

PINEHAVEN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Pinehaven School

Principal:	Phillipa Whiteman
School Address:	Forest Road, Pinehaven
School Postal Address:	Forest Road, Pinehaven, Upper Hutt 5019
School Phone:	04 528-4365
School Email:	office@pinehaven.school.nz
Ministry Number:	2957
Accountant/ Service Provider:	Accounting for Schools Limited

PINEHAVEN SCHOOL

Annual Report - For the year ended 31 December 2022

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PINEHAVEN 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.

Russell Peter Browning

Full Name of Presiding Member

Phillipa Anne Whiteman

Full Name of Principal

RPB

Signature of Presiding Member

PAW

Signature of Principal

31.05.2023

Date:

31.05.2023

Date:

PINEHAVEN 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	1,771,478	1,796,438	1,955,359
Locally Raised Funds	3	81,065	83,029	125,398
Interest Earned		2,376	250	359
		<u>1,854,919</u>	<u>1,879,717</u>	<u>2,081,116</u>
Expenses				
Locally Raised Funds	3	42,925	23,819	55,963
Learning Resources	4	1,364,922	1,450,289	1,593,095
Administration	5	122,587	107,795	106,760
Finance Costs		939	1,000	2,436
Property	6	357,319	349,814	287,593
		<u>1,888,692</u>	<u>1,932,717</u>	<u>2,045,847</u>
Net Surplus / (Deficit)		(33,773)	(53,000)	35,269
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(33,773)</u>	<u>(53,000)</u>	<u>35,269</u>

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



PINEHAVEN SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	421,217	421,217	472,655
Total comprehensive revenue and expense for the year	(33,773)	(53,000)	35,269
Capital Contributions to / from the Ministry of Education: Contribution - Furniture and Equipment Grant	-	-	4,868
Capital Contributions to the Ministry of Education	-	-	(91,575)
Equity at 31 December	387,444	368,217	421,217
Accumulated comprehensive revenue and expense	387,444	368,217	421,217
Equity at 31 December	387,444	368,217	421,217

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.



PINEHAVEN 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	96,887	123,017	182,569
Accounts Receivable	8	111,912	109,050	110,972
GST Receivable		4,302	5,000	-
Prepayments		3,507	1,000	7,887
Investments	9	74,000	90,000	62,000
		290,608	328,067	363,428
Current Liabilities				
GST Payable		-	-	10,025
Accounts Payable	11	131,165	139,500	133,386
Revenue Received in Advance	12	19,997	4,000	1,899
Provision for Cyclical Maintenance	13	-	90,000	-
Finance Lease Liability	14	2,624	15,000	13,810
Funds held for Capital Works Projects	15	-	-	71,322
		153,786	248,500	230,442
Working Capital Surplus/(Deficit)		136,822	79,567	132,986
Non-current Assets				
Property, Plant and Equipment	10	320,124	313,650	355,262
		320,124	313,650	355,262
Non-current Liabilities				
Provision for Cyclical Maintenance	13	67,715	20,000	62,214
Finance Lease Liability	14	1,787	5,000	4,817
		69,502	25,000	67,031
Net Assets		387,444	368,217	421,217
Equity		387,444	368,217	421,217

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



PINEHAVEN 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		406,632	366,438	484,135
Locally Raised Funds		103,207	88,124	118,649
Goods and Services Tax (net)		(14,329)	(15,025)	19,513
Payments to Employees		(238,527)	(219,262)	(337,468)
Payments to Suppliers		(230,734)	(169,780)	(221,899)
Interest Paid		(939)	(1,000)	(2,436)
Interest Received		2,140	291	1,034
Net cash from / (to) the Operating Activities		27,450	49,786	61,528
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(15,594)	(11,389)	(34,898)
Purchase of Investments		(12,000)	-	28,242
Proceeds from Sale of Investments		-	(28,000)	-
Net cash from / (to) the Investing Activities		(27,594)	(39,389)	(6,656)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,868
Distribution to the Crown		-	-	(91,575)
Finance Lease Payments		(14,216)	1,373	(17,765)
Funds on Behalf of Third Parties		(71,322)	(71,322)	170,919
Net cash from Financing Activities		(85,538)	(69,949)	66,447
Net increase/(decrease) in cash and cash equivalents		(85,682)	(59,552)	121,319
Cash and cash equivalents at the beginning of the year	7	182,569	182,569	61,250
Cash and cash equivalents at the end of the year	7	96,887	123,017	182,569

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



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 20b.

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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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 – Crown	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	4 - 10 years
Information and communication technology	5 - 10 years
Leased Assets	3 - 5 years
Library resources	8 years
Other Equipment	3 - 20 years

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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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 where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

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 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.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

p) Financial Instruments

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

s) Services received in-kind

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



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	404,324	364,938	482,457
Other government grants	891	1,500	261
Teachers' salaries grants	1,118,530	1,200,000	1,261,197
Use of Land and Buildings grants	247,733	230,000	211,443
	<u>1,771,478</u>	<u>1,796,438</u>	<u>1,955,358</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Fees for Extra Curricular Activities	25,533	43,149	75,325
Donations & Bequests - McCarthy Trust	2,000	-	-
Donations & Bequests- Other	1,218	2,200	9,897
Donations & Bequests - Parents	13,967	20,180	21,193
Fundraising & Community Grants	36,063	15,000	12,710
Other revenue	739	2,500	4,447
Trading	1,545	-	1,826
	<u>81,065</u>	<u>83,029</u>	<u>125,398</u>
Expenses			
Extra Curricular Activities Costs	17,173	23,499	48,705
Fundraising & Community Grant Costs	21,300	-	3,964
Trading	4,452	320	3,294
	<u>42,925</u>	<u>23,819</u>	<u>55,963</u>
<i>Surplus for the year Locally raised funds</i>	<u>38,140</u>	<u>59,210</u>	<u>69,435</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	31,603	39,972	28,530
Employee Benefits - Salaries	1,256,025	1,317,267	1,473,900
Information and Communication Technology	10,547	11,700	11,299
Library Resources	2,961	3,850	1,946
Staff Development	13,056	24,500	18,150
Depreciation	50,730	53,000	59,270
	<u>1,364,922</u>	<u>1,450,289</u>	<u>1,593,095</u>



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,497	7,486	7,268
Board of Trustees Expenses	2,407	5,900	718
Board of Trustees Fees	4,113	3,500	4,263
Communication	2,046	1,635	1,650
Consumables	3,114	3,000	2,080
Employee Benefits - Salaries	88,745	70,378	71,598
Insurance	4,551	5,236	4,438
Other	5,854	6,660	10,495
Service Providers, Contractors and Consultancy	4,260	4,000	4,250
	<u>122,587</u>	<u>107,795</u>	<u>106,760</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,890	10,780	10,324
Consultancy and Contract Services	32,403	23,455	22,412
Cyclical Maintenance Provision	5,501	12,000	(20,071)
Employee Benefits - Salaries	13,415	29,014	29,287
Grounds	2,920	3,950	3,642
Heat, Light and Water	18,043	15,315	16,304
Rates	3,780	2,300	2,734
Repairs and Maintenance	15,848	17,500	5,698
Security	7,786	5,500	5,820
Use of Land and Buildings	247,733	230,000	211,443
	<u>357,319</u>	<u>349,814</u>	<u>287,593</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	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Call Account	58,051	83,569	123,196
Bank Current Account	9,388	10,000	29,925
Cash on Hand	300	300	300
Short-term Bank Deposits	29,148	29,148	29,148
Net cash and cash equivalents for Cash Flow Statement	<u>96,887</u>	<u>123,017</u>	<u>182,569</u>

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



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	950	2,000	4,994
Interest Receivable	327	50	91
Teacher Salaries Grant Receivable	110,635	107,000	105,887
	<u>111,912</u>	<u>109,050</u>	<u>110,972</u>
Receivables from Exchange Transactions	1,277	2,050	5,085
Receivables from Non-Exchange Transactions	110,635	107,000	105,887
	<u>111,912</u>	<u>109,050</u>	<u>110,972</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	74,000	90,000	62,000

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2022.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	215,782	-	-	-	(8,942)	206,840
Furniture and Equipment	47,571	9,975	-	-	(12,662)	44,884
Information Technology	22,263	-	-	-	(6,665)	15,598
Leased Assets	16,782	-	-	-	(12,835)	3,947
Library Resources	11,025	5,617	-	-	(1,437)	15,205
Other Equipment	41,839	-	-	-	(8,189)	33,650
Balance at 31 December 2022	355,262	15,592	-	-	(50,730)	320,124

The net carrying value of equipment held under a finance lease is \$3,947 (2021: \$16,782).

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	341,696	(134,856)	206,840	341,696	(125,914)	215,782
Furniture and Equipment	165,106	(120,222)	44,884	155,131	(107,560)	47,571
Information Technology	93,300	(77,702)	15,598	93,300	(71,037)	22,263
Leased Assets	74,071	(70,124)	3,947	74,071	(57,289)	16,782
Library Resources	52,214	(37,009)	15,205	46,597	(35,572)	11,025
Other Equipment	211,300	(177,650)	33,650	211,301	(169,462)	41,839
Balance at 31 December	937,687	(617,563)	320,124	922,096	(566,834)	355,262

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	8,179	25,000	15,638
Accruals	7,486	5,500	7,257
Employee Entitlements - salaries	113,582	107,000	105,887
Employee Entitlements - leave accrual	1,918	2,000	4,603
	131,165	139,500	133,385
Payables for Exchange Transactions	17,583	32,500	27,498
Payables for Non-exchange Transactions - Other	113,582	107,000	105,887
	131,165	139,500	133,385

The carrying value of payables approximates their fair value.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry	12,000	-	-
Other Revenue in Advance	7,997	4,000	1,899

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	62,214	62,214	88,795
Increase to the Provision During the Year	5,501	12,000	8,500
Adjustment to the Provision	-	35,786	(28,571)
Use of the Provision During the Year	-	-	(6,510)
Provision at the End of the Year	67,715	110,000	62,214
Cyclical Maintenance - Current	-	90,000	-
Cyclical Maintenance - Non Current	67,715	20,000	62,214
	67,715	110,000	62,214

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.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	2,948	15,000	14,766
Later than One Year and no Later than Five Years	1,875	5,000	5,230
Future Finance Charges	(413)	-	(1,369)
	4,411	20,000	18,627
Represented by			
Finance lease liability - Current	2,624	15,000	13,810
Finance lease liability - Non Current	1,787	5,000	4,817
	4,411	20,000	18,627



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

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.

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	\$	\$
LSC Office Project	220476	71,322	8,988	(82,078)	1,768	-
Totals		71,322	8,988	(82,078)	1,768	-

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
-
-

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	\$	\$
Block G - Classroom Refurb		(99,597)	111,643	(103,621)	91,575	-
LSC Office Project	220476	-	73,512	(2,190)	-	71,322
Totals		(99,597)	185,155	(105,811)	91,575	71,322

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.

A Board member, Karla Billington, was employed in a teaching position for the year on terms and conditions which are not more favourable to her than the Board would have agreed to had there been no relationship to the key management personnel.



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,113	4,263
<i>Leadership Team</i>		
Remuneration	346,406	367,576
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	350,519	371,839
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has 3 members on the Finance committee, which meet monthly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	140 - 150
Benefits and Other Emoluments	3 - 4	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2	1
110 - 120	-	1
	2	2

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



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

18. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

19. 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).

Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is 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 confirmed, the amount to be received is not known with a high 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 school board, 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into a contract agreement to create new LSC office space amounting to \$82,500. \$82,500 has been received and \$84,268 has been spent at balance date. The project is funded by the Ministry of Education with \$777 available from the Board."

(Capital commitments at 31 December 2021: \$80,310).

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts (2021: nil).



PINEHAVEN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

21. 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	96,887	123,017	182,569
Receivables	111,912	109,050	110,971
Investments - Term Deposits	74,000	90,000	62,000
Total Financial assets measured at amortised cost	282,799	322,067	355,540

Financial liabilities measured at amortised cost

Payables	131,165	139,500	133,386
Finance Leases	4,411	20,000	18,627
Total Financial Liabilities Measured at Amortised Cost	135,576	159,500	152,013

22. Events After Balance Date

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

23. Comparatives

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



PINEHAVEN SCHOOL

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Occupation	Term expired/expires
Russell Browning	Presiding Member	Elected June 2019, re-elected 2022	Manager	May 2025
Phillipa Whiteman	Principal	Appointed 2022	Principal	
Stewart Hunter	Parent Rep	Elected Dec 2020	Accountant	Dec 2023
Martina Saville	Parent Rep	Elected Dec 2020	Marketing Consultant	Dec 2023
Taukiri Appleton	Parent Rep	Elected Dec 2020	Administrator	Dec 2023
Emma Holderness	Parent Rep	Elected Sep 2022		May 2025
Sarah Smith	Parent Rep	Elected Sep 2022		May 2025
Penny Jones	Staff Rep	Re-elected 2022	Teacher	May 2025
Kelly Miller	Presiding Member	Elected June 2016, re-elected June 2019	Nurse	Resigned Sept 2022
Karla Billington	Parent Rep	Elected June 2016, re-elected June 2019	Teacher	Sept 2022

PINEHAVEN SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022

Kiwisport is a Government funded initiative to support sport for school aged children.

Our school received \$3,009 (2021: \$3,312) in our 2022 Operational Grant through this initiative to increase our student participation in organised sport.

Students at the school were provided with specialist coaching in swimming and a dance programme. The cost of these exceeded the Kiwisport funding which was used as a contribution towards providing this programme.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 the Pinehaven School Board:

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



2022 Achievement Targets Analysis of Variance Pinehaven School

**Phillipa Whiteman
December 2022**

The Board developed a number of strategic and annual aims for 2022, all of which contributed to students achieving higher levels across the curriculum. Specific targets and actions were identified for our students as writers, mathematicians, and learners. This document outlines each target, related actions and the outcomes.

Achievement Targets 1 & 2 – Our students as Learners:

- By the end of the year, improve the capability of 27 students across Years 1-6 in terms of their ability to think critically. This will have a particular focus on making connections and identifying patterns, moving them at least 1 progression on the NPDL collaboration deep learning progression.
- By the end of the year, improve the capability of 27 students across Years 1-6 in terms of their ability to collaborate. This will have a particular focus on managing team dynamics and challenges, moving them at least 1 progression on the NPDL character deep learning progression.

Background (as at February 2022 when targets were set):

In 2018, we developed a revised learner profile, outlining 4 key categories of skills and competencies that we are looking to instil in our students, that set them up as successful learners. We are looking to support students to have a healthy mind-set and be planners, collaborators, innovators and go-getters. At the end of 2018 all children in Years 0-5 completed a self-assessment in relation to the learner profile – what they thought they were good at and a few key things they thought they needed to work on. Classroom teachers then annotated these self-assessments, identifying what they agreed with and if necessary, noting any other areas of higher priority. At the beginning of 2019, teachers looked at what themes were emerging for their class, learning hub and across the school and we identified 2 key areas that we needed to work on as targets. We found this difficult to measure, so this year we have gone through a similar process of identifying needs, but have linked them to the NPDL progressions to help us establish a start point for target students. As a staff and Board, we have discussed that while this data is not 'hard', we have a firm belief that for many children, we won't shift their curriculum progress and achievement without working on improving their learning behaviours. For 4 years, teachers have focused on 'learning behaviour target children' alongside curriculum specific target children. For many of these children, we have had greater success in their confidence as learners and academic progress. While we know this is a challenging target to set, with limited ways to measure progress, at this point we believe we need to be courageous and give this a focus. This achievement target is not about doing things as we have always done, but looking to strengthen our students' learning behaviours to improve academic outcomes.

Planned Actions (as at February 2022 when targets were set)

- Teachers identify target children who fit within the groups outlined in the achievement targets and identify their 'starting point' on the NPDL progressions. We are focusing initially on students who need to shift from 'limited evidence' to 'emerging' or from 'emerging' to 'developing'.
- Teachers assist students in setting goals in relation to the progression, outlining actions and what success will look like.
- Teachers look at deliberate acts of teaching that can be planned to assist children achieve their goals.
- Parents are informed of student goals and what they can do to help their child.
- Monitor throughout the year, the strategies used and the impact they are having.
- Sharing practice as a teaching team around goal setting and strategies used to support target students.
- Moderation of placement on NPDL progressions.

Outcome:

While in the past we have found these targets difficult to measure, the use of the NPD L rubric gave us a tool that we could use with the staff to make judgements in relation to these achievement targets.

- In relation to Target 1, we had significant shifts in students placed at the different levels of the rubric and shifted 69 students 1 progression point, and 7 students 2 progression points. This is an improvement on the rubric for 76 students. The target was exceeded.
- In relation to Target 2, we shifted 84 students 1 progression point, and 19 students 2 progression points, a total of 103 students shifting. The target was exceeded.

Reasons for the Variance:

The area of collaboration was the one that we had the movement in. Teachers have been working with the collaboration rubrics for the past three and more familiar with this, have increased knowledge and understanding of this area. The area of critical thinking also had significant shifts however as our professional development has not focused on this area as much, shifts were lower.

Future Actions:

We believe firmly that a focus on learning behaviours and capabilities is an important part of student achievement. There are still a number of students who require additional support with thinking critically and working in teams, however we as a staff really improved our consistency and practice. Having a focus on these skills has improved the students' understanding as they come through the school. We intend to:

- Ensure teachers are providing opportunities for collaboration for students to work with a range of others in their class, with more use of tools for random group selection and teacher formed groups that aren't always focused on working with friends.
- Teachers will determine a target group of students who can move along the progression, identifying start points and what needs to be taught in order to help them progress. This progress will be monitored termly.
- Teachers will engage in moderation of initial judgments so that we have a more consistent starting data point for our analysis.
- Students will set goals around being a learner. Goals will include actions and what success looks like.
- Inform parents of key areas we are working on and their child's learning goals.
- Social, Emotional & Intercultural Skills Collaboration will be a focus for 2023 for staff, linking in with our learner profile.

Achievement Targets 3 & 4 – Our students as Readers & Writers:

- By the end of the year, extend Māori students in Reading so that the disparity of those achieving at and above is more in line with their non-Māori peers to less than a 5% difference. This means shifting 1 Māori student from at to above expectation, while maintaining the high achievement of the 12 students already above.
- By the end of the year, accelerate the progress of Year 2 - 6 students so that 70% are writing at or above the expected level. This means shifting 7/53 students achieving below expectations at the end of 2021. 2 of the students we aim to shift are Māori.

Background (as at February 2022 when targets were set):

For a number of years, we have not had a need to set a reading target, however 2019 end of year data shows that 30% of Year 1 & 2 students (2020 Year 2 & 3) are achieving below the expected level in reading. School Entry Assessments show that many of these students entered school with lower understandings in relation to concepts about print and letter ID. We are unsure if the low achievement in reading is due to readiness (or lack of) and whether or not the achievement will pick up as they progress, or if it is due to student ability. Despite a move on a play based approach in the junior classes, students still engage in regular reading programmes with teachers.

Across the 2019 data set of Year 1-5 students (2020 Year 2-6), 21% of students are achieving below the expected level in writing. There is a need for us to look at strategies to support those who need to be accelerated to ensure they meet expectations. In addition, there are a large number of students in Year 3 2020 who showed accelerated progress last year and need to maintain these levels of achievement.

There is currently a disparity of 8% between Year 2-6 Māori and non-Māori achieving above in writing (Years 1-5 at the end of 2019). 2 Māori students are above (8%), compared with 30 (16%) of non-Māori. Our Māori students' writing achievement is not equitable in comparison to non-Māori, so this is a picture of achievement that we need to change. At the end of 2019 we had staff professional learning with Murray Gadd to reinforce best practice in literacy teaching.

Planned Actions (as at February 2022 when targets were set)

There have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for teaching staff. The Leadership Team and teachers have looked further into the data to see who is achieving where and achievement patterns over time, identifying students who have made progress (but are still not achieving) and those who may have plateaued. Specific strategies for individuals and groups of students have been discussed and planned.

In addition, the following actions are planned:

- We have looked at intervention and extension actions and action research already taken and the effectiveness of these, with teachers incorporating key learning from these into their programmes (e.g. practical hands on, real life and inquiry based experiences to write about, consistency in prompt cards and phonic programmes between levels and classes, etc). Sharing and changing practice based on TAI/Action Research will continue.
- Investigate the use of readiness assessments and criteria for targeted teaching, increasing the use of shared writing for those in the readiness stage, using what we have learnt from Action Research, real life learning tasks, strength focused teaching and the use of play based learning to support writing.
- Monitor the progress of children across the school, targeting as needed for those who need to accelerate to shift at least 2 sub levels in the year.
- Target student coaching will include a discussion around how successful strategies are/will be used with other students.
- Integration and meaningful contexts for writing for real life audiences.
- Students will be tracked termly by teachers and DP. This includes continued tracking of 2014-2019 target children who are still here.
- Use of gender grouping and mixed ability grouping where appropriate.
- Professional development around deep learning, learner agency, integration & culturally responsive practice.

- Year 1 and 2 teachers will continue to ensure regular practice of writing “words I know” and word generation occurs.
- Goal sheets are very clear to children.
- Teachers gather student voice around what makes literacy more engaging, interests, etc., with a particular focus on Māori students who we could extend.
- Collaborative teaching to make use of teacher strengths, target teaching and increased frequency.
- Use of Seesaw for sharing writing with parents and whānau.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.

Analysis of Variance

Outcome:

- Target 3 was met. At the start of 2022, in Years 1-6, 16 Māori students were working towards, 2 Māori students were achieving at and 6 were above in reading. In term 4 of 2022, in Years 1-6, 5 Māori students were working towards, 12 Māori students were achieving at and 10 were achieving above expectations in reading.
- Target 4 was met, with 74% of Year 2-6 students now achieving at or above expectations in writing. At the end of 2021, 30.11% were below expectations in writing, 25.77 % were below in writing at the end of 2022. While we still have a need to focus on improving outcomes for all students, we have made progress with this target.

Reasons for the Variance:

Both targets in reading and writing were met. Our monitoring of achievement data in terms of ‘shift’ and progress continues to be detailed and we also involve teachers in this process. We acknowledge the need to continue to drill down further into our data to help teachers identify next learning steps for all students and ensure students are aware of what they need to learn next in reading and writing. We have also been working hard to provide professional development for staff in terms of how they can improve Māori students’ sense of culture and identity, a foundational aspect for success at school.

Future Actions:

The 2023 data analysis will be carried out in depth with the teaching staff and this will inform our achievement targets and planned actions in order to achieve them. With a high level analysis of achievement, it appears there will be a need to focus on:

- Improving achievement of Year 2 (22.2% working towards in reading) & Year 6 students (20% working towards) in reading;
- Improving achievement of Years 3 (33% working towards) & Year 6 students (28/8% working towards) in writing; and
- Ensure we have engaging, meaningful contexts for boys to reach their potential in writing, particularly in the Year 5/6 area of the school.
- Professional Development Opportunities in literacy, for example, Structured Literacy beginning in 2023 in Years 0-2 which will eventually run through the whole school.

Achievement Target 5 – Our students as Mathematicians:

- By the end of the year, accelerate the progress of Year 2 - 6 students so that 25% are achieving above the expected level in mathematics. This means shifting 14/81 students to above the expected level in mathematics by the end of 2022.

Background (as at February 2022 when targets were set):

At the end of 2019, data based on overall teacher judgements showed that 14% (30) of Year 1-5 students (Year 2-6 2020) were at expectations in mathematics. Of these 18 were Māori. In the past, we have had a significant number of girls not achieving, however the discrepancy between boys and girls achievement has reduced. We now seem to have a 'bulge' of children in the middle and need to look at extending achievement. There is also a need to look at accelerating those below, however many have already been receiving additional support and we will continue to work with them.

Planned Actions (as at February 2022 when targets were set)

There have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for teaching staff. The Leadership Team and teachers have looked further into the data to see who is achieving where and achievement patterns over time, identifying students who have made progress (but are still not achieving) and those who may have plateaued. Specific strategies for individuals and groups of students have been discussed and planned. In addition, the following actions are planned:

- Teachers will use a balance of rich tasks and teaching of specific skills/knowledge/strategies. Rich tasks will allow children to engage in problem solving with carefully chosen contexts and real life problems, mixed ability/strength based groupings, use of talk moves, growth mindset focus, good mathematician qualities, etc.
- The Foundation Learning Team will facilitate further professional development in:
 - using the 'Big Ideas' and 'Qualities of a Good Mathematician' to plan, teach, and assess
 - Rich Maths Tasks
 - The use of social strength based (rather than only ability) grouping
 - developing student collaboration & sense making and tuakana-teina teaching
- We will still consider what intervention programmes could be put in place for those students achieving below in mathematics.
- The use of student voice with regards to what would make maths more engaging for them.
- Coaching will include a discussion around how successful strategies are/will be used with other students.
- Professional development around learner agency, cultural responsiveness & known strategies for improving Māori enjoying success as Māori.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whānau recognising the importance of the role they have to play in their child's learning.
- Students will be tracked termly by teachers and DP.
- Continued tracking of all students, in particular girls, Māori and those 2014-2019 target and intervention children who are still on our roll.
- Continued work on targeting learning behaviours that are impacting on achievement.

Outcome:

- Target 5 was not met. At the end of 2022, 65.63% of students were achieving at or above the expected level in mathematics of this number, 9.38 % were achieving above the expected level. In comparison, 73.44% were achieving at or above in mathematics in 2021.

Reasons for the Variance:

In mathematics there has been a lot of uncertainty around the curriculum refresh. Teachers have been teaching mathematics as business as usual, planning in their hubs and within their classroom on a needs based approach rather than a set Mathematics curriculum.

Future Actions:

The 2022 data analysis will be carried out in depth with the teaching staff in 2023 and this will inform our achievement targets and planned actions in order to achieve them.

With a high level analysis of achievement, it appears there will be a need to focus on improving the achievement of all students who are below in mathematics. It is important that teachers establish groups early in the year and include a balance of rich tasks and knowledge in their programmes.

In 2023, we will use Maths PAT Assessments and other maths assessments at the start of the year to provide solid data for teachers to use for next learning steps for students. We will also provide Professional Development in Mathematics as we work with a Maths Facilitator across the Upper Hutt Cluster. We will have regular staff meetings on mathematics throughout 2023 and work with a maths facilitator to lift teacher capabilities in maths in content, assessment and planning.

Independent auditor's report

To the readers of the financial statements of Pinehaven School for the year ended 31 December 2022

The Auditor-General is the auditor of Pinehaven School (the School). The Auditor-General has appointed me, Michael Rania, 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 21, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and 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 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 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 21, and pages 25 to 29 but does not include the financial statements, and our auditor's report thereon.

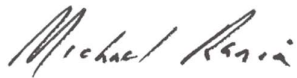
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): 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.



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