

# DOUGLAS PARK SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1661

**Principal:** Gareth Sinton

**School Address:** Cole Street, Masterton

**School Postal Address:** P. O. Box 313, Masterton

**School Phone:** 06 3700189

**School Email:** office@douglaspark.school.nz

#### Members of the Board

| Name            | Position    | How Position Gained |  | Term Expired/<br>Expires |
|-----------------|-------------|---------------------|--|--------------------------|
| Waireka Collins | Chairperson | Elected             |  | Expired 9/2022           |
| Adam Hall       | Chairperson | Elected             |  | Expires 2023             |
| Gareth Sinton   | Principal   | ex Officio          |  |                          |
| Carrie White    | Parent Rep  | Elected             |  | Expires 2023             |
| Anita Crocker   | Parent Rep  | Elected             |  | Expires 2025             |
| Anita Parker    | Parent Rep  | Elected             |  | " "                      |
| Nadine Allen    | Parent Rep  | Elected             |  | " "                      |
| Helen Gard'ner  | Staff Rep   | Elected             |  | " "                      |

**Accountant / Service Provider:** Education New Zealand

# DOUGLAS PARK SCHOOL

Annual Report - For the year ended 31 December 2022

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# Douglas Park 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.

Adam Hall

Full Name of Presiding Member

Gareth Sinton

Full Name of Principal

AH

Signature of Presiding Member

GS

Signature of Principal

1/6/23

Date:

1/6/23

Date:

# Douglas Park School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

|   | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |       |                      |                                     |                      |
| Government Grants   | 2     | 3,572,402            | 3,334,839                           | 3,425,207            |
| Locally Raised Funds  | 3     | 43,451               | 37,300                              | 30,968               |
| Interest Income   |       | 5,726                | 15,300                              | 7,923                |
| Gain on Sale of Property, Plant and Equipment               |       | -                    |                                     |                      |
| <b>Total Revenue</b>  |       | <b>3,621,579</b>     | <b>3,387,439</b>                    | <b>3,464,098</b>     |
| <b>Expenses</b>   |       |                      |                                     |                      |
| Locally Raised Funds  | 3     | 43,102               | 46,500                              | 14,253               |
| Learning Resources  | 4     | 2,828,970            | 2,574,252                           | 2,673,892            |
| Administration  | 5     | 136,595              | 115,217                             | 125,522              |
| Finance   |       | 2,152                | 2,750                               | 2,671                |
| Property  | 6     | 567,366              | 636,793                             | 575,950              |
| Loss on Disposal of Property, Plant and Equipment           |       | -                    | -                                   | 4,748                |
|   |       | <b>3,578,185</b>     | <b>3,375,512</b>                    | <b>3,397,036</b>     |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <b>43,394</b>        | <b>11,927</b>                       | <b>67,062</b>        |
| Other Comprehensive Revenue and Expense                     |       | -                    | -                                   | -                    |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <b>43,394</b>        | <b>11,927</b>                       | <b>67,062</b>        |

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

# Douglas Park School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

|  | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Equity at 1 January</b>                           |       | 1,152,374            | 1,107,637                           | 1,072,897            |
| Total comprehensive revenue and expense for the year |       | 43,394               | 11,927                              | 67,062               |
| Contributions from the Ministry of Education         |       |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         |       | 1,875                | -                                   | 12,415               |
| <b>Equity at 31 December</b>                         |       | 1,197,643            | 1,119,564                           | 1,152,374            |

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.

# Douglas Park School

## Statement of Financial Position

As at 31 December 2022

|   | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Current Assets</b>                       |       |                      |                                     |                      |
| Cash and Cash Equivalents                   | 7     | 603,123              | 190,000                             | 266,104              |
| Accounts Receivable                         | 8     | 186,078              | 194,500                             | 182,543              |
| GST Receivable                              |       | 14,813               | 6,464                               | 1,973                |
| Prepayments                                 |       | 5,730                | 6,000                               | 5,165                |
| Investments                                 | 9     | 688,811              | 1,080,000                           | 762,077              |
| Funds Receivable for Capital Works Projects | 15    | 54,365               | -                                   | 24,380               |
|   |       | 1,552,920            | 1,476,964                           | 1,242,242            |
| <b>Current Liabilities</b>                  |       |                      |                                     |                      |
| Accounts Payable                            | 11    | 321,257              | 218,500                             | 216,261              |
| Revenue Received in Advance                 | 12    | 17,031               | 15,000                              | 16,621               |
| Provision for Cyclical Maintenance          | 13    | -                    | 30,500                              | 6,500                |
| Finance Lease Liability                     | 14    | 11,903               | 11,200                              | 11,083               |
| Funds held for Capital Works Projects       | 15    | 128,179              | 200,000                             | 4,072                |
|   |       | 478,370              | 475,200                             | 254,537              |
| <b>Working Capital Surplus/(Deficit)</b>    |       | 1,074,550            | 1,001,764                           | 987,705              |
| <b>Non-current Assets</b>                   |       |                      |                                     |                      |
| Property, Plant and Equipment               | 10    | 184,236              | 148,800                             | 195,620              |
|   |       | 184,236              | 148,800                             | 195,620              |
| <b>Non-current Liabilities</b>              |       |                      |                                     |                      |
| Provision for Cyclical Maintenance          | 13    | 42,040               | 25,000                              | 24,824               |
| Finance Lease Liability                     | 14    | 19,103               | 6,000                               | 6,127                |
|   |       | 61,143               | 31,000                              | 30,951               |
| <b>Net Assets</b>                           |       | 1,197,643            | 1,119,564                           | 1,152,374            |
| <b>Equity</b>                               |       | 1,197,643            | 1,119,564                           | 1,152,374            |

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



# Douglas Park School

## Statement of Cash Flows

For the year ended 31 December 2022

|  | Note     | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------|----------------------|-------------------------------------|----------------------|
| <b>Cash flows from Operating Activities</b>                        |          |                      |                                     |                      |
| Government Grants  |          | 993,799              | 1,058,372                           | 909,187              |
| Locally Raised Funds   |          | 43,759               | 50,300                              | 37,856               |
| Goods and Services Tax (net)                                       |          | (12,841)             | 9,258                               | 16,106               |
| Payments to Employees  |          | (566,400)            | (512,183)                           | (515,528)            |
| Payments to Suppliers  |          | (252,612)            | (348,564)                           | (406,864)            |
| Interest Paid  |          | (2,152)              | (2,750)                             | (2,671)              |
| Interest Received  |          | 3,627                | 20,641                              | 14,578               |
| Net cash from/(to) Operating Activities                            |          | 207,180              | 275,074                             | 52,664               |
| <b>Cash flows from Investing Activities</b>                        |          |                      |                                     |                      |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) |          | -                    | -                                   | -                    |
| Purchase of Property Plant & Equipment (and Intangibles)           |          | (33,178)             | (38,915)                            | (34,858)             |
| Purchase of Investments  |          | (691,893)            | (530,000)                           | (14,107)             |
| Proceeds from Sale of Investments                                  |          | 771,893              | -                                   |                      |
| Net cash from/(to) Investing Activities                            |          | 46,822               | (568,915)                           | (48,965)             |
| <b>Cash flows from Financing Activities</b>                        |          |                      |                                     |                      |
| Furniture and Equipment Grant                                      |          | 1,875                | -                                   | 12,415               |
| Finance Lease Payments   |          | (12,982)             | (33,800)                            | (13,715)             |
| Funds Administered on Behalf of Third Parties                      |          | 94,122               | 200,000                             | (53,936)             |
| Net cash from/(to) Financing Activities                            |          | 83,015               | 166,200                             | (55,236)             |
| <b>Net increase/(decrease) in cash and cash equivalents</b>        |          | <b>337,017</b>       | <b>(127,641)</b>                    | <b>(51,537)</b>      |
| Cash and cash equivalents at the beginning of the year             | 7        | 266,104              | 317,641                             | 317,641              |
| <b>Cash and cash equivalents at the end of the year</b>            | <b>7</b> | <b>603,121</b>       | <b>190,000</b>                      | <b>266,104</b>       |

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

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





# Douglas Park School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Douglas Park 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.

*Note - The following disclosures are examples of critical accounting estimates. The school should consider disclosing information about key 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 13.

###### 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 14. Future operating lease commitments are disclosed in note 19b.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

#### g) Accounts Receivable

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

#### h) 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.

#### i) 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                      | 10–40 years             |
| Board Owned Buildings                      | 10–75 years             |
| Furniture and equipment                    | 10–15 years             |
| Information and communication technology   | 4–5 years               |
| Maintenance equipment                      | 3–10 years              |
| Playground equipment & ground improvements | 10 years                |
| Leased assets held under a Finance Lease   | Term of Lease           |
| Library resources                          | 12.5% Diminishing value |

#### j) 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.

#### **k) 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.

#### **l) Employee Entitlements**

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

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

##### *Long-term employee entitlements*

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

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

#### **m) Revenue Received in Advance**

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

#### **n) 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.

#### **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 school 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.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

#### **u) Services received in-kind**

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

## 2. Government Grants

|   | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 749,940              | 686,239                             | 670,452              |
| Teachers' Salaries Grants                 | 2,181,664            | 2,005,000                           | 2,150,792            |
| Use of Land and Buildings Grants          | 396,939              | 462,000                             | 365,228              |
| Other Government Grants                   | 243,859              | 181,600                             | 238,735              |
|   | <u>3,572,402</u>     | <u>3,334,839</u>                    | <u>3,425,207</u>     |

The school has opted in to the donations scheme for this year. Total amount received was \$53,550.

## 3. Locally Raised Funds

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

|  | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>   |                      |                                     |                      |
| Donations & Bequests   | 16,944               | 11,000                              | 21,012               |
| Curriculum related Activities - Purchase of goods and services | 21,213               | 18,800                              | 3,863                |
| Trading  | 3,181                | 5,000                               | 4,189                |
| Fundraising & Community Grants                                 | 1,750                | 2,000                               | 857                  |
| Other Revenue  | 363                  | 500                                 | 1,047                |
|  | <u>43,451</u>        | <u>37,300</u>                       | <u>30,968</u>        |
| <b>Expenses</b>  |                      |                                     |                      |
| Extra Curricular Activities Costs                              | 38,548               | 41,500                              | 9,710                |
| Trading  | 4,554                | 5,000                               | 4,543                |
|  | <u>43,102</u>        | <u>46,500</u>                       | <u>14,253</u>        |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i>    | <u>349</u>           | <u>(9,200)</u>                      | <u>16,715</u>        |

## 4. Learning Resources

|  | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 64,856               | 60,697                              | 38,592               |
| Information and Communication Technology | 37,569               | 23,748                              | 21,710               |
| Library Resources                        | 90                   | 850                                 | 1,668                |
| Employee Benefits - Salaries             | 2,612,739            | 2,379,792                           | 2,521,134            |
| Staff Development                        | 42,377               | 36,150                              | 24,625               |
| Depreciation                             | 71,339               | 73,015                              | 66,163               |
|  | <u>2,828,970</u>     | <u>2,574,252</u>                    | <u>2,673,892</u>     |

## 5. Administration

|  | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee                                      | 7,449                | 6,100                               | 6,936                |
| Board Fees                                     | 3,255                | 3,500                               | 3,570                |
| Board Expenses                                 | 5,197                | 9,025                               | 5,542                |
| Communication                                  | 2,427                | 1,770                               | 1,493                |
| Consumables                                    | 14,319               | 6,950                               | 13,704               |
| Operating Lease                                | -                    | 7,900                               | -                    |
| Other  | 1,608                | 1,300                               | 1,227                |
| Employee Benefits - Salaries                   | 92,930               | 69,732                              | 83,178               |
| Insurance                                      | 3,918                | 3,300                               | 4,045                |
| Service Providers, Contractors and Consultancy | 5,492                | 5,640                               | 5,827                |
|  | <u>136,595</u>       | <u>115,217</u>                      | <u>125,522</u>       |

## 6. Property

|                                     | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 14,222               | 8,700                               | 8,936                |
| Consultancy and Contract Services   | 23,505               | 21,636                              | 21,568               |
| Cyclical Maintenance Provision      | 10,716               | 25,000                              | 52,209               |
| Grounds                             | 3,525                | 3,200                               | 12,149               |
| Heat, Light and Water               | 12,607               | 10,000                              | 10,125               |
| Rates                               | 6,970                | 10,354                              | 7,660                |
| Repairs and Maintenance             | 26,585               | 26,000                              | 26,935               |
| Use of Land and Buildings           | 396,939              | 462,000                             | 365,228              |
| Security                            | 7,076                | 5,244                               | 5,782                |
| Employee Benefits - Salaries        | 65,221               | 64,659                              | 65,358               |
|                                     | <u>567,366</u>       | <u>636,793</u>                      | <u>575,950</u>       |

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

|   | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts   | 603,123              | 170,000                             | 246,104              |
| Short-term Bank Deposits                              | -                    | 20,000                              | 20,000               |
| Cash and cash equivalents for Statement of Cash Flows | <u>603,123</u>       | <u>190,000</u>                      | <u>266,104</u>       |

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

Of the \$603,123 Cash and Cash Equivalents, \$4,072 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2023 on Crown owned school buildings.





## 8. Accounts Receivable

|  | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 102                  | -                                   | -                    |
| Interest Receivable                        | 1                    | 4,500                               | 4,636                |
| Teacher Salaries Grant Receivable          | 185,975              | 190,000                             | 177,907              |
|  | <u>186,078</u>       | <u>194,500</u>                      | <u>182,543</u>       |
| Receivables from Exchange Transactions     | 103                  | 4,500                               | 4,636                |
| Receivables from Non-Exchange Transactions | 185,975              | 190,000                             | 177,907              |
|  | <u>186,078</u>       | <u>194,500</u>                      | <u>182,543</u>       |

## 9. Investments

The School's investment activities are classified as follows:

|                          | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 688,811              | 1,080,000                           | 762,077              |
|                          |                      |                                     |                      |
| Total Investments        | <u>688,811</u>       | <u>1,080,000</u>                    | <u>762,077</u>       |

## 10. Property, Plant and Equipment

|   | Opening<br>Balance<br>(NBV) | Additions     | Disposals | Impairment | Depreciation    | Total (NBV)    |
|---|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2022  | \$                          | \$            | \$        | \$         | \$              | \$             |
| Buildings                                   | 62,776                      | 1,821         |           |            | (3,244)         | 61,353         |
| Furniture and Equipment                     | 30,474                      | 11,946        |           |            | (13,279)        | 29,141         |
| Information and Communication<br>Technology | 49,132                      | 18,465        |           |            | (20,573)        | 47,024         |
| Playground Equipment                        | 467                         |               |           |            | (117)           | 350            |
| Artificial Turf                             | 14,617                      |               |           |            | (13,307)        | 1,310          |
| Leased Assets                               | 21,756                      | 26,777        |           |            | (18,760)        | 29,772         |
| Library Resources                           | 16,398                      | 946           |           |            | (2,060)         | 15,285         |
| <b>Balance at 31 December 2022</b>          | <b>195,620</b>              | <b>59,955</b> | <b>-</b>  | <b>-</b>   | <b>(71,339)</b> | <b>184,236</b> |

The net carrying value of furniture and equipment held under a finance lease is \$29,772 (2021: \$24,459)

|                                 | 2022                 | 2022                        | 2022              | 2021                 | 2021                        | 2021              |
|---------------------------------|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
|                                 | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|                                 | \$                   | \$                          | \$                | \$                   | \$                          | \$                |
| Buildings                       | 76,180               | (14,827)                    | 61,353            | 74,360               | (11,584)                    | 62,776            |
| Furniture and Equipment         | 320,397              | (291,256)                   | 29,141            | 311,061              | (280,587)                   | 30,474            |
| Information and Communication T | 219,185              | (172,161)                   | 47,024            | 213,581              | (164,449)                   | 49,132            |
| Playground Equipment            | 45,162               | (44,812)                    | 350               | 45,162               | (44,695)                    | 467               |
| Artificial Turf                 | 133,067              | (131,757)                   | 1,310             | 133,067              | (118,450)                   | 14,617            |
| Leased Assets                   | 78,924               | (49,152)                    | 29,772            | 63,388               | (41,632)                    | 21,756            |
| Library Resources               | 61,140               | (45,856)                    | 15,285            | 60,194               | (43,796)                    | 16,398            |
| <b>Balance at 31 December</b>   | <b>934,055</b>       | <b>(749,821)</b>            | <b>184,236</b>    | <b>900,813</b>       | <b>(705,193)</b>            | <b>195,620</b>    |

## 11. Accounts Payable

|                                       | 2022<br>Actual | 2022<br>Budget<br>(Unaudited) | 2021<br>Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
|                                       | \$             | \$                            | \$             |
| Creditors                             | 90,659         | 13,000                        | 22,082         |
| Accruals                              | 8,597          | 8,500                         | 3,072          |
| Employee Entitlements - Salaries      | 209,034        | 190,000                       | 181,914        |
| Employee Entitlements - Leave Accrual | 12,967         | 7,000                         | 9,193          |
|                                       | <b>321,257</b> | <b>218,500</b>                | <b>216,261</b> |
| Payables for Exchange Transactions    | 321,257        | 218,500                       | 216,261        |
|                                       | <b>321,257</b> | <b>218,500</b>                | <b>216,261</b> |

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

|                          | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Other revenue in Advance | 17,031               | 15,000                              | 16,621               |
|                          | <u>17,031</u>        | <u>15,000</u>                       | <u>16,621</u>        |

## 13. Provision for Cyclical Maintenance

|   | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 31,324               | 31,324                              | 69,200               |
| Increase to the Provision During the Year | 10,716               | 25,000                              | 17,217               |
| Use of the Provision During the Year      | -                    | (824)                               | (49,500)             |
| Other Adjustments                         | -                    | -                                   | (5,593)              |
| Provision at the End of the Year          | <u>42,040</u>        | <u>55,500</u>                       | <u>31,324</u>        |
| Cyclical Maintenance - Current            | -                    | 30,500                              | 6,500                |
| Cyclical Maintenance - Non current        | <u>42,040</u>        | <u>25,000</u>                       | <u>24,824</u>        |
|   | <u>42,040</u>        | <u>55,500</u>                       | <u>31,324</u>        |

The school's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which was prepared by a Ministry engaged consultant.

## 14. 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<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 13,583               | 11,200                              | 12,369               |
| Later than One Year and no Later than Five Years | 19,910               | 6,000                               | 6,489                |
| Later than Five Years                            | (2,487)              | -                                   | (1,648)              |
|  | <u>31,006</u>        | <u>17,200</u>                       | <u>17,210</u>        |
| <b>Represented by</b>                            |                      |                                     |                      |
| Finance lease liability - Current                | 11,903               | 11,200                              | 11,083               |
| Finance lease liability - Non current            | <u>19,103</u>        | <u>6,000</u>                        | <u>6,127</u>         |
|  | <u>31,006</u>        | <u>17,200</u>                       | <u>17,210</u>        |

## 15. 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 7.

|                                   | 2022 | Opening<br>Balances | Receipts<br>from MoE | Payments  | Board<br>Contributions | Closing<br>Balances |
|-----------------------------------|------|---------------------|----------------------|-----------|------------------------|---------------------|
|                                   |      | \$                  | \$                   | \$        | \$                     | \$                  |
| GSE Modernisation Block 1 Toilets |      | 4,072               | -                    | -         | -                      | 4,072               |
| Administration Block Upgrade      |      | (23,780)            | 150,000              | (159,585) | -                      | (33,365)            |
| Security Alarm Panel Upgrade      |      | (600)               | 950                  | -         | -                      | 350                 |
| AMS Classroom Upgrade             |      | -                   | 34,257               | (1,500)   | -                      | 32,757              |
| Electrical Upgrade                |      | -                   | 13,000               | (13,000)  | -                      | -                   |
| LSM Ramp/Fences/Paving            |      | -                   | 97,000               | (6,000)   | -                      | 91,000              |
| School Roofing                    |      | -                   | -                    | (21,000)  | -                      | (21,000)            |
|                                   |      | -                   | -                    | -         | -                      | -                   |
| Totals                            |      | (20,308)            | 295,207              | (201,085) | -                      | 73,814              |

### Represented by:

|   |         |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 128,179 |
| Funds Receivable from the Ministry of Education   | 54,365  |

|                                   | 2021 | Opening<br>Balances | Receipts<br>from MoE | Payments | Board<br>Contributions | Closing<br>Balances |
|-----------------------------------|------|---------------------|----------------------|----------|------------------------|---------------------|
|                                   |      | \$                  | \$                   | \$       | \$                     | \$                  |
| GSE Modernisation Block 1 Toilets |      | 4,072               | -                    | -        | -                      | 4,072               |
| SCF-LED Lights Upgrade            |      | (2,734)             | 2,734                | -        | -                      | 0                   |
| Administration Block Upgrade      |      | 16,220              | -                    | (40,000) | -                      | (23,780)            |
| Security Alarm Panel Upgrade      |      | -                   | -                    | (600)    | -                      | (600)               |
| Totals                            |      | 17,558              | 2,734                | (40,600) | -                      | (20,308)            |

### Represented by:

|   |        |
|---|--------|
| Funds Held on Behalf of the Ministry of Education | 4,072  |
| Funds Receivable from the Ministry of Education   | 24,380 |

## 16. 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.

Gareth Sinton is Principal of the school. His wife Hayley Sinton is employed as a teacher on terms and conditions that are no more favourable than would have been the adopted if there was not a relationship with the Principal.

Shaum Harkness is a Deputy Principal of the school. His wife, Emma Harkness is employed as a part time teacher on terms and conditions that are no more favourable than would have been adopted if there was not a relationship with a member of staff.

Jane Macdonald was a Deputy Principal of the school until the end of January 2022. Her daughters, Sophie Macdonald and Hannah Moore are employed as teachers on terms and conditions that are no more favourable than would have been adopted if there was not a relationship with a member of staff.

## 17. Remuneration

### Key management personnel compensation

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

|   | 2022<br>Actual<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 3,255                | 3,570                |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 256,775              | 357,666              |
| Full-time equivalent members                | 2                    | 3                    |
| Total key management personnel remuneration | 260,030              | 361,236              |

There are six members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. 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<br>Actual<br>\$000 | 2021<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 140 - 150               | 140 - 150               |
| Benefits and Other Emoluments                    | 4 - 5                   | 4 - 5                   |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2022<br>FTE Number | 2021<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 110 - 120             | 1.00               | 0.00               |
| 100 - 110             | 0.00               | 2.00               |
|                       | 1.00               | 2.00               |

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



## 18. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a higher level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### 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.

## 19. Commitments

### (a) Capital Commitments

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

(a) \$200,000 contract for upgrading classrooms to be completed in 2023, which will be fully funded by the Ministry of Education. \$34,257 has been received of which \$1,500 has been spent on the project to date; and

(b) \$20,000 contract to upgrade electrical switchboards that was completed in 2022, which was fully funded by the Ministry of Education. \$13,000 has been received and \$13,000 has been spent on the project and

(c) \$125,900 contract for LSM ramp/fences/paving to be completed in 2023, which will be fully funded by the Ministry of Education. \$97,000 has been received of which \$6,000 has been spent on the project to date; and.

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

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contract agreements. (31 December 2021: Nil)

## 20. 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<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 603,123              | 190,000                             | 266,104              |
| Receivables                                       | 186,078              | 194,500                             | 182,543              |
| Investments - Term Deposits                       | 688,811              | 1,080,000                           | 762,077              |
| Total Financial assets measured at amortised cost | <u>1,478,012</u>     | <u>1,464,500</u>                    | <u>1,210,724</u>     |

**Financial liabilities measured at amortised cost**

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 321,257        | 218,500        | 216,261        |
| Finance Leases   | 31,006         | 17,200         | 17,210         |
| Total Financial Liabilities Measured at Amortised Cost | <u>352,263</u> | <u>235,700</u> | <u>233,471</u> |

**21. Events After Balance Date**

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

**22. Comparatives**

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

**DOUGLAS PARK SCHOOL**  
**Kiwisport Report 2022**

**MOE funding: \$5,347.82**

**Expenditure: \$5,088.03**

**Support children in developing skills that will enable them to participate effectively in sport at both primary and secondary level.**

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2022, the school received total Kiwisport funding of **\$5,347.82**. Douglas Park School maintains a high level of participation in organised sport. We consistently have high numbers of teams competing in touch, softball, mod-softball, tee-ball, hockey, netball, miniball and rippa.

**Increase the numbers of school-age children participating in organised sport - during school, after school and by strengthening links with sports clubs:**

Douglas Park School has been part of the Masterton Primary Schools Sports Cluster, and a portion of our Kiwisport funding has been allocated towards the cluster coordinator. The co-ordinator organises, promotes and communicates many sporting opportunities for our pupils. This ended in 2022. This year we will contribute \$5 per student to Kia Hākinakina, an organisation who coordinates sports for our region. This is a replacement for the old Masterton Primary Sports Cluster Coordinator.

We have subsidised our main sports fees, netball and hockey, to ensure that cost isn't a barrier to our pupils taking part in organised sport.

**Increase the availability and accessibility of sport opportunities for all school-aged children:**

Our Kiwisport funding has covered the cost of transport (buses) to whole school and inter-school events, thus allowing all pupils to take part without cost being a barrier. We also paid the interschool entry fee for our pupils who represented us at regional or Wellington regional events.

Sports equipment was purchased to ensure our pupils have the right tools to learn new sports, and continue to play any organised sport they choose to be part of.

**Equal Employment Opportunities (EEO)**

Douglas Park School continues to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

In 2022 there were no concerns or issues raised by staff or job applicants with regards to our EEO policy.

**Good Employer - Douglas Park School**

1. Has developed and implements personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
2. Is a good employer as defined in the State Sector Act 1988 and complies with the conditions contained in employment contracts applying to teaching and non-teaching staff.

# Analysis of Variance Reporting



|                     |                                     |                       |      |
|---------------------|-------------------------------------|-----------------------|------|
| <b>School Name:</b> | <a href="#">Douglas Park School</a> | <b>School Number:</b> | 1661 |
|---------------------|-------------------------------------|-----------------------|------|

|                             |  |
|-----------------------------|--|
| <b>2022 Strategic Aims:</b> | <p><b>Strategic Goal 1: Tūrangawaewae</b> - I understand where I stand</p> <p><b>Strategic Goal 2: Kaitiakitanga</b> - I care for people and my place</p> <p><b>Strategic Goal 3: Pūawaitanga</b> - I flourish ever forward</p>  |
| <b>Annual Aims:</b>         | <p><b>Strategic Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Te Wairarapatanga</li> <li>• Culturally sustaining pedagogy</li> <li>• New school vision lived</li> </ul> <p><b>Strategic Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Sustainable practices</li> <li>• Service to our community</li> <li>• Social and emotional curriculum</li> </ul> <p><b>Strategic Goal 3:</b></p> <ul style="list-style-type: none"> <li>• Real time reporting</li> <li>• All staff developed as coaches</li> <li>• Play, making and inquiry practice</li> </ul> |
| <b>Annual Target:</b>       | New to DPS children: to reduce this gap by 10% in 2022 (to a 12% difference).  |
| <b>Baseline Data:</b>       | We have noticed a trend over time that children who do not start at Douglas Park do not achieve as highly as those that do. In Reading that gap is 22% (children who start at DPS 89% are Kua Mārama or higher, as opposed to 67% of children who join us after starting at another school).   |

# Tātaritanga raraunga

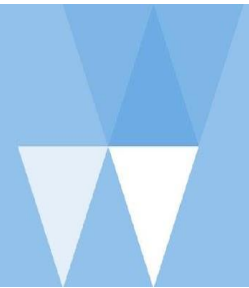
| <b>Strategic Aim:</b>   | <b>Strategic Goal 1: Tūrangawaewae</b> - I understand where I stand   |  |  |
|---|---|--|--|
| <b>Annual Aim:</b>  | <ul style="list-style-type: none"> <li>• Te Wairarapatanga</li> <li>• Culturally sustaining pedagogy</li> <li>• New school vision lived</li> </ul>  |  |  |
| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next? (Sustainability)</i>  |
| Wairarapatanga <ul style="list-style-type: none"> <li>- Teachers develop their understanding of our local place with the wider community.</li> <li>- Increase teacher knowledge of local places - bus trip.</li> <li>- 2022 PLD happens at Marae.</li> <li>- Relationships with the wider community developed to support learning. EG: Marae.</li> <li>- Link to EOTC plan eg. visiting places of significance</li> </ul> | <ul style="list-style-type: none"> <li>• Local tikanga expert showed us local places of significance</li> <li>• Bus trip to places of local significance completed by all members of teaching staff</li> <li>• Kids korero group shared local stories and stories of local people with wider school</li> <li>• Some EOTC planned with local places/stories referenced</li> <li>• PRIDE lessons infused with Wairarapatanga lessons</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>          | <ul style="list-style-type: none"> <li>• EOTC trips and local stories/places of significance strengthened</li> <li>• Local places of importance and local stories taught about in classes</li> <li>• Make links between kapa haka waiata and local places of importance</li> </ul> |



# Tātaritanga raraunga

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>Made pataka kai and community library and some children visited marae to build relationships with wider community</li> </ul>   |  |  |
| <p>Culturally sustaining pedagogy</p> <ul style="list-style-type: none"> <li>Teachers engage in professional learning to increase their knowledge and confidence with the Treaty of Waitangi, Te Reo Māori and Tikanga.</li> <li>Teachers participate in Te Tiriti course.</li> <li>Increase teacher knowledge in Te Reo by participating in further learning.</li> <li>Ann Milne Next steps...Course 2 for some?</li> </ul> | <ul style="list-style-type: none"> <li>Teachers attended Te Tiriti course through CoL</li> <li>Teachers completed Toro Mai course through Massey Uni, increasing tikanga and te reo knowledge</li> <li>3x staff attended to Aotearoa histories course</li> <li>2x teachers attended local histories course</li> <li>Townwide TOD included workshops on tikanga and local places - attended by some staff</li> <li>WSL working with experts on Wairarapatanga</li> </ul> | <ul style="list-style-type: none"> <li>Intended to do te reo course but did not</li> </ul> | <ul style="list-style-type: none"> <li>Teachers have knowledge - next step add practical steps into classrooms</li> <li>Some staff do te reo course</li> <li>Louise Miller from cognition support work with cultural sustainability in maths</li> </ul>      |
| <p>New school vision lived</p> <ul style="list-style-type: none"> <li>School vision clarity and alignment.</li> <li>Unpack vision and make clear the alignment to the core beliefs and PRIDE values.</li> <li>Session at Retreat (Everyone must know the ways of the Tribe)</li> <li>WHY = Vision, HOW = 3 circles, WHAT = your programmes</li> </ul>  | <ul style="list-style-type: none"> <li>Session at Retreat (Everyone must know the ways of the Tribe) done</li> <li>WHY = Vision, HOW = 3 circles, WHAT = your programmes done</li> <li>Most school documentation has vision links/logo</li> <li>Some school wide PLD on aligning vision to other mahi within school</li> </ul>  | <ul style="list-style-type: none"> <li>Not wanting to add more</li> </ul>                  | <ul style="list-style-type: none"> <li>Staff jackets with logo/vision visible</li> <li>Money allocated to make vision visible within school grounds</li> <li>Coherence work done by leaders communicated to staff to make links to vision clearer</li> </ul> |

# Tātaritanga raraunga



|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>- Link to session around A4L practice</li> <li>- Ensure published documentation aligns back to the school vision.</li> <li>- Website refresh</li> <li>- Enrolment info</li> <li>- JD's</li> <li>- School actions link to the vision.</li> <li>- Each part of the AP...how does it fit?</li> </ul> |  |  |  |
|--|--|--|--|

|  |  |  |   |
|--|--|--|---|
| <b>Strategic Aim:</b>                    | <b>Strategic Goal 2: Kaitiakitanga</b> - I care for people and my place  |  |   |
| <b>Annual Aim:</b>                       | <ul style="list-style-type: none"> <li>- Sustainable practices</li> <li>- Service to our community</li> <li>- Social and emotional curriculum</li> </ul> |  |   |
| <b>Actions</b><br><i>What did we do?</i> | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next? (Sustainability)</i> |



## Tātaritanga raraunga

|  |  |  |  |
|--|--|--|--|
| <p>Sustainable practices</p> <p>CarbonZero</p> <ul style="list-style-type: none"> <li>- Enviro Group undertake a waste and fuel audit</li> <li>- EKOS engaged by the children, Contact made, find out information about process</li> <li>- Results of the audit published, and reduction measures in place.</li> </ul> <p>Enviro focus in PRIDE</p> <p>See Social and Emotional Curriculum</p>   | <ul style="list-style-type: none"> <li>• Enviro Group undertake a waste and fuel audit done</li> <li>• EKOS engaged by the children, Contact made, find out information about process - half done</li> <li>• Enviro linked in with PRIDE/Wairarapatanga lessons</li> <li>• 2x outdoor classroom days linked with enviro learning/actions</li> </ul>  | <ul style="list-style-type: none"> <li>• Time and contact with EKOS - ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Results of the audit published, and reduction measures in place.</li> <li>• EKOS process completed</li> </ul> |
| <ul style="list-style-type: none"> <li>- Service: Links developed between our vision and service</li> <li>- 1 or 2 service days</li> <li>- Longer term service (starting our own charity? + other ongoing projects)</li> <li>- Use of whanau class as vehicle to develop link between vision and service</li> <li>- Staff PLD to develop link and the system</li> <li>- PRIDE/Inquiry/Whānau class good sorts...leading to 1 or 2 service days</li> <li>- Link to inquiry - action phase - an example of service to</li> </ul> | <ul style="list-style-type: none"> <li>• 3 service days completed by whole school - some outside of school e.g. marae, kindergartens</li> <li>• Staff PLD completed to link whanau class, vision and service</li> <li>• Good as Gold videos unpacked to support service development in whanau class</li> <li>• Started pataka kai and community library as longer term projects</li> <li>• Community planting day with year 6</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Link to inquiry - action phase - an example of service to others.</li> </ul>                                  |

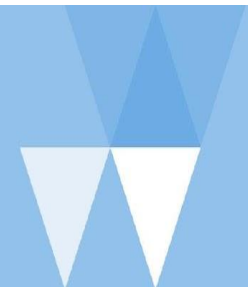
# Tātaritanga raraunga

| others.  |  |  |   |
|--|--|--|---|
| <p>Social and emotional curriculum</p> <ul style="list-style-type: none"> <li>- Revisiting and refining positive behaviour system</li> <li>- Clarifying systems + providing accountability around enacting them</li> <li>- Sharing the Wellbeing@School data</li> <li>- Delivery of positive behaviour systems (weekly explicit PRIDE lessons). To include Enviro aspect</li> <li>- Revisit Managing Challenging Children</li> <li>- School programs (Circle Time, Zones of Regulation, Wellbeing)</li> </ul> <p>Crisis Intervention</p> <ul style="list-style-type: none"> <li>- Trauma research - work with Jacob Verbeek</li> </ul> <p>Develop student and teacher clarity of wellbeing and identify wellbeing actions</p> <ul style="list-style-type: none"> <li>- Focus on being explicit around our WB actions.</li> <li>- Develop a shared language for WB. What will it look, sound and feel like? What is our WB Model?</li> <li>- Keep momentum - small actions kept alive WB focus</li> <li>- Kahui Ako survey + support</li> </ul> | <ul style="list-style-type: none"> <li>• Whole Staff PLD Revisiting and refining positive behaviour system</li> <li>• Whole Staff PLD Clarifying systems + providing accountability around enacting them</li> <li>• Revisit Managing Challenging Children as a staff</li> <li>• PRIDE lessons focused on positive behaviour explicitly</li> <li>• Kathryn Berkett - trauma informed practice with whole staff</li> <li>• Wellbeing PLD with whole staff - shared back wellbeing data</li> <li>• Keep momentum - small actions kept alive WB focus</li> <li>• Wellbeing team has completed PLD with Core Education</li> </ul> |  | <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Trauma research - work with Jacob Verbeek</li> <li>• Implement well-being learning for tamariki</li> <li>• Focus on being explicit around our WB actions.</li> <li>• Develop a shared language for WB. What will it look, sound and feel like? What is our WB Model?</li> </ul> |

# Tātaritanga raraunga



| <b>Strategic Aim:</b>   | <b>Strategic Goal 3: Pūawaitanga</b> - I flourish ever forward   |  |  |
|---|--|--|--|
| <b>Annual Aim:</b>  | <ul style="list-style-type: none"> <li>- Real time reporting</li> <li>- All staff developed as coaches</li> <li>- Play, making and inquiry practice</li> </ul>   |  |  |
| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next? (Sustainability)</i>  |
| Real-time reporting <ul style="list-style-type: none"> <li>- Identify effective practice across the curriculum, schoolwide:</li> <li>- Retreat session</li> <li>- Revisit Clarity in the Classroom</li> <li>- Engage in cross-team moderation/discussion around what reading/writing practice looks like...and the</li> </ul> | <ul style="list-style-type: none"> <li>• A4L whole school PLD and retreat session 3x whole staff sessions</li> <li>• what reading/writing practice looks like...and the link to HERO indicators cross team and within team</li> <li>• Continue using quadrants as a A4L tool</li> <li>• Building teacher knowledge of use of learning stories -</li> </ul> | <ul style="list-style-type: none"> <li>• time</li> </ul>     | <ul style="list-style-type: none"> <li>• Engage in cross-team moderation for reading/writing</li> <li>• IRIS team develop maths indicators for HERO</li> <li>• Understand the necessary components for making an OTJ (balance of anecdotal/observation data &amp; standardized testing)</li> </ul> |



## Tātaritanga raraunga

|   |  |  |  |
|---|--|--|--|
| <p>link to HERO indicators</p> <p>Identify the 'what, when, how and why' of assessment practices across the school;</p> <ul style="list-style-type: none"> <li>- Continue using quadrants as a A4L tool</li> <li>- IRIS team develop maths indicators for HERO</li> <li>- Building teacher knowledge of use of learning stories</li> <li>- Understand the necessary components for making an OTJ (balance of anecdotal/observation data &amp; standardized testing)</li> </ul>                                  | <p>play conference - TOD and PLD online</p>  |  |  |
| <p>All staff developed as coaches</p> <ul style="list-style-type: none"> <li>- Revisit and review AKO coaching model</li> <li>- Voice from 2021</li> <li>- Document of the AKO model refreshed (actions, logo, vision)</li> <li>- Systems developed to support coaches/coachees between coaching sessions</li> <li>- Definitive place of support visits decided</li> </ul> <p>Gillian to develop IRIS team as coaches;<br/>IRIS team participate in PLD with Cognition<br/>Implementation via team meetings</p> | <ul style="list-style-type: none"> <li>• Voice from 2021 - positive so no further action needed</li> <li>• Systems developed to support coaches/coachees between coaching sessions - most teachers developed systems in between sessions e.g. emails or reaching out to coachees. Ongoing conversations developed</li> <li>• Definitive place of support visits decided - used maths/5 practices as a place to implement support visits</li> <li>• Gillian to develop IRIS team as coaches;</li> <li>• IRIS team participate in PLD</li> </ul> |  | <ul style="list-style-type: none"> <li>• Revisit and review AKO coaching model - refine/simplify our model in 2023</li> <li>• Document of the AKO model refreshed (actions, logo, vision)</li> </ul> |



# Tātaritanga raraunga

|   |   |  |   |
|---|---|--|---|
| and team practice   | <ul style="list-style-type: none"> <li>with Cognition</li> <li>Implementation via team meetings and team practice - completed</li> </ul>  |  |   |
| <p>Play, making and inquiry practice</p> <ul style="list-style-type: none"> <li>Engage the Apple Distinguished School PLD and develop a DPS Digital Team;</li> <li>Teachers engage in Apple PLD</li> </ul> <p>Teachers observe play practice using the PBLot tool;</p> <p>Student Centred Learning Practices Spiderweb data revisited from the end of 2021</p> <p>Goal for each team based on spiderweb</p> | <p>Play, making and inquiry practice</p> <ul style="list-style-type: none"> <li>Engage the Apple Distinguished School PLD and develop a DPS Digital Team;</li> <li>Teachers engage in Apple PLD - teachers completed 6x badges for iPad.</li> <li>Spiderweb data revisited from the end of 2021 - goals set at start of 2022 and revisited end of 2022 to complete goal for 2023</li> </ul> |  | <ul style="list-style-type: none"> <li>Teachers observe play practice using the PBLot tool;</li> <li>Using team goals from spider web to inform practice in 2023 - linked to school vision and major/minor PLD</li> </ul> |

|                            |  |                                 |        |        |        |
|----------------------------|--|---------------------------------|--------|--------|--------|
| <b>Target:</b>             | to reduce this gap by 10% in 2022 (to a 12% difference).                             |                                 |        |        |        |
| <b>Progress to Target:</b> | <b>Our Target:</b> to reduce this gap by 10% in 2022 ( <i>to a 12% difference</i> ). |                                 |        |        |        |
|                            | Reading: %<br>Kua Mārama +   | Start of the year<br>(baseline) | Term 2 | Term 3 | Term 4 |

## Tātaritanga raraunga

|                |     |     |     |     |
|----------------|-----|-----|-----|-----|
| Started at DPS | 89% | 91% | 83% | 90% |
| New to DPS     | 67% | 77% | 55% | 68% |
| Difference     | 22% | 14% | 28% | 22% |

So...we have maintained the gap between those who start with us, and those that do not

- Wins: Maintaining...the kids who are new to us have kept up with our pace. The new kids have shifted 13% this term (compared to 7% of DPS Kids)
- Next Step: As we decided in Term 3
  - *Every term, there will be an opp for a meeting with our new whanau. In term 1 and 3 - job done as it is an LC term, in term 2 and 4 this will be an extra.*
  - *This is on top of the 2 week induction plan*

# Independent auditor's report

## **To the readers of the financial statements of Douglas Park School for the year ended 31 December 2022**

The Auditor-General is the auditor of Douglas Park School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2022, the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

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

Our audit was completed on 1 June 2023. This is the date at which our opinion is expressed.

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

### **Basis for 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 practices 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 school 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.

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 from page 21 but does not include the financial statements, and our auditor's report thereon.

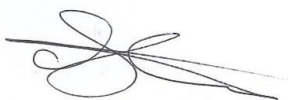
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Andrew Steel | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand