

# RIVERDALE SCHOOL (P NORTH)

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 2437

**Principal:** Debra Peck

**School Address:** 95 Slacks Road, Awapuni

**School Postal Address:** P O Box 6093, Awapuni, Palmerston North, 4445

**School Phone:** 06 354 2416

**School Email:** [office@riverdale.school.nz](mailto:office@riverdale.school.nz)

**Accountant / Service Provider:**

**Education**  **Services.**  
*Dedicated to your school*

# RIVERDALE SCHOOL (P NORTH)

Annual Report - For the year ended 31 December 2022

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## Riverdale School (P North)

### 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.

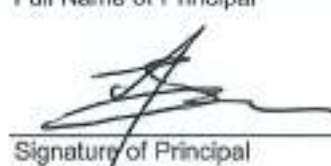
The School's 2022 financial statements are authorised for issue by the Board.

Dwayne Jeremy George  
Full Name of Presiding Member

  
Signature of Presiding Member

31-5-23  
Date:

JARED ROSS BRON  
Full Name of Principal

  
Signature of Principal

31-5-23  
Date:

**Riverdale School (P North)**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,063,502	3,010,573	2,852,070
Locally Raised Funds	3	106,799	59,250	121,095
Interest Income		6,320	1,630	2,439
		<u>3,176,621</u>	<u>3,071,453</u>	<u>2,975,544</u>
<b>Expenses</b>				
Locally Raised Funds	3	27,372	17,500	19,165
Learning Resources	4	2,359,664	2,279,338	2,297,661
Administration	5	179,667	156,875	169,156
Finance		1,815	1,472	2,265
Property	6	561,195	622,109	523,733
Loss on Disposal of Property, Plant and Equipment	11	679	-	2,694
		<u>3,126,392</u>	<u>3,077,244</u>	<u>3,011,651</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>50,229</b>	<b>(6,791)</b>	<b>(26,317)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>50,229</b>	<b>(6,791)</b>	<b>(26,317)</b>

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



Riverdale School (P North)

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,017,351	976,277	1,037,363
Total comprehensive revenue and expense for the year		50,132	(5,671)	(26,317)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	6,305
Equity at 31 December		1,067,483	970,606	1,017,351
Accumulated comprehensive revenue and expense		1,067,483	970,606	1,017,351
Equity at 31 December		1,067,483	970,606	1,017,351

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.

**Riverdale School (P North)**  
**Statement of Financial Position**  
 As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	611,415	279,021	327,139
Accounts Receivable	8	165,820	153,717	164,085
GST Receivable		11,451	30,007	5,670
Prepayments		780	1,718	7,159
Inventories	9	693	827	1,176
Investments	10	173,953	325,479	174,603
		<b>967,152</b>	<b>791,399</b>	<b>680,026</b>
<b>Current Liabilities</b>				
Accounts Payable	12	196,355	217,254	188,510
Revenue Received in Advance	13	4,600	391	10,171
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	10,257	13,144	12,173
Funds held for Capital Works Projects	16	203,577	-	-
		<b>416,799</b>	<b>230,799</b>	<b>210,891</b>
<b>Working Capital Surplus(Deficit)</b>		<b>550,353</b>	<b>560,600</b>	<b>469,145</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	695,076	600,387	699,544
		<b>695,076</b>	<b>600,387</b>	<b>699,544</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	170,760	171,272	142,114
Finance Lease Liability	15	7,186	10,103	0,224
		<b>177,946</b>	<b>181,375</b>	<b>142,338</b>
<b>Net Assets</b>		<b>1,067,483</b>	<b>970,606</b>	<b>1,017,357</b>
<b>Equity</b>		<b>1,067,483</b>	<b>970,606</b>	<b>1,017,357</b>

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



**Riverdale School (P North)**  
**Statement of Cash Flows**  
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		757,524	614,078	685,342
Locally Raised Funds		118,594	59,200	112,614
Goods and Services Tax (net)		(5,781)	-	24,337
Payments to Employees		(380,114)	(206,800)	(514,857)
Payments to Suppliers		(315,518)	(305,604)	(207,302)
Interest Paid		(1,875)	(1,422)	(2,265)
Interest Received		6,959	1,800	2,017
<b>Net cash from/(to) Operating Activities</b>		<b>179,789</b>	<b>161,252</b>	<b>99,888</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(87,977)	(68,000)	(211,147)
Purchase of Investments		(2,145)	-	(1,272)
Proceeds from Sale of Investments		-	-	151,942
<b>Net cash from/(to) Investing Activities</b>		<b>(90,122)</b>	<b>(68,000)</b>	<b>(60,477)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	6,305
Finance Lease Payments		(8,967)	(12,598)	(9,115)
Painting contract payments		-	(3,500)	-
Funds Administered on Behalf of Third Parties		203,577	-	88,072
<b>Net cash from/(to) Financing Activities</b>		<b>194,610</b>	<b>(16,098)</b>	<b>85,262</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>284,277</b>	<b>77,154</b>	<b>124,671</b>
Cash and cash equivalents at the beginning of the year	7	327,138	202,467	202,467
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>611,415</b>	<b>279,621</b>	<b>327,138</b>

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

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



## Riverdale School (P North) Notes to the Financial Statements For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### Reporting Period

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

##### Basis of Preparation

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

##### Financial Reporting Standards Applied

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

##### PBE Accounting Standards Reduced Disclosure Regime

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

##### Measurement Base

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

##### Presentation Currency

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

##### Specific Accounting Policies

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

##### Critical Accounting Estimates And Assumptions

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

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

##### Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.





*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

*Recognition of grants*

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

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

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

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

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

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

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

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

#### **i) Investments**

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

#### **j) Property, Plant and Equipment**

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

Improvements (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 good it 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 Expenses.

#### **Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4-5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

**k) Intangible Assets**

*Software costs*

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

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

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

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

*Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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 a comparison to recent market transactions.

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.

**m) Accounts Payable**

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



**n) Employee Entitlements**

*Short-term employee entitlements*

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

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 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.

**o) Revenue Received in Advance**

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

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

**p) Funds Held in Trust**

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

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

**q) 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 Comprehensive Revenue and Expense.

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

**r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RILB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**s) Provision for Cyclical Maintenance**

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

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

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

**t) Financial Instruments**

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

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

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

**u) Borrowings**

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

**v) 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.

**w) Budget Figures**

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

**x) 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	701,746	614,278	721,952
Teachers' Salaries Grants	1,914,860	1,956,503	1,800,669
Use of Land and Buildings Grants	357,075	439,292	339,240
	<u>3,063,602</u>	<u>3,010,573</u>	<u>2,862,070</u>

**3. Locally Raised Funds**

Local funds raised within the Schools community are made up of:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	70,655	39,000	40,106
Fees for Extra Curricular Activities	21,442	9,200	17,930
Trading	8,772	8,000	9,171
Fundraising & Community Grants	5,723	4,000	53,850
	<u>106,792</u>	<u>59,200</u>	<u>121,065</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	16,059	9,500	10,293
Trading	9,773	8,000	9,770
Fundraising & Community Grant Costs	1,541	-	-
	<u>27,372</u>	<u>17,500</u>	<u>19,163</u>
<b>Surplus for the year Locally raised funds</b>	<u><u>79,420</u></u>	<u><u>41,700</u></u>	<u><u>101,902</u></u>

**4. Learning Resources**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	30,666	32,600	29,346
Library Resources	639	5,000	2,808
Employee Benefits - Salaries	2,163,571	2,109,303	2,140,519
Staff Development	40,190	54,505	25,162
Depreciation	103,667	77,935	98,976
Special Care Unit	330	-	200
	<u>2,359,664</u>	<u>2,279,355</u>	<u>2,297,661</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,403	5,500	5,245
Board Fees	3,215	3,200	2,730
Board Expenses	23,812	21,600	22,202
Communication	2,642	3,400	3,080
Consumables	17,751	14,500	13,492
Operating Lease	960	-	-
Other	13,462	20,875	22,499
Employee Benefits - Salaries	91,563	70,000	80,406
Insurance	4,289	3,500	4,501
Service Providers, Contractors and Consultancy	12,600	14,500	12,000
	<u>175,697</u>	<u>156,875</u>	<u>166,155</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	13,191	14,000	12,861
Cyclical Maintenance Provision	30,936	28,647	28,647
Grounds	10,406	4,350	3,672
Heat, Light and Water	13,011	15,500	12,904
Rates	8,177	6,000	5,907
Repairs and Maintenance	17,109	18,000	16,712
Use of Land and Buildings	357,076	439,992	339,240
Security	8,014	-	5,587
Employee Benefits - Salaries	54,185	44,000	92,954
Contractors And Consultants	49,090	51,620	5,249
	<u>561,195</u>	<u>622,109</u>	<u>523,733</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	457,083	279,621	174,607
Short-term Bank Deposits	154,332	-	152,531
Cash and cash equivalents for Statement of Cash Flows	<u>611,415</u>	<u>279,621</u>	<u>327,138</u>

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

Of the \$611,415 Cash and Cash Equivalents \$203,577 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	1,047	169	18,420
Banking Staffing Underuse	-	-	1,150
Interest Receivable	-	247	630
Teacher Salaries Grant Receivable	164,813	153,311	143,076
	<u>165,860</u>	<u>153,717</u>	<u>164,086</u>
Receivables from Exchange Transactions	1,047	136	19,059
Receivables from Non-Exchange Transactions	164,813	153,311	145,026
	<u>165,860</u>	<u>153,747</u>	<u>164,085</u>

**9. Inventories**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	370	827	987
Uniform	323	-	169
	<u>693</u>	<u>827</u>	<u>1,156</u>

**10. Investments**

The School's Investment activities are classified as follows.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	176,953	325,470	174,609
	<u>176,953</u>	<u>325,470</u>	<u>174,609</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	537,509	14,654	-	-	(45,174)	506,989
Furniture and Equipment	104,875	59,869	(679)	-	(28,107)	135,958
Information and Communication Technology	27,649	13,944	-	-	(15,074)	26,519
Leased Assets	19,133	9,930	-	-	(13,924)	15,139
Library Resources	10,378	1,481	-	-	(1,388)	10,471
<b>Balance at 31 December 2022</b>	<b>699,544</b>	<b>99,878</b>	<b>(679)</b>	<b>-</b>	<b>(103,667)</b>	<b>695,076</b>

The net carrying value of equipment held under a finance lease is \$15,139 (2021: \$19,133)

### 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	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	893,177	(386,188)	506,989	882,179	(344,670)	537,509
Furniture and Equipment	427,027	(291,069)	135,958	379,054	(274,179)	104,875
Information and Communication Technology	142,540	(116,021)	26,519	131,127	(103,478)	27,649
Leased Assets	44,728	(29,589)	15,139	70,685	(51,552)	19,133
Library Resources	41,736	(31,266)	10,471	40,255	(29,877)	10,378
<b>Balance at 31 December</b>	<b>1,549,208</b>	<b>(854,132)</b>	<b>695,076</b>	<b>1,503,300</b>	<b>(803,756)</b>	<b>699,544</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	10,139	25,433	33,783
Accruals	5,403	4,642	5,245
Banking Staffing Overuse	10,951	27,620	-
Employee Entitlements - Salaries	164,813	153,311	143,876
Employee Entitlements - Leave Accrual	7,049	6,258	5,646
	<b>198,355</b>	<b>217,264</b>	<b>188,550</b>
Payables for Exchange Transactions	198,355	217,264	188,550
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>198,355</b>	<b>217,264</b>	<b>188,550</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue in Advance	4,800	381	10,171
	<u>4,800</u>	<u>381</u>	<u>10,171</u>

**14. Provision for Cyclical Maintenance**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	142,114	142,525	113,467
Increase to the Provision During the Year	28,648	29,547	28,647
Provision at the End of the Year	<u>170,762</u>	<u>171,272</u>	<u>142,114</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	170,762	171,272	142,114
	<u>170,762</u>	<u>171,272</u>	<u>142,114</u>

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

**16. Finance Lease Liability**

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	11,546	13,144	13,992
Later than One Year and no Later than Five Years	7,929	19,100	10,278
Future Finance Charges	(2,021)	-	(2,475)
	<u>17,453</u>	<u>32,247</u>	<u>21,394</u>
<b>Represented by</b>			
Finance lease liability - Current	10,267	13,144	12,170
Finance lease liability - Non current	7,186	19,103	9,221
	<u>17,453</u>	<u>32,247</u>	<u>21,394</u>



#### 16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Special Needs Fencing		234373	-	221,273	(17,696)	-	203,577
<b>Totals</b>			-	221,273	(17,696)	-	203,577

**Represented by:**

Funds Held on Behalf of the Ministry of Education	203,577
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block 4 Alterations		210014	(97,402)	62,667	34,735	-	-
<b>Totals</b>			(97,402)	62,667	34,735	-	-

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

#### 17. 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 conditions 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.

## 18. 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 \$
Board Members Remuneration	3,215	2,130
Leadership Team Remuneration Full-time equivalent members	379,541 3.00	375,277 3.00
Total key management personnel remuneration	<u>382,756</u>	<u>377,007</u>

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

### Principal

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

	2022 Actual	2021 Actual
Salaries and Other Short-term Employee Benefits	\$000	\$000
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2.00	1.00
110 - 120	1.00	1.00
	<u>3.00</u>	<u>2.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-



## 20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a 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 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.

## 21. Commitments

### (a) Capital Commitments

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

\$344,083 contract for the Special Needs Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$221,273 has been received of which \$17,696 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021: Nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2022 Actual \$	2021 Actual \$
No later than One Year	3,941	3,941
Later than One Year and No Later than Five Years	-	3,941
Later than Five Years	-	-
	3,941	7,882

The total lease payments incurred during the period were \$960 (2021: \$0).



## 22. 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	811,415	279,624	327,138
Receivables	165,860	153,717	161,085
Investments - Term Deposits	170,953	325,476	174,806
<b>Total Financial assets measured at amortised cost</b>	<b>954,228</b>	<b>756,817</b>	<b>663,031</b>

### Financial liabilities measured at amortised cost

Payables	198,355	217,264	198,550
Finance Leases	17,463	32,247	21,394
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>215,808</b>	<b>249,511</b>	<b>209,944</b>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Riverdale School (P North)

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Dwayne George	Presiding Member	Elected	May 2025
Debra Peck	Principal	ex Officio	Apr 2023
Michael Smit	Parent Representative	Elected	Aug 2022
Ian Fitchett	Parent Representative	Elected	May 2025
Tessa Lyons	Parent Representative	Elected	May 2025
Jack Paki	Parent Representative	Co-opted	May 2025
Colin McIntyre	Parent Representative	Co-opted	May 2025
Aidan Wong	Parent Representative	Elected	May 2025
Kerry Bradshaw	Staff Representative	Elected	May 2025

## Riverdale School (P North)

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,419 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Riverdale School (P North) Board:

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



# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School - Maths 2022	<b>School Number:</b>	2437 - Target 1
<b>Strategic Aim:</b>	Student Achievement Target 1:		
<b>Annual Aim:</b>	Maths: To increase girls' achievement in Maths from Year 4 - 6 and to maintain the achievement of all learners performing Above expectation from year end to year end		
<b>Target:</b>	Maintain the achievement of Year 4 - 6 students who are performing Above expectation in Mathematics, with a special focus on maintaining the achievement of girls in Years 4 - 6 who are identified as achieving Above expectation in Mathematics		
<b>Baseline Data:</b>	<p>2022 Baseline data</p> <p>Yr 6 14/61 (23%) akonga Above at end of 2021. (This cohort was 48% Above at end of 2020)</p> <p>Yr 5 21/62 (34%) akonga Above at end of 2021. (This cohort was 31% Above at end of 2020)</p> <p>Yr 4 16/62 (26%) akonga Above at end of 2021.</p> <p>Girls Baseline Data:</p> <p>Y6 4/25 (16%) of girls Above at end of 2021. (This cohort had 28% of girls Above at end of 2020)</p> <p>Yr 5 7/27 (26%) of girls Above at end of 2021. (This cohort had 14% of girls Above at end of 2020)</p> <p>Yr 4 7/32 (22%) of girls Above at end of 2021.</p>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																
<p>Identified learners in Year 4 - 6 who were working Above expectation at end of 2021 and needed to remain Above</p> <p>Identified Girls in Years 4 - 6 who were working Above Expectation at end of 2021</p> <p>Team Leaders given responsibility for planning and tracking progress of target groups</p> <p>PAT data and classroom data was scrutinised by Maths Lead to find areas of strength and weakness. Y4 cohort</p>	<p>Number of learners maintaining Above Expectation achievement in Maths</p> <table border="1" data-bbox="607 549 1093 927"> <thead> <tr> <th>Year level at 2022</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Yr 4</td> <td>N/A</td> <td>16</td> <td>24 (39%)</td> </tr> <tr> <td>Yr 5</td> <td>20</td> <td>22</td> <td>20 (32%)</td> </tr> <tr> <td>Yr 6</td> <td>29</td> <td>15</td> <td>10 (17%)</td> </tr> </tbody> </table> <p>6 girls in Y4 were Above expectation at Feb 2022 12 girls in Y4 are now Above expectation at Dec 2022 (2 students new to Riverdale)</p> <p>7 girls in Y5 were Above expectation at Feb 2022 9 girls in Y5 are now Above expectation at Dec 2022</p> <p>4 girls in Y6 were Above expectation at Feb 2022</p>	Year level at 2022	2020	2021	2022	Yr 4	N/A	16	24 (39%)	Yr 5	20	22	20 (32%)	Yr 6	29	15	10 (17%)	<p>Year 6 cohort continued to have a drop off in learners achieving Above expectation, despite changes made to the Senior teaching programme to target this group of learners. Year 5 cohort remained fairly stable with a small reduction. However nearly half of those Y5 learners counted are actually working <i>Well Above</i>. Year 4 cohort is notable, not only because of the increase in learners achieving Above expectation but also because 5 of those children are working <i>Well Above</i> expectation.</p> <p>All Y4 girls identified as targets maintained their Above expectation performance and several girls working At expectation improved to be Above expectation at EOY. All Y5 girls identified as targets maintained their Above expectation performance and 2 girls working At expectation improved to be Above expectation at EOY.</p> <p>2 of the Y6 girls identified as targets maintained their Above expectation performance. 2 dropped to At</p>	<p>The Y6 Maths data continues its historical trend of reduced numbers of learners achieving Above expectation at EOY. It can be noted that this particular cohort has been monitored closely because of its achievement rates since Y1. However, with 2 very strong Mathematical cohorts coming through the Senior school in the next 2 years it is imperative that teachers maintain focus on the Y6 achievement rates to ensure each cohort achieves its maximum potential in Mathematics.</p> <p>For the first time, we see groups of girls not only maintaining their achievement levels but lifting it. This may be due to the focus given to girls' attitudes to Maths in the past 2 years. This focus should be maintained by Senior School teachers going forwards.</p> <p>Mathematics Lead to check that the refreshed NZ Maths Curriculum aligns with Riverdale HERO goals and milestones.</p>
Year level at 2022	2020	2021	2022																
Yr 4	N/A	16	24 (39%)																
Yr 5	20	22	20 (32%)																
Yr 6	29	15	10 (17%)																



data showed strengths in number and weakness in strand Maths. Year 5 and 6 data showed strengths in strategy and weakness in basic facts and foundational knowledge. This information was fed back to team leaders.

4 girls in Y6 are now Above expectation at Dec 2022 (One student new to Riverdale)

Poutama team investigated the use of Flipped Learning where the students watched a tutorial video and attempted an example problem prior to attending teaching workshops.

Pounamu Atawhai - All students working Above expectation were given 3 extra tutorial sessions run by the team leader. These sessions focused on developing basic facts and foundational knowledge as it was noticed as a weakness in the target group.

Kerry Bradshaw took the Maths Explorers extension group in Term 3.

16 students who demonstrate confidence and interest in Maths and whom

expectation and 1 girl improved from At to Above expectation.

The use of Flipped Learning gave learners forewarning of skills that were going to be taught and a chance to practice on their own in a safe, pressure-free environment prior to working with the group and teacher. This may have contributed to increased confidence (especially in girls). Introduction of a student voice system gave teachers immediate information on how learners were feeling about current Maths topics.

Closer scrutiny of available data by the team leader in Pounamu Atawhai led to very targeted and explicit teaching to fill knowledge gaps for our highest Maths achievers. This allowed learners to work on higher level problems with reduced cognitive overload.

Identification of students using PAT results, as well as consideration of Maths confidence and interest, proved a better method of selection this year.

Introduce teachers to the refreshed NZ Curriculum document for Mathematics. PD on how to use the document for planning and teaching, alongside our school SMS and resources.

Continue to promote mixed ability grouping in Maths where it is appropriate.

Promote (through PD staff meetings and teacher inquiries) ways of connecting Mathematics more explicitly to other curriculum areas so that students are exposed to Maths concepts more times in more varied contexts. The cohorts who will be Y5 and Y6 in 2023 are very strong in STEM. Opportunities for these students to participate in quality STEM activities should be sought out and provided. Some PLD around the planning and teaching of quality STEM would be beneficial for teachers.

# Tātaritanga raraunga



The group included Year 5 and Y6, both boys and girls.

The Mathex teams were selected from these students

achieved a Stanine 7 or higher in PAT test (showing a strength in all areas of Mathematics).

Nearly a third of selected students were girls (5/16).

The programme focused on Rich Maths Tasks and Mathematical investigations with the aim of developing each learner's resilience, teamwork and ability to draw the pertinent Maths information from instructions or word problems.

Learners worked on tasks in teams of 4 (a different team every time to expose each to different ways of thinking).

Homework tasks could be completed in teams or individually.

Maths Explorers ran once a week concurrently with the Senior School's Maths time so that the selected children could be counted as a separate Maths group and free up a teacher to work with Maths target groups.

The focus on team tasks and communication skills gave the programme a more collaborative flavour and learners expressed excitement and enthusiasm for the programme. Learners came to appreciate the strengths of others for particular tasks and share tasks more effectively.

Running Maths Explorers during Maths time meant that the learners were able to apply skills and knowledge learned in class to the Rich Tasks. Maths Explorers exposed learners to new contexts where a variety of Maths skills could be applied and this contributed to the high engagement of the group as even those with very high Mathematical abilities were challenged.

Continue to consider the timing of Explorers so that it is as beneficial to the classroom programme as possible.

There is further potential for explicit connection between Maths Explorers and the classroom Inquiry. This could be used as a time for learners to really focus in on authentic application of Maths in real world contexts. It would require collaboration between the Maths Explorer teacher and classroom teachers.

Planning for next year:

## Tātaritanga raraunga



Senior Management and Mathematics Lead teacher to allocate times for staff meetings where the refreshed NZ Mathematics curriculum will be unpacked.

Identify Maths Explorer teacher for 2023. Senior school classroom teachers and Maths Explorer teacher to liaise and see if there are ways the Explorers time can be used to take Inquiry learning further.

# Analysis of Variance Reporting




<b>School Name:</b>	Riverdale School - Reading 2022	<b>School Number:</b>	2437 - Target 2
<b>Strategic Aim:</b>	Literacy / Reading		
<b>Annual Aim:</b>	<p>Learning Goal 1: <i>To maximise individual capability through quality teaching and learning</i></p> <p>All students including priority students can access the NZC as evidenced by achievement in relation to recognised benchmarks through differentiated or personalised learning programmes. Target groups identified and planned for. Learning achievement and efficacy in Key Competencies.</p>		
<b>Target:</b>	<p><b>Reading:</b> All students in Year 2 &amp; 3 who are reading “toward expectation” will be part of a targeted intervention to increase student achievement outcomes.</p>		
<b>Baseline Data:</b>	<p><b>Baseline Data:</b></p> <p>Student Achievement Target 2: Akonga identified from data at end of 2021. There is a growing trend of children who need more support in encoding and decoding. There is a 15% drop in Reading attainment for 2021 in Year 1&amp;2 Cohorts. reference the Self-review of Reading 2021</p>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Investigate the barriers for these ākonga</li> </ul>	<p>We looked into these students closely</p> <ul style="list-style-type: none"> <li>time at school</li> <li>any other significant reason why they have not moved</li> </ul>	<p>Covid and lack of actual time at School may be part of the issue, starting entry point is low, language and speech difficulties</p>	<p>Most students made progress. The one student that didn't make progress is being investigated further as additional support is needed.</p> <p>Two students that made progress but are still working towards expectation will continue to be monitored (1 is with RTLB currently)</p>
<ul style="list-style-type: none"> <li>Continue to use learning Support assistants for supplementary programmes - Lexia, Phonics</li> </ul> <p>Lexia programme implemented for 24 Year 2&amp;3 students who were identified as below at risk or difficult to progress in Reading.</p> <p>Ongoing regular lessons supported by the teacher aides which included;</p> <ul style="list-style-type: none"> <li>online programme</li> <li>the need for instruction by a teacher or learning assistant</li> <li>skill builders</li> <li>printable resources</li> </ul>	<p>Every student made good steady progress in the Lexia Programme. All students gaining move skills and knowledge in literacy</p> <p>20 of the 24 students made progress in Reading</p> <ul style="list-style-type: none"> <li>10 made 6 months to 1years progress in Reading 42%</li> <li>7 made 1 years progress in Reading 29%</li> <li>3 made accelerated progress (more than 1 years progress) in Reading 13%</li> <li>4 made limited progress in Reading 17%</li> </ul>	<p>Explicit and personalised learning happened as skill gaps were able to be identified quickly using this program which meant teachers were able to efficiently and effectively teach the skill as when needed.</p> <p>The programme was engaging for the students as it was game based a lot of the time and online.</p> <p>Students confidence increased - Students seeing their progress improvement their self efficacy even if their progress in Reading overall wasn't significant.</p>	<p>Our main focus supporting programme will be the iDeaL Approach (Learning Matters) - Structured Literacy, This will mean at-risk students get extra time to learn and consolidate concepts.</p> <p>The students that made little progress will be continued to be monitored.</p> <p>Consider using Lexia in the future for students who need additional support.</p>



<p>- hands-on games</p>			
			
<ul style="list-style-type: none"> <li>Use the review and the recommendations to improve classroom delivery</li> </ul>	<p>Teachers are teaching phonics, using some structured literacy approaches, using decodable texts as part of a rich balanced literacy programme.</p> <p>The Heggerty Approach was used in the year 1-3 area of the school.</p>	<p>Professional development has meant teachers are continuing to improve their capabilities and transfer this into the classroom to positively impact student achievement</p> <p>In a Heggerty Phonemic Awareness lesson, students isolate sounds, blend sounds, segment a word into sounds and manipulate sounds in words. The lessons are oral and auditory.</p>	<p>Continue to provided targeted professional development to continue to improve teacher capability</p> <p>The Heggerty Approach is useful in providing a balanced rich literacy programme.</p> <p>Provide the resources and time needed to effectively implement a rich balanced and structured literacy programme.</p>





<ul style="list-style-type: none"> <li>• Team Leaders are released 3x week to specifically structure reading sessions to address these childrens' needs, Concepts about print, encoding and decoding ....8-9 students in each team</li> <li>• The above allows a double dip in reading instruction, specifically structured lessons and a regular reading session also</li> </ul>	<p>Team leaders started this for a week or two. Covid disrupted this idea and they adapted the plan to best do what they could to accelerate progress with these students - see below</p>		
<p>Christina Teaching targets</p> <ul style="list-style-type: none"> <li>• Targeted intervention with 9 children 4-5 days a week.</li> <li>• Small groups of 2-3 akonga</li> <li>• Focus on decoding and encoding, using decodable text, and individual strategies.</li> </ul>	<p>Beginning data</p> <ul style="list-style-type: none"> <li>• 9 were below</li> </ul> <p>By the end of the year</p> <ul style="list-style-type: none"> <li>• 1 below</li> <li>• 2 working towards with support</li> <li>• 6 were AT</li> </ul>	<p><u>Why did it work?</u></p> <ul style="list-style-type: none"> <li>• Children were targeted in small groups 2-3 students, teaching was aimed at specific needs and gaps</li> <li>• This programme ran <b>ALONGSIDE AND AS WELL AS</b> their regular Reading programme</li> <li>• Decodable text were used with explicit teaching of skills in a sequenced order</li> </ul>	<p><u>Next Year</u></p> <ul style="list-style-type: none"> <li>• Begin the Structured Literacy journey across the whole Junior School</li> <li>• Replicated a similar type of programme using the iDeal Approach</li> </ul>



<p><u>Sarah</u></p> <ul style="list-style-type: none"> <li>I was released by my team for 30 minutes a day to run a decodable programme using the Little Learners Love Literacy resources</li> <li>I ran this programme with 11 children initially then as these ākonga did so well I took on another 9 children and worked with them too</li> </ul>	<p><u>Initial 11 Students</u></p> <ul style="list-style-type: none"> <li>2 were WELL BELOW, 8 were BELOW, 1 was AT</li> <li>By the mid T2 - 5 were BELOW, 6 were AT</li> <li>By the end of the year - 10 were AT, 1 was ABOVE</li> </ul> <p><u>Next 9 Students</u></p> <ul style="list-style-type: none"> <li>At mid year, 1 was WELL BELOW, 3 were BELOW, 5 were AT (just)</li> <li>By the end of the year - 1 was BELOW, 8 were AT</li> </ul>	<p><u>Why did it work?</u></p> <ul style="list-style-type: none"> <li>Children were targeted in small groups, teaching was aimed at specific needs and gaps</li> <li>This programme ran ALONGSIDE AND AS WELL AS their regular Reading programme</li> <li>The teaching was consistent and regular and was transferred across to their regular Reading programme</li> <li>Teaching was continuously adjusted and exposed children to skills many times to get learning to 'stick'</li> </ul>	<p><u>Next Year</u></p> <ul style="list-style-type: none"> <li>Begin the Structured Literacy journey across the whole Junior School (Year 1-3)</li> <li>Replicated a similar type of programme using the iDeal Approach for most children</li> </ul>
<ul style="list-style-type: none"> <li>Investigate and initiate PLD for all Year 1-3 teachers initially in Structured Literacy through Learning Matters</li> </ul>	<p>TOD - Nov 4th = with Learning Matters "Ideal Approach". Introduce all staff including learning support staff to Structured Literacy and the Science of Reading</p>		<p>Work with iDeal in 2023</p>

### Planning for next year:

- All year 1-3 teachers will be part of the iDeal Approach to Structured Literacy, including PD and implementation in their classrooms.
- At least 2 learning support staff and both Year 4-6 team leaders will be part of the PD and have access to the programme to support our learners including those year 4-6 students who need additional support in Literacy.
- The Deputy Principal will over see this professional development and the implementation, and work with the Lead teacher.
- A Lead Teacher will be guiding and leading the staff. Including staff meetings and reporting to the Board of Trustees

# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School - Science 2022	<b>School Number:</b>	2437 - Target 3
<b>Strategic Aim:</b>	<b>Science</b>		
<b>Annual Aim:</b>	<b>Learning Goal 1:</b> To maximise individual capability through quality teaching and learning NZCER Engagement Survey		
<b>Target:</b>	All students Year 2-6 and in particular the randomly selected students who were surveyed in 2021		
<b>Baseline Data:</b>	Use the results from NZCER Science engagement Survey and the school wide Science Self Review Analysis completed in 2021		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>1. Ran PD Sessions prior to our school wide Science Inquiries. During last term's PD session, one of the activities focused on how to effectively use teacher questioning to support teaching the different capabilities.</p> <p>2. Created a new planning doc format with specific links to the Nature of Science Learning Intentions.</p> <p>3. Continued to trial the House of Science Kits.</p> <p>4. Moved away from last year's PD focus on Gathering and Interpreting Data by having a school wide capability focus on Engaging With Science for our 2022 school wide Science Inquiry.</p>	<ul style="list-style-type: none"> <li>66% of teachers on staff gave themselves a 3 out of 4 for how confident they felt about incorporating the Nature of Science into their teaching.</li> <li>The 5 NOS qualitative survey questions (where teachers had to demonstrate their understanding of the capabilities by selecting the correct one) received an average of 70% correct answers.</li> <li>All team planning overviews had Learning Outcomes from both the Nature of Science and Content Strands.</li> <li>Visual links to the different NOS strands and Science capabilities were evident in every display across the school during our Science Matariki Evening.</li> <li>Feedback from the junior school has been that the House of Science kits are pitched above their children's level.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have become more confident and competent to incorporate the nature of science strand into their science teaching.</li> <li>There is a more purposeful inclusion of the Nature of Science strand into our school wide Inquiry planning where NOS learning intentions now run alongside the content strands.</li> <li>Most teachers are able to identify which Science Capabilities a range of activities belong to.</li> </ul>	<p>Going forward, I have identified a need to continue developing teacher capability in the Critiquing Evidence Capability. It's important that our tamariki are able to critically evaluate the trustworthiness of their data and with only 59% of Year 4-6 students in our Science Engagement survey saying that they were encouraged to do this, it could use some development. I believe teachers would also benefit from continued exemplars of the other Science Capabilities in practice to solidify the PD we've had over the course of this review.</p>



	<ul style="list-style-type: none"> <li>• In the senior school, they have found the House of Science kits are appropriately pitched level wise but there are lots of bits that can be hard to keep track of and the full year subscription is tricky as it's not always easy to integrate this learning into the programme.</li> <li>• After having an inquiry focus on the Engaging with Science Capability, 75% of teachers were able to correctly identify this strand in the quantitative question section of the survey.</li> <li>• On the Science Students Engagement Survey 59% of students surveyed in Years 4-6 stated that they were encouraged to think about how much they believe their results (Critiquing Evidence Capability)</li> </ul>	<ul style="list-style-type: none"> <li>• Running PD sessions at the beginning of our Science Inquiry topics has provided teachers with focused areas for future development.</li> </ul>	
<p><b>1.</b> The Big Idea for our Term 2 Science Inquiry was around Ngā Atua and the different realms they are kaitiaki over. This context put the focus on Te Ao Māori first rather than trying to integrate it as an add on.</p>	<ul style="list-style-type: none"> <li>• 58% of teachers on staff gave themselves a 3 or 4 out of 4 for confidence to incorporate Mātauranga Māori into their science inquiry.</li> <li>• 42% of teachers gave themselves a 2 out of 4 for confidence to incorporate</li> </ul>		<p>We currently have a range of staff members with strengths in the area of Te Ao Māori. It's important that a focus on Mātauranga is considered at the beginning of each science inquiry. What tikanga should be considered? How can Māori contexts be included in what we are doing?</p>



<p>2. During our teacher PD session prior to this inquiry, teachers created a shared resource linking each of the Atua to a range of possible science learning experiences.</p> <p>3. Worked alongside teachers on staff who are more confident in Te Ao Māori to explore ways their teams could make explicit links to the science curriculum through a Māori lens.</p> <p>4. Meetings with Pa Jack, our school Amorangi, prior to this inquiry to localize contexts and develop my understanding of which realms the different Atua are kaitiaki over.</p> <p>5. Ran a whānau Science Matariki Evening to share all of our ākonga's science mahi, plant trees in our new outdoor learning space and celebrated Matariki with waiata and a hāngi.</p> <p>6. External providers such as Horizons have come in to support learning in this area.</p>	<p>Mātauranga into their science inquiry.</p> <ul style="list-style-type: none"> <li>• Science inquiry planning overviews showed more authentic links to Mātauranga Māori. There were no longer add ons such as learning colours in Te Reo.</li> <li>• Most teams had strong links to the Atua and the Māori concept of kaitiakitanga evident in their science displays.</li> <li>• The River Study trip run by Horizons incorporated aspects of Mātauranga into it's programme.</li> </ul>		<p>Going forward, I believe it's important to also find ways we can involve outside providers in our programme to share their expertise in this area.</p>
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<p>Received the TREEmendous Education Programme where we got a visit and teacher PD from Ruud Kleinpaste and Riley Elliott, 200 plants to build a new outdoor learning space and \$1000 to help increase biodiversity on our school grounds.</p> <p>2. Shifted our science capability focus to Engaging with Science to get our tamariki looking at some real world projects that could be done at school.</p> <p>3. The Enviro Explorers group is starting to look at ways to increase biodiversity.</p> <p>4. At the end of 2021 we joined the Enviroschools programme.</p>			
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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF RIVERDALE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Riverdale School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the Statement of Financial Position as at 31 December 2022, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash Flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

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 our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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



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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Statement, Statement of Compliance with Employment Policy, and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



Glenn Fan-Robertson  
BDO Manawatu  
On behalf of the Auditor-General  
Palmerston North, New Zealand