

HELENSVILLE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1306

Principal: Stephen Kendall-Jones

School Address: 29 Rata Street, Helensville, 0800

School Postal Address: 29 Rata Street, Helensville, 0800

School Phone: 09-4208005

School Email: admin@helensville.school.nz

Accountant / Service Provider:
Canterbury Educations Services Society Limited



UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

HELENSVILLE SCHOOL

Annual Report - For the year ended 31 December 2022

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Helensville School

Member of the Board

For the year ended 31 December 2022

Name	Position
Bruce Adin	Commissioner

Helensville 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.

Bruce Adkin

Full Name of Presiding Member Commissioner

Richard Bennett

Full Name of Principal

[Signature]

Signature of Presiding Member Commissioner

[Signature]

Signature of Principal

30-5-23

Date:

30-5-23

Date:

Helensville School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,871,197	3,748,005	3,727,043
Locally Raised Funds	3	137,170	130,738	90,263
Interest Income		5,929	700	950
Total Revenue		4,014,296	3,879,443	3,818,256
Expenses				
Locally Raised Funds	3	77,479	103,180	32,503
Learning Resources	4	2,907,988	2,570,922	2,674,733
Administration	5	348,886	269,590	268,476
Finance		8,479	3,700	4,045
Property	6	676,041	924,198	724,161
Loss on Disposal of Property, Plant and Equipment		2,682	-	2,996
		4,021,555	3,871,590	3,706,914
Net Surplus / (Deficit) for the year		(7,259)	7,853	111,342
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(7,259)	7,853	111,342

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

Helensville School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		684,513	684,516	573,171
Total comprehensive revenue and expense for the year		(7,259)	7,853	111,342
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,573	-	-
Equity at 31 December		692,827	692,369	684,513
Accumulated comprehensive revenue and expense		692,827	692,369	684,513
Reserves		-	-	-
Equity at 31 December		692,827	692,369	684,513

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.

Helensville School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	484,646	620,084	501,232
Accounts Receivable	8	207,047	173,440	173,439
GST Receivable		8,957	15,181	15,181
Prepayments		11,562	10,096	10,096
Funds Receivable for Capital Works Projects	14	14,432	18,889	18,889
		<u>726,644</u>	<u>837,690</u>	<u>718,837</u>
Current Liabilities				
Accounts Payable	10	308,734	251,181	251,182
Revenue Received in Advance	11	1,400	30,443	30,443
Provision for Cyclical Maintenance	12	24,978	34,069	34,069
Finance Lease Liability	13	48,170	25,814	25,814
Funds held for Capital Works Projects	14	9,991	13,877	13,877
		<u>393,273</u>	<u>355,384</u>	<u>355,385</u>
Working Capital Surplus/(Deficit)		<u>333,370</u>	<u>482,306</u>	<u>363,452</u>
Non-current Assets				
Property, Plant and Equipment	9	493,730	400,293	511,291
		<u>493,730</u>	<u>400,293</u>	<u>511,291</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	81,955	152,488	152,488
Finance Lease Liability	13	52,319	37,742	37,742
		<u>134,274</u>	<u>190,230</u>	<u>190,230</u>
Net Assets		<u>692,827</u>	<u>692,369</u>	<u>684,513</u>
Equity		<u>692,827</u>	<u>692,369</u>	<u>684,513</u>

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

Helensville School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,017,275	980,328	1,262,364
Locally Raised Funds		110,920	375,468	139,353
International Students		-	-	(649)
Goods and Services Tax (net)		6,224	(63,146)	(15,181)
Payments to Employees		(682,016)	(445,733)	(564,084)
Payments to Suppliers		(414,573)	(475,343)	(468,273)
Interest Paid		(8,479)	(3,700)	(4,045)
Interest Received		4,999	781	1,032
Net cash from/(to) Operating Activities		34,350	368,655	350,517
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(27,517)	(32,781)	(92,596)
Net cash from/(to) Investing Activities		(27,517)	(32,781)	(92,596)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,573	-	-
Finance Lease Payments		(39,563)	(28,894)	(35,546)
Funds Administered on Behalf of Third Parties		572	(356,820)	(337,931)
Net cash from/(to) Financing Activities		(23,418)	(385,714)	(373,477)
Net increase/(decrease) in cash and cash equivalents		(16,585)	(49,840)	(115,556)
Cash and cash equivalents at the beginning of the year	7	501,232	669,924	616,788
Cash and cash equivalents at the end of the year	7	484,646	620,084	501,232

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.

Helensville School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 9.

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 13. Future operating lease commitments are disclosed in note 18b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	5-40 years
Board Owned Buildings	5-40 years
Furniture and equipment	4-20 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

h) 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.

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.

i) 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.

j) 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.

k) Revenue Received in Advance

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

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

l) 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.

m) Provision for Cyclical Maintenance

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

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

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

n) Financial Instruments

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

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

o) 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.

p) Budget Figures

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

q) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,038,881	914,273	1,103,583
Teachers' Salaries Grants	2,267,456	2,110,370	2,117,900
Use of Land and Buildings Grants	536,479	705,362	487,289
Other Government Grants	28,381	18,000	18,271
	<u>3,871,197</u>	<u>3,748,005</u>	<u>3,727,043</u>

The school has opted in to the donations scheme for this year. Total amount received was \$70,500.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	50,950	53,555	1,040
Curriculum related Activities - Purchase of goods and services	6,968	6,000	4,835
Fees for Extra Curricular Activities	40,227	50,395	25,811
Trading	1,774	1,500	1,630
Fundraising & Community Grants	37,251	19,288	56,947
	<u>137,170</u>	<u>130,738</u>	<u>90,263</u>
Expenses			
Extra Curricular Activities Costs	77,296	103,180	31,479
Trading	-	-	927
Fundraising and Community Grant Costs	183	-	97
	<u>77,479</u>	<u>103,180</u>	<u>32,503</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>59,691</u>	<u>27,558</u>	<u>57,760</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	93,139	94,616	83,800
Library Resources	635	1,688	2,008
Employee Benefits - Salaries	2,668,599	2,337,618	2,466,974
Staff Development	22,542	24,000	3,495
Depreciation	123,073	113,000	118,456
	<u>2,907,988</u>	<u>2,570,922</u>	<u>2,674,733</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,319	8,416	7,104
Board Fees	-	610	-
Board Expenses	-	6,550	4,040
Intervention Costs	52,184	30,000	55,779
Communication	2,301	1,970	1,777
Consumables	41,283	46,996	31,268
Legal Fees	-	5,000	-
Other	19,040	21,310	17,587
Employee Benefits - Salaries	200,422	122,930	116,317
Insurance	10,057	9,808	22,055
Service Providers, Contractors and Consultancy	16,280	16,000	12,549
	<u>348,886</u>	<u>269,590</u>	<u>268,476</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	36,263	34,684	34,745
Cyclical Maintenance Provision	(53,994)	28,000	42,741
Grounds	9,728	13,950	12,992
Heat, Light and Water	20,222	22,000	18,348
Rates	123	124	123
Repairs and Maintenance	19,981	13,100	17,071
Use of Land and Buildings	536,479	705,362	487,289
Security	74	1,728	2,464
Employee Benefits - Salaries	107,165	105,250	108,388
	<u>676,041</u>	<u>924,198</u>	<u>724,161</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	284,646	520,084	401,232
Short-term Bank Deposits	200,000	100,000	100,000
Cash and cash equivalents for Statement of Cash Flows	<u>484,646</u>	<u>620,084</u>	<u>501,232</u>

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

Of the \$484,646 Cash and Cash Equivalents, \$9,991 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 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	-	2,793	2,793
Interest Receivable	1,046	117	116
Teacher Salaries Grant Receivable	206,001	170,530	170,530
	<u>207,047</u>	<u>173,440</u>	<u>173,439</u>
Receivables from Exchange Transactions	1,046	2,910	2,909
Receivables from Non-Exchange Transactions	206,001	170,530	170,530
	<u>207,047</u>	<u>173,440</u>	<u>173,439</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	128,474	-	-	-	(6,601)	121,873
Furniture and Equipment	261,363	10,524	(1,551)	-	(47,607)	222,729
Information and Communication Technology	42,318	15,903	-	-	(20,807)	37,414
Leased Assets	62,575	76,495	-	-	(45,470)	93,601
Library Resources	16,561	5,270	(1,130)	-	(2,588)	18,113
Balance at 31 December 2022	<u>511,291</u>	<u>108,192</u>	<u>(2,681)</u>	<u>-</u>	<u>(123,073)</u>	<u>493,730</u>

The net carrying value of furniture and equipment held under a finance lease is \$93,601 (2021: \$62,575)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	264,937	(143,064)	121,873	264,937	(136,463)	128,474
Furniture and Equipment	721,811	(499,082)	222,729	744,198	(482,835)	261,363
Information and Communication Technology	260,597	(223,183)	37,414	244,694	(202,376)	42,318
Leased Assets	159,453	(65,852)	93,601	113,938	(51,363)	62,575
Library Resources	64,331	(46,218)	18,113	63,388	(46,827)	16,561
Balance at 31 December	<u>1,471,129</u>	<u>(977,399)</u>	<u>493,730</u>	<u>1,431,155</u>	<u>(919,864)</u>	<u>511,291</u>

10. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	17,688	22,534	22,535
Accruals	7,318	7,104	7,104
Banking Staffing Overuse	14,356	-	-
Employee Entitlements - Salaries	206,001	170,530	170,530
Employee Entitlements - Leave Accrual	63,371	51,013	51,013
	<u>308,734</u>	<u>251,181</u>	<u>251,182</u>
Payables for Exchange Transactions	308,734	251,181	251,182
	<u>308,734</u>	<u>251,181</u>	<u>251,182</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	1,400	30,443	30,443
	<u>1,400</u>	<u>30,443</u>	<u>30,443</u>

12. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	186,557	186,557	152,816
Increase to the Provision During the Year	(53,994)	28,000	42,741
Use of the Provision During the Year	(25,630)	(28,000)	(9,000)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>106,933</u>	<u>186,557</u>	<u>186,557</u>
Cyclical Maintenance - Current	24,978	34,069	34,069
Cyclical Maintenance - Non current	81,955	152,488	152,488
	<u>106,933</u>	<u>186,557</u>	<u>186,557</u>

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

13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	55,435	25,814	30,502
Later than One Year and no Later than Five Years	55,746	37,742	40,848
Future Finance Charges	(10,692)	-	(7,794)
	<u>100,489</u>	<u>63,556</u>	<u>63,556</u>
Represented by			
Finance lease liability - Current	48,170	25,814	25,814
Finance lease liability - Non current	52,319	37,742	37,742
	<u>100,489</u>	<u>63,556</u>	<u>63,556</u>

14. 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 Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Drainage Project	<i>in progress</i>	3,004	-	-	-	3,004
Heat Pumps Installation Block 1,2	<i>completed</i>	5,533	-	(5,533)	-	-
Roof Replacement 1,2,7,11	<i>in progress</i>	5,340	-	-	-	5,340
Boiler	<i>in progress</i>	(5,475)	26,100	(19,948)	-	677
Block 1 Toilets Modernised	<i>in progress</i>	(1,654)	68,784	(72,410)	-	(5,280)
Blocks 3 & 4 LED Lighting	<i>in progress</i>	(11,760)	15,300	(2,570)	-	970
Asphalting	<i>in progress</i>	-	26,960	(36,112)	-	(9,152)
Rationalisation	<i>completed</i>	-	144,100	(144,100)	-	-
Totals		<u>(5,012)</u>	<u>281,244</u>	<u>(280,672)</u>	<u>-</u>	<u>(4,440)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	9,991
Funds Receivable from the Ministry of Education	14,432

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
DB Replacement 1,2,4,11,12	<i>completed</i>	938	-	(938)	-	-
LED Lighting Replacement	<i>completed</i>	(1,487)	1,487	-	-	-
Drainage Project	<i>in progress</i>	5,779	-	(2,775)	-	3,004
Install HVAC	<i>completed</i>	936	-	(936)	-	-
Learning Support Office	<i>completed</i>	(6,552)	6,907	(355)	-	-
Block 1 Pupils Toilets Remodernis	<i>completed</i>	(3,139)	-	3,139	-	-
Block 11 Flooring Replacement	<i>completed</i>	24,694	-	(24,694)	-	-
Seating and Garden Boxes	<i>completed</i>	43,200	1,513	(44,713)	-	-
Shade Poles and Sale	<i>in progress</i>	24,300	-	(24,300)	-	-
Heat Pumps Installation Block 1,2	<i>in progress</i>	8,400	-	(2,867)	-	5,533
Roof Replacement 1,2,7,11	<i>in progress</i>	119,864	-	(114,524)	-	5,340
Playground Equipment	<i>in progress</i>	2,629	-	(2,629)	-	-
Sports Equipment Room	<i>in progress</i>	22,500	-	(22,500)	-	-
Staff Toilets Modernised (3)	<i>in progress</i>	31,826	3,260	(35,086)	-	-
Pupils Toilets Remodernised (2)	<i>completed</i>	77,920	-	(77,920)	-	-
Signage	<i>completed</i>	-	9,715	(9,715)	-	-
Security	<i>completed</i>	-	44,909	(44,909)	-	-
Communication System	<i>completed</i>	-	35,473	(35,473)	-	-
Boiler	<i>in progress</i>	-	-	(5,475)	-	(5,475)
Block 1 Toilets Modernised	<i>in progress</i>	-	-	(1,654)	-	(1,654)
Blocks 3 & 4 LED Lighting	<i>in progress</i>	-	-	(11,760)	-	(11,760)
Totals		351,808	103,263	(460,083)	-	(5,012)

Represented by:

Funds Held on Behalf of the Ministry of Education	13,877
Funds Receivable from the Ministry of Education	18,889

15. 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.

16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	-	-
<i>Leadership Team</i> Remuneration Full-time equivalent members	506,791 5	672,762 5
Total key management personnel remuneration	<u>506,791</u>	<u>672,762</u>

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	40-50	60-70
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80-90	140-150
Benefits and Other Emoluments	0-5	0-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1.00	1.00
110 - 120	1.00	-
	<u>2.00</u>	<u>1.00</u>

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

17. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

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 and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

18. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$0)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

19. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	484,646	620,084	501,232
Receivables	207,047	173,440	173,439
Total Financial assets measured at amortised cost	<u>691,693</u>	<u>793,524</u>	<u>674,671</u>

Financial liabilities measured at amortised cost

Payables	308,734	251,181	251,182
Finance Leases	100,489	63,556	63,556
Total Financial Liabilities Measured at Amortised Cost	<u>409,223</u>	<u>314,737</u>	<u>314,738</u>

20. Events After Balance Date

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

21. Comparatives

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

**Helensville
Primary School**



**Ngā Taonga o Te
Awaroa**

2022 Analysis of Variance Report

School Name	Helensville Primary School	School Number	1306
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Strategic Aim	<p>We will raise the achievement of <u>all</u> students by creating a whānau like context throughout the whole school community.</p> <p>Whānau goal: Our tamariki are developing and attaining skills that can become intergenerational.</p>
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Annual Aim	Relationship-based Learning (RbL) practices are embedded in teaching and school culture.
Target	To use Relationship based Learning (RbL) practices. Leaders of learning (teachers) are able to interact in a whānau like context to promote learning.
Baseline Data	Professional Learning in 2022 was minimal due to COVID lockdowns and change in leadership. Relationships based Learning - staff and student voice showed that although RbL practices are embedded across the school, the pedagogical understanding of RbL is not clear to many staff due to a lack of recent PD and staff turnover. Through classroom observations and professional conversations, there was inconsistency in strategies used that enable students to regulate their own learning and behaviours.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the Variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Regular interactions between the school and whanau planned for the year.	Some meetings were cancelled at the start of the Year. Whānau meetings, whakatau, powhiri and school hui, were undertaken in Terms 3 and 4.	Meetings postponed and some cancelled due to Covid restrictions.	All whanau meetings planned and calendarised for 2023.
Throughout the year all teachers to participate in PLD opportunities, and attend all staff meetings. Teachers to participate in all team meetings and work collaboratively in their team.	Teachers were observed by their TL and DP as part of the Professional Growth Cycle and to observe clarity in action. Staff meetings / PLD in 2022 included: <ul style="list-style-type: none"> • First Aid Training • DMIC 	Due to the COVID traffic lights framework restricting gatherings. Staff wellbeing was a priority. Change of leadership in Term 2, 3 and 4.	Schedule PD that is aligned to our Strategic Plan. Review of the schools Professional Growth Cycle.

	<ul style="list-style-type: none"> • SN experts brought in • Making Learning Visible • Data Reflections • Using e-asTTle for rigour • Leading By Learning (EA) • Cultural Competencies • Clarity (SMT) <p>Teams held their meetings when Covid restrictions allowed for it to take place in person, and also via zoom when they could not.</p>		
PAG group formed in the absence of a School Board (Parent Advisory Group).	Community was canvased and volunteers were selected for this group with the aim to give our parent community a voice.	N/A	Moving forward with the view of being a part of the school Board when able to.
Principal selection panel.	Two staff members were elected to represent staff when selecting our new principal along with two PAG members.	N/A	N/A
Whānaungatanga - Formulating connections with mana whenua and kaumatua through Hui / Pōwhiri / Kaipara Kapa Haka Festival planning.	In preparation for the new principal's Pōwhiri, meetings were held with the local mana whenua to have them represented in our Pōwhiri. This encouraged further hui and collaboration throughout the year.	Kaipara Kapa Haka Festival was cancelled (postponed till 2023) due to the weather.	Consider ways to get Iwi voice Trial new strategies to engage key whānau who are yet to engage (Maori Whānau Hui and Pasifika Fono meeting).

	Kaipara Kapa Haka Festival was cancelled (postponed till the start of 2023)		
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2023 Planning	We will be looking at implementing PB4L schoolwide, to provide a consistent approach across the school, and further develop whanau involvement in the school to promote hauora.
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School Name	Helensville Primary School	School Number	1306
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Strategic Aim	We will raise the achievement of <u>all</u> students by creating a whānau like context throughout the whole school community. Whānau goal: Our tamariki are developing and attaining skills that can become intergenerational.
Annual Aim	To raise student achievement by improving clarity and student agency across the curriculum.
Target	To raise the achievement of all students working towards expected curriculum level in Literacy - with particular emphasis on reading.
Baseline Data	Achievement data of all students (focus on Reading). Achievement data of all students (DMIC Maths).

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the Variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>See first goal re work on Clarity - teachers and students clear about what is to be learnt, how they will know if they are successful and what their next steps are.</p>	<p>COVID 19 interruptions - including attendance. Were still an issue during Term 1 and 2.</p> <p>e-asTTle tests were regular and used to inform teaching and learning.</p>	<p>Teachers noted more engagement in Reading.</p> <p>Use of a data wall promoted PD conversations around improving engagement. Use of e-asTTle student reports led to students being increasingly aware of where they are at and the next steps.</p>	<p>Continue with Clarity PD for SMT, transferring this to staff. Focus on clarity in th classroom so that learners know what they are learning and why and how they are going to get there.</p>
<p>Assessments were completed consistently throughout the year.</p>	<p>Assessment schedule was created and followed school wide. The schedule was reviewed and improved in Term 4 ready for implementation in 2023.</p> <p>We were not able to deliver this as planned.</p> <p>All new Senior Leadership Team taking part in PLD on Clarity to embed more rigorous understanding and embedding of the requirements of it.</p>	<p>Data was a focus due to poor data collection in the previous year.</p> <p>Introduction of assessment for our Years 0 - 4.</p>	<p>PD on how to analyse and utilise PAT's/e-asTTle in years 5-8.</p> <p>Supporting teachers to use data more effectively in the development of both classroom and intervention programmes.</p> <p>Full baseline data of current curriculum achievement and progress collected in Term 1.</p> <p>A data wall will be built and Case Management Meetings will be conducted for 10 learners per term.</p>
<p>Year 1-8 teachers engaging in DMIC professional learning - including in class mentoring</p>	<p>All teachers are now planning and teaching Maths in line with the DMIC pedagogy and approach.</p>	<p>No variance to mention here.</p>	<p>DMIC Professional learning is ongoing.</p>

and observation. (Massey University).	DMIC mentors were in classrooms throughout the year to mentor teachers.		
Review of Literacy programmes and assessment across the school.	<p>As a result, implemented new schoolwide classroom programmes and interventions - BSLA, AWS, DIBEL.</p> <p>Datawall Used - this showed a marked improvement in Reading across year levels.</p> <p>In class support given, including modelling. TAs supported intervention programmes schoolwide.</p>	Datawall highlighted many trends, one was that there was stagnation with our top tier students (in Reading).	<p>Address the inconsistencies that the data wall showed, and to extend this tracking to other curriculum areas - Writing next.</p> <p>Continue to refine and improve our literacy programmes - AFL.</p>

2023 Planning	To improve the quality and progress of students learning outcomes through specific practices, and by empowering akonga to drive their own progress (with a specific focus on Literacy).
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School Name	Helensville Primary School	School Number	1306
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Strategic Aim	We will raise the achievement of <u>all</u> students by creating a whānau like context throughout the whole school community.
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	Whānau goal: Our tamariki are developing and attaining skills that can become intergenerational.
Annual Aim	Improved Attendance.
Target	Every child has a minimum of 90% attendance (unless medical certificate is provided).
Baseline Data	At the beginning of the year, some learners were marked as present/online if engaging with online learning. It is unsure if engagement and attendance was assured by these measures. We worked to ensure a high level of wellbeing in our tamariki and parent feedback was positive.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the Variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Attendance data monitored each term, and regularly through the term.	Attendance tracking document created by DP, and monitored by all staff concerned.	Attendance data not reliable or valid as a result of Covid. Sick students were still encouraged to stay away from school (as per Covid Guidelines). Referrals to Attendance Service not made due to lack of confidence in the service from previous years.	Continue to work with families to overcome barriers to attending, eg. provision of food for students, provision of uniform items and support for students with high anxiety. A DP has specific responsibility for outreach to long term absent whānau and will visit homes personally for a korero. A DP will work alongside community Youth Action Group (YAG), and ManagedMoves truancy service to improve attendance in severe cases.

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2023 Planning	Attendance through engagement will remain as a focus.
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Date: 30th March 2023

Helensville Primary School 2022 Statement of Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> ● <i>We follow our Health, Safety and Welfare policies and procedures found on SchoolDocs</i> ● <i>Last term we had a successful audit of our lockdown procedures, conducted by Harrison Tew, this is completed annually</i> ● <i>We have updated our Fire Evacuation Scheme plan, as per the advice from Harrison Tew</i> ● <i>We follow our Employer Responsibility policy on SchoolDocs</i>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> ● <i>This policy can be found on SchoolDocs</i> ● <i>The school has been following this policy and its guidelines when relevant</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<ul style="list-style-type: none"> ● <i>The school ensures that a panel is always consulted and an interview process is followed</i> ● <i>Any conflicts of interest are noted and taken into account</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and 	<ul style="list-style-type: none"> ● <i>School is part of the MAC - Maori Achievement Collaborative</i> ● <i>We have employed Mana Kura (Te kawerau a Maki) as a PLD facilitator on a 3 year contract to work with the school on Maori initiatives</i> ● <i>As part of the Kahui Ako, we are working with tangata whenua (Ngati Whatua) to support our mahi - Honeheke Rankin (MOE accredited facilitator)</i>

- Greater involvement of Maori in the Education service?	<ul style="list-style-type: none"> The school has employed the services of a Kapa Haka tutor (Trish Ripi)
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> The school has created and follows a Professional Growth Cycle, in line with the requirements of the accord. This is updated annually
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> The school has and follows the Equal Employment Opportunities (EEO) policy which covers this, and this states that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> The school has and follows an Equal Employment Opportunities (EEO) policy which covers this, and this states that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination (as stated previously above)

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		✓
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		✓
Does your EEO programme/policy set priorities and objectives?		✓

If you require any further information please contact me.

Kind regards,

Richard Bennett

Principal | Tumuaki

MProfStuds in Ed (Hons) | GDip Tchg | GDip TESSOL | BBus (Mktg)

School

Helensville Primary School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of [\$6,959.30] (excluding GST). The funding was spent on [Fees to sporting events the school went to. Sports shirts for all year levels and sports bags for equipment.]

