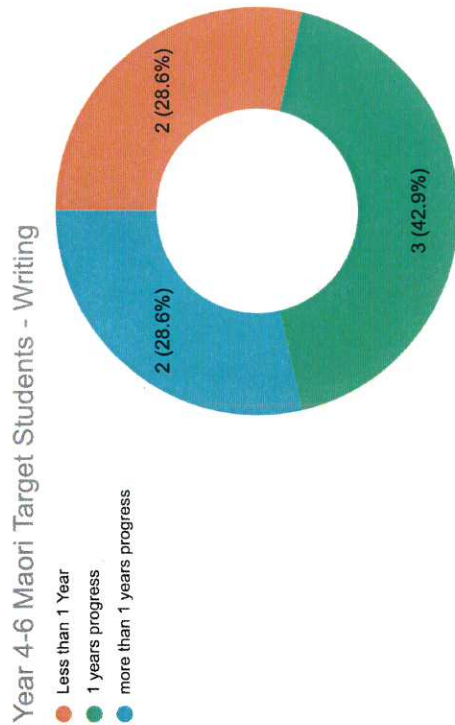
Impact on Target Cohort Progress in Writing:

Total Target Students: 49

(All Maori students are also included in the Total Target Students)



Total Maori Target Students: 7



28/49 (57%) Target Students have made progress and are now achieving at the expected NZ Curriculum level. This includes the 3 2020 target students who were part of the monitoring group for 2021, all 3 making one years progress to be achieving at the expected NZC level.

4/7 (57%) Maori Target Students have made progress and are now achieving at the expected NZ Curriculum level. They are the 2020 target students who were part of the monitoring group for 2021, all 4 making one years progress to be achieving at the expected NZC level.

Target Cohort Writing Data based on Progress Shifts as of November 2021

As of February 2021:	November 2021:	Less than one level Shift	One level Shift towards expected NZ Curriculum level	Two/plus level shift now at expected NZ Curriculum level	Students who now are working At or Above the relevant Curriculum Level
55 Students 11 Maori target students	49 Target Students 7 Maori Target Students				
Year 4 20 Target Students	18 Target students	5/18 (28%)	11/18 (61%)	2/18 (11%)	10/18 (55.5%)
5 Target Students	3 Maori Target Students	1/3 (33.3%)	1/3 (33.3%)	1/3 (33.3%)	2/3 (66.6%)
Year 5 19 Target Students	17 Target students	2/17 (11.7%)	6/17 (35.3%)	9/17 (53%)	10/17 (59%)
1 Target Student	1 Maori Target students		1/1 (100%)		1/1 (100%)
Year 6 16 Target Students	14 Target students	1/14 (7.1%)	10/14 (71.4%)	3/14 (21.4%)	8/14 (57%)
5 Target students	3 Maori Target Students	1/3 (33.3%)	1/3 (33.3%)	1/3 (33.3%)	1/3 (33.3%)

10% of the student population is in formalised support (ESoL, High Health, ORs, In Class Support, RTLB, Reading Recovery

Actions What did we do?	Result What happened?	Analysis Why did it happen?	Next steps Where to next?
<ul style="list-style-type: none"> • PLG's team based and a forum for professional learning conversations sharing successes, challenges and wonderings about students. • PCT group - building professional practice • Strong focus on learner assets and developing the students' self belief as a learner. • Learner agency such as the development of writing placemats using the pathway goals broken into smaller steps. Placemats were varied to meet different students' needs. 	<p>28/49 (57 %) Target Students have made progress and are now achieving at the expected NZ Curriculum level. This includes the 3 2020 target students who were part of the monitoring group for 2021, all 3 making one years progress to be achieving at the expected NZC level.</p> <p>4/7 (57%) Maori Target Students have made progress and are now achieving at the expected NZ Curriculum level. They are the 2020 target students who were part of the monitoring group for 2021, all 4 making one years progress to be achieving at the expected NZC level.</p>	<ul style="list-style-type: none"> • The writing pathway provides learning steps for students across the school and clear next teaching focus for teachers. • Greater learner engagement in students' learning evidenced in learner voice data collected by Within School Leaders. • Team meetings and PLG forum for sharing and asking "<i>Is this making enough of a difference?</i>" • The learning support team worked alongside classroom teachers to provide extra opportunities to practice and consolidate learning. 	<p>The writing pathways support teachers and students with teaching, learning and assessment. Future steps will include:</p> <ul style="list-style-type: none"> • Hero Goals being visible for the students to identify when they have achieved the goal and what their next step would be. • Student reflection on the goals with peers for peer assessment and self assessment. • Learner assets in student 'speak' to support active participation in self -reflection of these. • Increasing use of the reading and writing pathways in an integrated literacy focus.

Implications for next years annual planning:

- Continued inquiry into what actions were successful for the students making less than one years progress to achieve the goals they did.
- Strengthening relationships further with whanau and parents to strengthen engagement.
- Monitoring the impact of teaching and learning actions with active participation from the students.

2021 Academic Target: Reading

Link to Strategic Goal: 1 and 3

AIM: to increase the number of Year 2 to Year 6 students achieving at/above relevant New Zealand Curriculum levels in Reading

Target February 2021:

Total number of target students: 143

- All 143/391 (36%) Year 2-6 students achieving below their relevant curriculum level in reading will achieve more than one years accelerated progress.

The DSS reading target students were identified at the beginning of 2021 therefore data includes students new to DSS.

Baseline data is based on running records, observation survey, colour wheel, analysis moderated with the use of PaCT and within teams to form an OTJ.
10% of the student population is in formalised support (ESoL, High Health, ORs, In Class Support, RTLB, Reading Recovery)

Whole School Target Student Data Commentary:

Students in the Yr 2-6 Maori Target groups may also be part of the Whole School Yr 2-6 Target groups

Target students who left during the year have been removed from the data

Target Shift Analysis:

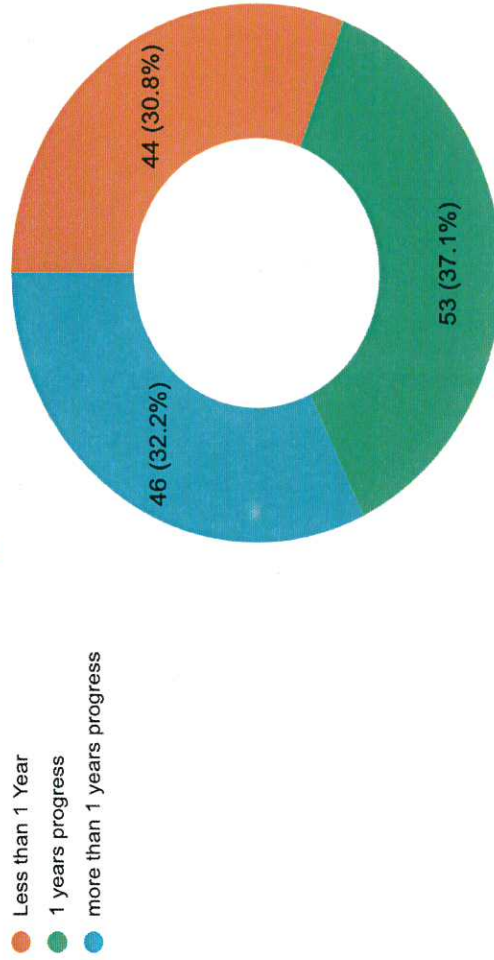
Total number of target students: 136

90/136 (66%) Year 2-6 target students made a shift of one or more levels towards the relevant curriculum level in reading.

7 students left DSS during the 2021.

26/33 (79%) Year 2-6 Maori target students made a shift one or more levels towards the relevant curriculum level in reading.

All Target Students Reading



Every target child included in each of these curriculum targets has achieved their personal learning goals over the year including progressing against their learner asset goals.

Actions What did we do?	Result What happened?	Analysis Why did it happen?	Next steps Where to next?
<ul style="list-style-type: none"> Discussions in team meetings using target posts and the 'data wall' were routinely and systematically used by team leaders. Target groups included students on targeted learning programmes being supported by the learning support team. Outside facilitator working alongside the leadership team to grow teacher capabilities. Refinement of strategies to support learners Use of one text for a number of days. Overarching themes Facilitation of opportunities to grow learner agency. Students were able to co 	<p>Year 2-6 Target</p> <p>Reading -46/136 (34%) Yr 2-6 target students have made accelerated shifts and are achieving at the relevant NZC level</p> <p>46/136 (34%) Yr 2-6 target students have made a one level shift towards the relevant NZC level</p> <p>44 /136 (32%) Yr 2-6 target have made less than one years progress towards the relevant NZC level</p> <p>Therefore: 90/136 (66 %) Yr 2-6 target students have progressed one year or more towards the relevant NZC levels.</p>	<ul style="list-style-type: none"> Teachers inquiring into their practice continued the strong commitment to focus on accelerating target students. Individual target learner posts on the SMS ensured actions, impacts and outcomes provided evidence of the strategies that were being used and how these supported the achievement of students. Evidence shows this practice continues to lead to a collaborative and cohesive approach to monitoring target students. Working alongside teams have been the <i>within school leaders</i> who have supported teachers in growing their awareness of learner agency. Evidence from target posts show students' beliefs about their self efficacy as learners have played a 	<ul style="list-style-type: none"> Continue professional learning to grow teacher capability in reading and literacy as a whole. Development of new reading pathways with learning goals that reflect a coherent and connected path across the year levels. Improve student participation in making decisions about their own learning Review assessment practices to support learner agency. Continue to grow learning assistants capabilities to work alongside teachers to co construct learning activities. Participation in professional learning for six teachers in the 'Better Start' programme.

<p>construct the learning outcomes with the teacher. Learners as teachers.</p>		<p>large part in helping them to take on board new learning.</p> <ul style="list-style-type: none"> • The Learning Support team took an active part in planning, delivery and assessment of learning alongside the classroom teacher. Students received small group instruction with specific learning goals identified for each student. Reading support occurred in the classroom. • Understanding of the previous strategies that have or haven't had an impact on the students learning and/or belief in themselves as a learner. 	
	<p>Maori Student Target Data: Reading - 14/33 (43%) Yr 2-6 Maori target students have made accelerated shifts and are achieving at the relevant NZC level 12/33 (36%) Yr 2-6 Maori target students have made a</p>	<ul style="list-style-type: none"> • Cultural links - encouraged students to contribute more when the context related to culture • Students working together tuakana relationships • Opportunities for agency with students being the experts sharing pronunciation, Reo and Tikanga knowledge 	

	<p>one level shift towards the relevant NZC level</p> <p>7/33 (21%) Yr 2-6 target have made less than one years progress towards the relevant NZC level</p> <p>Therefore: 26/33 (79%) Yr 2-6 Maori target students have progressed one year or more towards the relevant NZC levels.</p> <p>NB Target students left</p> <p><i>2021 Target Data shows while some students have remained below the relevant curriculum level the remaining students have made a shift towards achieving at their relevant curriculum level.</i></p>		
<p>Implications for next years annual planning</p>			
<ul style="list-style-type: none"> • PLD for teachers and learning assistants to support continued focus on literacy in particular reading • Foster the growing understanding about learner voice in literacy to provide opportunities for learners to make decisions about their own learning. • Review and update of the original reading learner pathways document to reflect new shared understandings in the teaching and learning of reading. 			

Reading 2021 End of Year Data based on NZ Curriculum Levels for Years 2-6

Total numbers at the beginning of 2021	Reading Target Student numbers at the beginning of 2021	Less than one level Shift	One level Shift towards expected NZ Curriculum level	Two/plus level shift now at expected NZ Curriculum level
Total Target Students = 143				
Total Target Maori Students = 36				
Year 2 45 Target Students 4 students left	44 Target Students	12/44 (27%)	6/44 (14%)	26/44 (59%) (working AT level 1)
15 Maori Target Students	Maori students are targets 2 Maori students left	0/13	4/13 (31%)	9/13 (69%)
Year 3 78 students	43/78 are Target students Target Students = 42 1 student left	18/42 (43%)	18/42 (43%)	6/42 (14%)
12/78 are Maori students	11/12 Maori students are targets	5/11 (50%)	4/11 (33%)	2/11 (17%)
Year 4 85 students	27/85 are Target students Target Students = 25 2 students left	10/25 (40%)	13/25 (52%)	2/25 (8%)
13/85 are Maori students	5/13 Maori students are targets 1 Maori student left	1/4 (25%)	3/4 (75%)	
Year 5 73 students	12/73 are Target students Target students = 12	3/12 (25%)	5/12 (42%)	4/12 (33%)
14/73 are Maori students	1/14 Maori students are targets		1/1 (100%)	
Year 6 80 students	13 Target students Target Students = 13	1/13 (8%)	4/13 (30%)	8/13 (62%)

18/80 are Maori Students	4/18 Maori students are targets	1/4 (25%)	3/4 (75%)
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Whole School Target Student Data Commentary:

Students in the Yr 2-6 Maori Target groups may also be part of the Whole School Yr 2-6 Target groups

Target students who left during the year have been removed from the data

Every target child included in each of these curriculum targets has achieved their personal learning goals over the year including progressing against their learner asset goals.

Target Shift Analysis:

Reading:

90/136 (66%) Year 2-6 target students made a shift of one or more levels towards the relevant curriculum level in reading.

7 students left DSS during the 2021.

26/33 (79%) Year 2-6 Maori target students made a shift one or more levels towards the relevant curriculum level in reading.

Writing:

28/49 (57 %) Target Students have made progress and are now achieving at the expected NZ Curriculum level. This includes the 3 2020 target students who were part of the monitoring group for 2021, all 3 making one years progress to be achieving at the expected NZC level.

4/7 (57%) Maori Target Students have made progress and are now achieving at the expected NZ Curriculum level. They are the 2020 target students who were part of the monitoring group for 2021, all 4 making one years progress to be achieving at the expected NZC level.

2021 Target Data shows while some students have remained below the relevant curriculum level the data shows the remaining students have made a shift towards achieving at their relevant curriculum level.

- Target groups include students on targeted learning programmes being supported by the learning support team.
- During 2021 professional learning groups and teachers inquiring into their practice continued the strong commitment to focus on accelerating target students. Individual target learner posts on the SMS ensured actions, impacts and outcomes provided evidence of which strategies were being used and how these supported the achievement of students. The writing pathways continue to guide teaching and learning and are increasingly supporting students to choose their own goals, self assess against the goal and decide their next learning step. Discussions in team meetings using target posts were routinely and systematically

used by team leaders. Evidence shows this continues to lead to a collaborative and cohesive approach to monitoring target students. Working alongside teams have been the *within school leaders* who have supported teachers in growing their awareness of learner agency.

- Evidence from target posts show students' beliefs about their self efficacy as learners have played a large part in helping them to take on board new learning.

Wellbeing Targets 2021

Summary:

Through our targeted actions in 2021 a deeper understanding of Wellbeing/Hauora of our Tamariki and Staff has been achieved however this is an ongoing process. We now have a number of systems and programs in place that support our community of learners wellbeing. Learner Agency, Leadership and Tuakana Teina opportunities, Learning Pathways, Students Wellbeing Surveys, Taku Wairua programme, and classroom programmes around the Health Curriculum specifically but not exclusively, all contribute to creating strong wellbeing for all.

It has become clear that Wellbeing is not something that is easily quantifiable like maths, reading or writing. There are many factors that influence wellbeing including factors both inside and outside of school life. Wellbeing is something that needs to be and is explored, developed, monitored and supported by everyone at school.

Strategic Goal 1:
Strengthen and Personalise Each Learner's Connection with our Vision, Values and Beliefs to Improve Wellbeing for All

Aim:

Through children's learning and application of our school vision, values and beliefs, students will develop a positive and responsible attitude and strategies to build their own physical, mental and emotional, social, and spiritual well-being that includes:

- valuing themselves and other people
- a willingness to reflect on connections between their own beliefs and actions
- the strengthening of integrity, commitment, perseverance, and courage.

Evaluation of the 2020 target reflects that students are not confident to express themselves by either sharing feelings or asking for help. This shaped learning programs in class in 2021.

Targeted Actions in 2021

This targeted action plan primarily refers to the achievement of the Wellbeing Target. However, there are alignments and links with our school Annual Strategic Plan and our overall Values, Vision and Beliefs initiative.

Actions What did we do?	Result What happened?	Analysis Why did it happen?	Next steps Where to next?
<p>Action: The Senior Team reflected on NZCER Outcomes from 2020 to establish trends, and possible areas of need. This was repeated for 2021.</p>	<p>What happened: Senior team reflections showed the need to focus learning on belonging, explaining how we are feeling, and what to do when I am feeling this way. Learning experiences where feelings were described, unpacked and explored were included each term including oral discussions, writing and art tasks. The result of these was an observed improvement in students being able to describe their feelings and how to respond to these. The data showed inconsistencies which were difficult to attribute to specifics but created discussion and future actions.</p>	<p>Reasons for this: Teaching through writing, visual arts and drama provided the students with multiple opportunities to express their thoughts and understand the feelings they have. This improved their understanding. The data was inconsistent because it is about feelings which have multiple factors that influence these a lot of which are caused outside of school. Feelings change day to day unlike your maths ability. What is important to gather is student voice regularly about trends in aspects influencing wellbeing.</p>	<p>The next steps are to: Continue learning around feelings and strategies to cope/respond to these. Incorporate Te Whare Tapa Wha into our learning as a model of hauora and wellbeing Reflect on the 2021 results and establish actions to support students in possible common areas of need.</p>
<p>Action: The senior school developed a Kowhai Wellbeing Survey to delve deeper into which students identified as needing support in their wellbeing. <ul style="list-style-type: none"> All senior school students completed the survey and a group was identified that the teachers began to monitor. </p>	<p>What happened: Some key trends were noticed which gave the teachers clear areas to focus learning on. Most commonly these revolved around friendships and emotions and strategies for navigating these.</p>	<p>Reasons for this: The survey was developed to provide more specific data to identify needs of the students. The NZCER survey is broad and anonymous so does not clearly identify those in need of support.</p>	<p>The next steps are to: Continue to utilise this survey on a termly basis in 2022 to identify students of concern and help inform teaching practices and planning for learning programs.</p>

<p>Action: PLG meetings held fortnightly with a focus on learning and wellbeing needs.</p>	<p>What happened: Teachers meet to discuss target students progress and learning needs with wellbeing playing a significant role in this. Students' behaviours and learning dispositions are recorded and reflected on regularly.</p>	<p>Reasons for this: Often to make progress the students' wellbeing is crucial. When the teachers focus on developing students self worth, goal setting and ownership of learning we see the most significant change in progress.</p>	<p>The next steps are to: PLGs to continue in 2022 with a focus on our learner assets, Professional Learning & pathways development/ implementation.</p>
<p>Action: Statement of intent re:Health Curriculum reviewed and consulted on with community</p>	<p>What happened: Survey was completed by parents and reviewed by the leadership team. Key themes were that parents want to know more about how we will teach and the content of pubertal change and human body lessons. Clarity around Cyber Safety too.</p>	<p>Reasons for this: Some parents like clarity around these sensitive areas of teaching and want to be able to exclude their children or support the lessons from home. Parents often underestimate the impact and reach of the children's online interactions.</p>	<p>The next steps are to: Teachers to plan health curriculum out for the year, what, when, who, why Communicate this with whanau prior to learning Potentially have parent information evenings pre learning to inform of content. Teachers in teams unpacking pubertal change expectations of teaching at each level.</p>
<p>Action: Research wellbeing programmes that may inform and align with our school values and identified student needs - Te whare tapa wha?</p>	<p>What happened: Michelle and Chris M attended a WPA day on health curriculum and wellbeing. Presenters shared their use of Te Whare Tapa Wha for wellbeing. This was shared to team leaders and Sarah and Caitlyn implemented these strategies into their program, noticing the impact immediately on improved wellbeing (emotional control, belonging, relationships...)</p>	<p>Reasons for this: Beginning each day focusing on wellbeing in a fun physical activity way helped calm children and prepare them for the day. Allowed for modelling and reflection of school values in action.</p>	<p>The next steps are to: Sarah and Caitlyn to share their experiences this year and model the lesson with the staff at the beginning of year TOD's. Expectation is that teachers will implement this into all classes in 2022 Reflection at the end of term 1 as to how effective this is for our tamariki.</p>
<p>Action: Opportunities for student led initiatives created with a focus on improving student wellbeing</p>	<p>What happened: Junior lunchtime PE gear. The need was identified by the children. They wrote asking for equipment including</p>	<p>Reasons for this: Students identified needs. Students took ownership of the process and applied learning to write for and</p>	<p>The next steps are to: Look for more opportunities like this throughout the school in 2022.</p>

<ul style="list-style-type: none"> - Make it Monday - Reading with Juniors - Gardening Group - Leadership opportunities - Lunchtime changes - Peer Values Rewards - Nomination 	<p>the reasons why. Equipment was purchased as a result.</p> <p>Middle school garden was created as the students noticed the senior gardena nd wanted one of their own. They worked with Sam Nilven to research locations, materials and planting techniques. The garden was created by the students and they have maintained interest in this.</p> <p>Senior school students investigated opportunities for school improvement in term ¾ (skate park, sensory garden, school entrance improvement, playground upgrade, obstacle course remodel...) creating proposals for these projects.</p>	<p>persuade the need was genuine. The reward and mana that the kids showed as a result of this was significant. It also improved wellbeing by giving ownership and belonging. They felt valued and listened too.</p>	<p>Students are encouraged to be investigators and take action.</p>
<p>Action: Creation of a Learning Support Team survey.</p>	<p>What happened: Teaching staff complete an annual TSP survey which gives us insight into our school culture from a learning perspective however this does not include our learning support staff. As we value this team's impact on learning and support in our teams, we wanted to gather their voice and check in on their wellbeing and feelings about the culture of our learning team too.</p>	<p>Reasons for this: This is about belonging and valuing everyone's contribution. Overall feedback painted a very positive and supportive culture being in place in 2021.</p>	<p>The next steps are to: Utilise this survey again as a barometer check of the learning support teams wellbeing in 2022.</p>
<p>Action: Navigating the Journey Resource - (Relationships & Cyber Smarts)</p>	<p>What happened: Teacher only day in January 2021 involved professional development focusing on the Family Planning resource 'Navigating the Journey'. Teams utilised aspects of this</p>	<p>Reasons for this: Cyber Safety and Relationships were two areas highlighted from surveys in 2020, societal trends and student voice. The resource is useful and able to be</p>	<p>The next steps are to: Continue to use this resource and delve deeper into the pubertal change aspects in preparation for our timetabled lessons as mentioned above.</p>

	<p>resource in lessons that looked at cyber safety and relationships.</p>	<p>adapted to suit the needs of each class at the time.</p>	
<p>Action: Taku Wairua Programme was implemented in term 3 & 4.</p>	<p>What happened: The 10 week programme is run by external facilitators and focuses on Belonging, Whakapapa, citizenship and goal setting. This was hugely successful with powerful lessons that developed the students' understanding in the four areas.</p>	<p>Reasons for this: The programme linked well with our school values, was run well and incorporated a variety of inspirational techniques to engage the students through this journey of discovery.</p>	<p>The next steps are to: Employee the programme again in 2022</p>
<p>Action: Development of a target group to monitor wellbeing, dispositions, progress and achievement. Group consists of students in year 3 or above who have been at school less than 2 years.</p>	<p>What happened: The group was created and baseline information is to be explored at the end of 2021/early 2022</p>	<p>Reasons for this: The group was created to monitor the impact we make for those students who move to our school.</p>	<p>The next steps are to: Monitor this group at mid year and end of year through assessment data and Hero posting comments.</p>
<p>Implications for next years annual planning</p>			
<p>We now have a number of systems and programs in place that support our community of learners wellbeing. Learner Agency, Leadership and Tuakana Teina opportunities, Learning Pathways, Students Wellbeing Surveys, Taku Wairua programme, and classroom programmes around the Health Curriculum specifically but not exclusively, all contribute to creating strong wellbeing for all. The actions for 2022 will be to embed and further develop these.</p>			

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF DAVID STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 38, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



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