



Annual Report

2021



**Working together to grow
innovative, confident, resilient leaders**

Principal's Report

What a year it has been! After a very disrupted 2020, we headed into 2021 with the hope that it would be a more normal year. However, there was nothing normal about this year. Regardless, we have still managed to keep progressing as a school in all facets of school life. The staff and students should be incredibly proud of all of their accomplishments this year.

The property upgrades have continued throughout 2021. The school hall has been refreshed in the main area as well as the kitchen and bathrooms being upgraded. The Learning Support Coordinators and Social Worker in Schools offices have been redesigned and refreshed with more spaces available for meetings with whanau and one on one support with students. The main office area and joining rooms have also been refreshed and the Sommerville Satellite unit is continuing to progress.

We completed two full terms of learning at the beginning of the year before being placed into lockdown at the beginning of term three for the remainder of the year. When we did return to site towards the end of November, it was very different for all. Students came back on staggered days and online learning continued for those who chose to remain at home. Despite all of the disruption that has occurred this year, the staff of Panmure District School have gone above and beyond for our students to ensure that they have been able to continue to access equitable educational opportunities.

Next year, we are excited to welcome back our Deputy Principal, Aniva Alano, who had leave this year to complete her Masters of Education. Her focus was Gifted and Talented Education: Perspectives of a Diverse Primary School Community and we look forward to using the expertise she has gained in our school. With her return, Jenny Howsam will return to classroom teaching and the Maungarei team leader role and we will farewell Candice Etzine, who came to our school this year to cover the study leave.

In 2022, we will continue to upskill our teachers to ensure that our students are getting the best education at our school, every day. Excited and motivated by their learning in the classroom and beyond, so that we are all *working together to grow innovative, confident, resilient leaders.*

Contents

Principal’s Report 2

At a Glance..... 4

Charter Review..... 5

 Grow Holistically Academic Students 5

 Grow Effective Learning Relationships..... 6

 Grow our School Culture 7

 Grow Staff Capacity 8

Analysis of Variance 9

Equal Employment Opportunities 17

Kiwisport Funding Report 18

Finances 19

At a Glance

<p>Educating Years 1 to 8</p> <p>130 Students</p>	<p>Vision:</p> <p>Working together to grow innovative, confident, resilient leaders</p>	<p>Values:</p> <p>Respect Integrity Self- Management Empathy</p>									
<p>School Goals:</p> <ul style="list-style-type: none"> ➤ Grow holistically academic students ➤ Grow effective learning relationships ➤ Grow school culture ➤ Grow staff capacity 		<p>17 PDSTV Episodes</p> <p>8 Sports Tournaments</p>									
<p>20 Homework Club Hours</p> <p>Over 15,000 Free School Lunches</p> <p>Over 1,000 Duffy Books</p>	<p>Student Diversity:</p> <p>66 Males 64 Females</p> <table border="0"> <tr> <td>2 Year 0s</td> <td>16 Year 1s</td> <td>12 Year 2s</td> </tr> <tr> <td>16 Year 3s</td> <td>19 Year 4s</td> <td>20 Year 5s</td> </tr> <tr> <td>17 Year 6s</td> <td>14 Year 7s</td> <td>14 Year 8s</td> </tr> </table> <p>18% Maori 41% Pasifika 30% Asian 6% European 5% MELAA</p> <p>63 English Language Learners</p>		2 Year 0s	16 Year 1s	12 Year 2s	16 Year 3s	19 Year 4s	20 Year 5s	17 Year 6s	14 Year 7s	14 Year 8s
2 Year 0s	16 Year 1s	12 Year 2s									
16 Year 3s	19 Year 4s	20 Year 5s									
17 Year 6s	14 Year 7s	14 Year 8s									
<p>99 days Onsite Learning</p> <p>95 days Online Learning</p>	<p>Staffing:</p> <p>3 Senior Leaders 5 classroom teachers 3 part time teachers 3 learning assistants 4 support staff 4 regular volunteers</p>										
<p>COVID 19 Response:</p> <p>9 essential bubble students Over 20 hard packs delivered 44 devices distributed Over 100 food parcels delivered</p>											

Charter Review

Grow Holistically Academic Students

Throughout 2021, sustainability has been taught through a specialist programme one day a week. Every child has had the opportunity to be involved in sustainability learning twice across each term. During lockdown, sustainability has been moved to an online independent programme. Moving forward, sustainability will become part of the classroom programme on a Monday and Thursday afternoon with students moving through different sustainability concepts including environmental sustainability (garden to table, waste minimisation, animal resources) and social sustainability (pataka food support in the community).

A new rubbish has been developed and rolled out with a focus on waste minimisation. New bins covering food waste, landfill and recycling have been put in all classrooms and common areas. Student monitors have been developed to ensure that the right waste ends up in the right end bin. Large bins have been brought to site to deal with compostable rubbish from the Lunch in Schools programme as well as recycling. Moving forward, we will be embedding our practices in the school and placing signage around the school to support students to put the right rubbish in the right bin.

The school wide hauora model was put on hold as it is a Maungakiekie Kahui Ako achievement challenge and a Kahui Ako wide model is in development. There has been some integration of Te Whare Tapawha in the health curriculum. A decision not to undertake Pause, Breath, Smile was made at the beginning of the year, due to being selected to be a part of the Team Approach to Language Learning project and a concern for overloading teachers with too much professional learning and development.

In 2022, we will be looking to use the Niho Taniwha framework, to evaluate programmes in the hauora space, alongside whanau to ensure that hauora programmes meet the needs and wants of our school community. After a refresh of the Positive Behaviour for Learning framework being used in our school, new signage will be developed with a concept designer and will be displayed throughout the school.

Grow Effective Learning Relationships

Effective learning relationships have continued to be grown with our whanau. In 2021, we started the year with a Family Fun Night, where we saw an excellent turnout by our community. Fortunately, we managed to hold both of our student led conferences this year, held in term one and three, where students shared their learning and goals with the support of their classroom teachers. An assessment and reporting schedule was formalised to ensure consistency across the school. This will continue to be used in 2022 while we research different assessment tools to ensure that the ones currently being used are the most appropriate.

In term two, we had our first and only Hui / Fono of the year with excellent whanau turnout. The focus for the Hui / Fono was Reporting and the Health and Physical Education Programme. Students shared their online learning portfolios which are on the platform, Seesaw. Explaining to whanau how to use the platform and what the information means. Sport Auckland joined the Panmure District School staff to share information around the Health and Physical Education curriculum as well as lead consultation around active recreation at school and the community. Moving forward, we will continue to look at ways that we can build positive connections and celebrate student successes with our whanau and community.

Events at school were advertised well in advance with specific information for the community through a variety of channels including Facebook and Seesaw, which seem to be the most effective two communication tools. Our Learning Support Coordinator has partnered with whanau to support our students within and beyond the school environment. This has meant that external agency connections have been strengthened to ensure our students' individual learning needs are met and that whanau voice has been a part of the process.

During lockdown, we have seen strong whanau engagement and support towards their children's learning with whanau leading learning at times. Whanau are feeling safe to seek support from the school and many food parcels were sent out during the year, these were increased over lockdown. Through these requests, the Learning Support Coordinator has also supported whanau to meet their child's health care needs and appointments.

Grow our School Culture

Through staff and student feedback, new resources have been obtained for the school. 2021 saw new basketball / netball hoops installed, a new volleyball posts and net installed and a table tennis table installed. The library has had a revamp with a new library system allowing students to access library resources from home, as well as an extended outdoor space where students can play library games and read books more comfortably outside.

External funding was sought by existing staff members; however, moving forward there is a need for a part time staff member to be hired to capitalise on potential funding opportunities further. The key areas for funding needs currently are for the sustainability programme and equipment for active recreation and sports. In 2022, we will be strengthening our connections with Ngati Paoa to help gain insights into Maori resources as well as using the Niho Taniwha framework to be more inclusive of our whanau and their aspirations for their children.

Classroom programmes and school wide programmes have had interesting concepts that students have explored in 2021 and this will be extended further in 2022 by utilising our local area more effectively. PDSTV (Panmure District School Television) was established in term one where each week a video was uploaded to Facebook to showcase the holistic nature of the learning occurring at Panmure District School. This continued until we went into lockdown at the beginning of term three. PDSTV was incredibly popular in our community, with lots of engagement online; therefore, this will be continuing in 2022.

A marketing plan proved successful in 2021 with specific focuses being chosen based on what was occurring around the school, this will be extended to include a variety of marketing channels. A professional grade camera has been purchased to ensure marketing and communication material going out to the community are of high quality. Our senior students were involved in fundraising at the local Bunnings, where they made over \$2000 and interacted with members of the community. In 2022, we will increase our community presence further, looking at different ways we can use the local area and give students opportunities to participate and contribute beyond the school in meaningful ways.

Grow Staff Capacity

We have begun our journey to establish links to the local area, partnering with Ngati Paoa who are mana whenua of our school. In 2022, we will work with Ngati Paoa to ensure that we are using local Maori tikanga and reo in our programmes. Through this relationship, we will also determine important local Maori history that will be taught through the new New Zealand History curriculum. Research has been done extensively in the unconscious bias / critical conscious space and begun to be unpacked with staff. Next year, teachers will be undertaking individual professional learning and development based on the Teaching Standard: Te Tiriti o Waitangi Partnership. This will be completed alongside a coach using the GROWTH coaching method.

New break times were trialled in term one and found to be very effective so have been permanently implemented. Based on the review of the curriculum in 2021, a decision has been made to have a more structured curriculum delivery model to ensure coverage of all New Zealand curriculum learning areas. Each week, students will have all curriculum learning areas taught with a focus with English and mathematics in the morning. Science, technology, the arts, social science, and health and physical education will be taught during the middle blocks and will have a greater focus on using our local area. The afternoon will be sustainability across the year, house sports in terms one and four, options in term two and three, te reo Maori in term one, house arts in term two, class performance in term three and international languages in term four.




In 2022, teachers will be involved in professional learning groups as part of their professional growth cycles. The focus will be on the Teaching Standard: Teaching which links to the Kahui Ako achievement challenge: to improve achievement through having shared understanding of key learning terms and skills across year levels and learning areas. The specific key learning term that will be the focus for the first part of the year will be critical thinking. The teachers will inquire into how they can facilitate collaborative conversations that promote critical thinking and reasoning. In the second part of the year, this will be reviewed to determine a new focus.

Analysis of Variance Reporting



Analysis of Variance

School Name:	Panmure District School	School Number:	1420
---------------------	-------------------------	-----------------------	------

Strategic Aim:	Grow holistically academic students
Annual Aim:	To shift all students who were working one curriculum level lower than their expected curriculum level, based on the New Zealand Curriculum, to be achieving at their expected curriculum level by the end of the year in English, Maths and Social Sciences (Inquiry).
Target:	<ul style="list-style-type: none">  78% of our students achieving within or beyond their expected New Zealand curriculum level in English.  82% of our students achieving within or beyond their expected New Zealand curriculum level in Mathematics and Statistics.  84% of our students achieving within or beyond their expected New Zealand curriculum in Social Sciences (Inquiry).

Baseline Data:

English

Year Level	# of Students	End 2020 Actual	End 2021 Target
1	5	20%	100%
2	8	88%	88%
3	15	93%	100%
4	16	69%	75%
5	15	80%	80%
6	17	41%	59%
7	14	71%	79%
8	18	28%	67%
<i>All</i>	<i>108</i>	<i>63%</i>	<i>78%</i>

Target: Move 16 students who are currently working towards to being at or above by the end of the year.

Mathematics and
Statistics

Year Level	# of Students	End 2020 Actual	End 2021 Target
1	5	20%	100%
2	8	88%	88%
3	15	93%	100%
4	16	63%	75%
5	15	80%	100%
6	17	47%	65%
7	14	71%	79%
8	18	39%	72%
<i>All</i>	<i>108</i>	<i>64%</i>	<i>82%</i>

Target: Move 20 students who are currently working towards to being at or above by the end of the year.





Social Sciences
(Inquiry)

Year Level	# of Students	End 2020 Actual	End 2021 Target
1	5	20%	100%
2	8	88%	88%
3	15	93%	100%
4	16	19%	63%
5	15	80%	100%
6	17	35%	65%
7	14	71%	79%
8	18	28%	94%
<i>All</i>	<i>108</i>	<i>54%</i>	<i>84%</i>

Target: Move 33 students who are currently working just below to being at or above.

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In 2021, targets were selected in English, Mathematics and Statistics and Social Sciences based on the New Zealand curriculum levels. Teachers were aware of who these students were.</p> <p>Each week, teams met and discussed target students in different learning areas using evidence of students' work. The model used was our school wide Professional Growth Cycle model: assess, plan, act and reflect. Each week current research of best practice was presented and staff had</p>	<p>Whilst we were unable to collect end of year data, we saw a shift in teachers mind sets and teaching strategies, with a willingness to use current research, try new things and have a greater focus on formative assessment in order to raise student achievement.</p>	<p>One of the major disruptions of 2021 were the lockdowns that Auckland went into. The first being in March for two weeks and the latter being in August right through to December.</p> <p>The team meeting, Professional Growth Cycles were developing well when we went into lockdown; however, the focus was shifted to online learning and engagement for teams rather than face to face pedagogies. Research became</p>	<p>Same:</p> <ul style="list-style-type: none">  Continue to use English, Mathematics and Statistics and Social Sciences as key learning areas for our school wide targets.  Team meetings focused on the Professional Growth Cycle.  Continue to transition into mixed ability grouping at the level students should be achieving.  Continue differentiated professional learning and

to identify ways this could be implemented in their classroom programmes.

Teachers have begun to remove ability based groups, instead teaching / scaffolding students at the level they should be achieving at. There is an expectation that only students with an Individual Education Plan are taught at a lower level than expectation.

Teachers and leaders have been involved in one on one individual GROWTH coaching sessions, where they focus on an area of development.

Kahui Ako has seen a massive overhaul this year with a greater focus on professional growth cycles in professional learning groups.

focused on delivering the curriculum effectively online.

Due to teachers struggling to scaffold effectively online, unfortunately there has been a greater movement to return to ability based groupings.

GROWTH coaching was completed at the end of term 2 for the first cycle but was unable to gain momentum in the second half of the year.

The Kahui Ako overhaul was positively received across the Kahui Ako and specific work was started within Panmure District School with a focus on teaching critical thinking skills.

development for staff through GROWTH coaching.

- Embed teaching strategies gained through the Team Approach to Language Learning with support from Gaylene Price.
- Continue to have hui/fono, seesaw, Facebook, student led conferences and open days each year to encourage whanau engagement.

Different:

- Include Science in our school wide targets for 2022.
- Use the team meetings to focus on the Kahui Ako

Teachers and learning assistants were involved in the Team Approach to Language Learning project with Gaylene Price (University of Canterbury). This was focused on building systems of support and knowledge for the teaching of English Language Learners.

Whanau engagement continues to be strong with excellent turn outs at whanau events as well as high numbers of attendance at student led conferences. During lockdown, there has been strong parent support to ensure students are mostly able to access equitable learning opportunities.

However, this was not seen as a priority with online learning by teachers.

Whilst the Team Approach to Language Learning project continued, this happened online and therefore was not as effective as it may have been with full engagement in face to face classroom teaching.

Whanau engagement of the students who attended regularly online has been strong. Whanau are very supportive with their children's learning.

wide achievement challenges.

- 🔗 Budget effectively so that staff can access individualised professional learning and development to meet their needs.
- 🔗 Open days will be more structured. Introduction of community whanau days.
- 🔗 Move away from flexible integration to a more structured timetable.
- 🔗 Make connections with local iwi (Ngati Paoa) to support whanau engagement and tikanga.

Planning for next year:

In 2022, Evidence Based Assessments from the midyear will be used in English, Mathematics and Statistics, Science and Social Sciences to inform our targets. These are based on the New Zealand curriculum. Throughout 2022, we will be making these more specific by ensuring that teachers know the exact level their students are working at and ensuring they are scaffolding students to meet the curriculum at their expected level.

This will be achieved through team meetings where staff will need to share evidence of students' learning and impact of teaching strategies. Team meetings will be structured using the Professional Growth Cycle model: assess, plan, act, reflect. Kahui Ako achievement challenges will guide our teacher inquiry with an initial focus on facilitating collaborative conversations that promote critical thinking and reasoning.

A more structured timetable will be implemented in 2022 where teachers have time each week to have teaching and learning in all seven curriculum learning areas. Mornings will consist of English and mathematics and statistics, with the middle block used for science, technology, the arts, social sciences, health and physical education. Te Reo Maori and sustainability will be covered in the afternoon sessions. Mixed ability grouping will be utilised in all learning areas and only students with individual education plans will be taught at a lower level than their expected New Zealand curriculum level.

Teachers will be involved in two coaching sessions a term with a trained GROWTH coach. This will be their main professional learning and development in 2022 beyond their Professional Growth Cycles. Teachers and their coaches will identify individual areas of development, which will determine external opportunities they can access for personal growth. A separate budget for this will be established.

Teachers, with the support of the learning support coordinator and Gaylene Price (external facilitator), will continue to embed the teaching strategies gained through the Team Approach to Language Learning through their classroom programmes.

Whanau engagement will continue to be strengthened through the various channels that have already been established to date plus an improved open day structure and a new community engagement programme.

Local iwi (Ngati Paoa) engagement will be strengthened to support staff understanding of local Maori tikanga and history. Through this partnership, greater connections between whanau, the iwi and school will be created.

Equal Employment Opportunities

At Panmure District School, we ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

We as a board achieve this by:

- The Principal being an EEO officer
- Showing commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
- Recognising the value of attracting people from all possible sources of talent
- Selecting the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- Recognising the value of diversity in staffing (for example: ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- Ensuring that employment and personnel practices are fair and free of any bias.

Kiwisport Funding Report

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$1,543. The \$1,543 was used to contribute towards Tamaki Sports which was used to include us in the Tamaki Sports Competition and gave us support from Sport Auckland in our Health and Physical Education curriculum. This included Professional Learning and Development opportunities, planning sessions with staff and community consultation. During lockdown, weekly health and physical education programmes and challenges were provided by Sport Auckland for use by teachers.

The high number of students participating in organised sport was maintained throughout the first half of 2021 as the school has a full physical education, sport and fitness programme. The majority of students were actively engaged in lunch interval activities.

Activity		Term 1	Term 2
Physical Education	All	Football	Football
	0-3	Orienteering	Summer Olympics
	4-8	Team Building	Ball Skills / Ki-o-rahi
Fitness		All years - Monday to Thursday	
School Sports		House Competition for all years	
Eastern Zone tournaments		Kiwitag ARL, Rugby, Netball, Hockey	
Tamaki Zone tournaments		Softball, Ripa Rugby, Ki-o-rahi, Volleyball	
Sports trainings (Lunchtime)		Coaching provided by teachers/ external coaches for tournament teams	
Free Choice Play		Students own choice using school equipment at interval and lunch times	
Active Recreation		Gardening	
New major equipment		Netball/basketball posts installed Table tennis table installed Volleyball posts and nets installed	

Panmure District School Supporting Organisations



PANMURE DISTRICT SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1420
Principal:	Rebekah Watts
School Address:	87 Mount Wellington Highway, Panmure
School Postal Address:	P O Box 14249, Panmure, Auckland, 1741
School Phone:	09 527 7659
School Email:	office@panmure.school.nz

Accountant / Service Provider:



PANMURE DISTRICT SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
------	-----------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements

Other Information

Members of the Board

Kiwisport

Analysis of Variance

Panmure District School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Nathan Dunn.

Full Name of Presiding Member

Rebekah Watts

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

1/6/2022

Date:

01.06.2022

Date:

Panmure District School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,930,054	1,562,491	1,905,281
Locally Raised Funds	3	50,311	48,000	38,196
Interest Income		303	200	259
Gain on Sale of Property, Plant and Equipment		-	-	120
		1,980,668	1,610,691	1,943,856
Expenses				
Locally Raised Funds	3	3,269	12,100	8,510
Learning Resources	4	993,169	686,580	860,332
Administration	5	182,306	102,307	78,348
Finance		698	55	273
Property	6	623,606	766,809	895,514
Depreciation	9	46,039	42,000	45,864
		1,849,087	1,609,851	1,888,841
Net Surplus / (Deficit) for the year		131,581	840	55,015
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		131,581	840	55,015

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

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

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		574,010	523,706	518,995
Total comprehensive revenue and expense for the year		131,581	840	55,015
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		2,009	-	-
Equity at 31 December		707,600	524,546	574,010
Retained Earnings		707,600	524,546	574,010
Equity at 31 December		707,600	524,546	574,010

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.

Panmure District School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	624,211	294,693	428,932
Accounts Receivable	8	76,186	70,794	96,000
GST Receivable		2,853	2,340	2,245
Prepayments		10,076	8,464	3,102
Funds owed for Capital Works Projects	14	-	-	1,450
		<u>713,326</u>	<u>376,291</u>	<u>531,729</u>
Current Liabilities				
Accounts Payable	10	126,880	83,957	103,270
Provision for Cyclical Maintenance	11	34,650	19,941	43,546
Finance Lease Liability	12	3,282	3,069	3,017
Funds held in Trust	13	4,372	-	-
Funds held for Capital Works Projects	14	22,753	-	-
		<u>191,937</u>	<u>106,967</u>	<u>149,833</u>
Working Capital Surplus/(Deficit)		<u>521,389</u>	<u>269,324</u>	<u>381,896</u>
Non-current Assets				
Property, Plant and Equipment	9	220,445	256,654	230,970
		<u>220,445</u>	<u>256,654</u>	<u>230,970</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	11	31,214	1,432	32,554
Finance Lease Liability	12	3,020	-	6,302
		<u>34,234</u>	<u>1,432</u>	<u>38,856</u>
Net Assets		<u>707,600</u>	<u>524,546</u>	<u>574,010</u>
Equity		<u>707,600</u>	<u>524,546</u>	<u>574,010</u>

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

Panmure District School
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		507,574	392,012	473,295
Locally Raised Funds		51,796	48,000	36,182
Goods and Services Tax (net)		(608)	-	95
Payments to Employees		(228,902)	(236,660)	(222,193)
Payments to Suppliers		(133,146)	(171,745)	(144,585)
Interest Paid		(698)	(55)	(273)
Interest Received		270	200	307
Net cash from/(to) Operating Activities		196,286	31,752	142,828
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(30,244)	(56,500)	(13,838)
Net cash from/(to) Investing Activities		(30,244)	(56,500)	(13,838)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,009	-	-
Finance Lease Payments		(1,347)	(375)	(911)
Funds Administered on Behalf of Third Parties		28,575	-	(18,963)
Net cash from/(to) Financing Activities		29,237	(375)	(19,874)
Net increase/(decrease) in cash and cash equivalents		195,279	(25,123)	109,116
Cash and cash equivalents at the beginning of the year	7	428,932	319,816	319,816
Cash and cash equivalents at the end of the year	7	624,211	294,693	428,932

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.

Panmure District School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 11.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	18-40 years
Furniture and Equipment	5-20 years
Information and Communication Technology	3-40 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	362,582	309,132	357,488
Teachers' Salaries Grants	888,770	599,072	780,288
Use of Land and Buildings Grants	475,342	593,407	668,592
Other MoE Grants	203,360	60,880	98,913
	<u>1,930,054</u>	<u>1,562,491</u>	<u>1,905,281</u>

The school has opted in to the donations scheme for this year. Total amount received was \$17,700.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	3,301	(8,000)	79
Fees for Extra Curricular Activities	2,893	10,000	-
Trading	1,471	1,250	5,710
Fundraising & Community Grants	14,754	15,750	3,920
Other Revenue	27,892	29,000	28,487
	<u>50,311</u>	<u>48,000</u>	<u>38,196</u>
Expenses			
Extra Curricular Activities Costs	-	10,800	1,388
Trading	2,214	1,300	6,714
Fundraising & Community Grant Costs	1,055	-	334
Other Locally Raised Funds Expenditure	-	-	74
	<u>3,269</u>	<u>12,100</u>	<u>8,510</u>
<i>Surplus for the year Locally raised funds</i>	<u>47,042</u>	<u>35,900</u>	<u>29,686</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	16,141	21,043	19,839
Library Resources	4,156	4,565	298
Employee Benefits - Salaries	969,103	652,472	836,383
Staff Development	3,769	8,500	3,812
	<u>993,169</u>	<u>686,580</u>	<u>860,332</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,920	6,500	6,017
Board Fees	2,550	3,000	2,425
Board Expenses	7,319	3,950	3,941
Communication	4,633	4,500	4,637
Consumables	6,343	6,000	8,301
Operating Lease	540	550	540
Other	9,558	10,190	10,880
Employee Benefits - Salaries	41,142	53,667	28,514
Insurance	6,164	7,350	6,397
Service Providers, Contractors and Consultancy	6,792	6,600	6,696
Healthy School Lunch Programme	90,345	-	-
	182,306	102,307	78,348

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	5,869	6,200	5,826
Cyclical Maintenance Provision	(10,236)	7,909	48,049
Grounds	2,442	5,700	4,816
Heat, Light and Water	22,101	28,050	39,514
Repairs and Maintenance	6,298	8,000	13,813
Use of Land and Buildings	475,342	593,407	668,592
Security	6,536	7,000	6,277
Employee Benefits - Salaries	110,356	107,593	107,319
Vehicle	4,898	2,950	1,288
Contractors + Consultants	-	-	20
	623,606	766,809	895,514

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	624,211	294,693	428,932
Cash and cash equivalents for Statement of Cash Flows	624,211	294,693	428,932

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

Of the \$624,211 Cash and Cash Equivalents \$22,753 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,632	1,103	3,117
Receivables from the Ministry of Education	-	22,712	-
Banking Staffing Underuse	-	-	34,345
Interest Receivable	109	124	76
Teacher Salaries Grant Receivable	74,445	46,855	58,462
	<u>76,186</u>	<u>70,794</u>	<u>96,000</u>
Receivables from Exchange Transactions	1,741	1,227	3,193
Receivables from Non-Exchange Transactions	74,445	69,567	92,807
	<u>76,186</u>	<u>70,794</u>	<u>96,000</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Building Improvements	37,503	9,970	-	-	(3,823)	43,650
Furniture and Equipment	105,090	8,903	-	-	(17,562)	96,431
Information and Communication Technology	39,360	16,375	-	-	(10,861)	44,874
Motor Vehicles	32,031	-	-	-	(9,070)	22,961
Textbooks	7,689	-	-	-	(1,404)	6,285
Leased Assets	9,149	-	-	-	(3,248)	5,901
Library Resources	148	266	-	-	(71)	343
Balance at 31 December 2021	<u>230,970</u>	<u>35,514</u>	<u>-</u>	<u>-</u>	<u>(46,039)</u>	<u>220,445</u>

The net carrying value of equipment held under a finance lease is \$5,901 (2020: \$9,149)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	138,081	(94,431)	43,650	128,111	(90,608)	37,503
Furniture and Equipment	313,894	(217,463)	96,431	304,990	(199,900)	105,090
Information and Communication Technology	209,678	(164,804)	44,874	193,304	(153,944)	39,360
Motor Vehicles	45,350	(22,389)	22,961	45,350	(13,319)	32,031
Textbooks	11,237	(4,952)	6,285	11,237	(3,548)	7,689
Leased Assets	9,746	(3,845)	5,901	9,746	(597)	9,149
Library Resources	12,810	(12,467)	343	12,544	(12,396)	148
Balance at 31 December	<u>740,796</u>	<u>(520,351)</u>	<u>220,445</u>	<u>705,282</u>	<u>(474,312)</u>	<u>230,970</u>

10. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	14,307	13,072	10,684
Accruals	12,937	5,846	11,863
Employee Entitlements - Salaries	74,445	46,855	58,462
Employee Entitlements - Leave Accrual	25,191	18,184	22,261
	<u>126,880</u>	<u>83,957</u>	<u>103,270</u>
Payables for Exchange Transactions	126,880	83,957	103,270
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>126,880</u>	<u>83,957</u>	<u>103,270</u>

The carrying value of payables approximates their fair value.

11. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	76,100	13,464	28,051
Increase to the Provision During the Year	16,467	7,909	16,686
Adjustment to the Provision	(26,703)	-	31,363
Provision at the End of the Year	<u>65,864</u>	<u>21,373</u>	<u>76,100</u>
Cyclical Maintenance - Current	34,650	19,941	43,546
Cyclical Maintenance - Term	31,214	1,432	32,554
	<u>65,864</u>	<u>21,373</u>	<u>76,100</u>

12. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	3,715	3,069	3,715
Later than One Year and no Later than Five Years	3,179	-	6,894
Future finance charges	(592)	-	(1,290)
	<u>6,302</u>	<u>3,069</u>	<u>9,319</u>
Represented by			
Finance lease liability - Current	3,282	3,069	3,017
Finance lease liability - Term	3,020	-	6,302
	<u>6,302</u>	<u>3,069</u>	<u>9,319</u>

13. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	4,372	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	4,372	-	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

14. 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.

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
2021						
DQLS Upgrade	214157	(1,450)	1,450	-	-	-
LSC Office		-	63,000	(40,247)	-	22,753
Totals		(1,450)	64,450	(40,247)	-	22,753
Represented by:						
Funds Held on Behalf of the Ministry of Education						22,753
Funds Due from the Ministry of Education						-
						22,753

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
2020						
Heating Upgrade		7,650	(7,650)	-	-	-
Flooring Upgrade		(750)	-	750	-	-
Block 1 Refurbishment	214159	10,613	(9,883)	(730)	-	-
DQLS Upgrade	214157	-	31,500	(32,950)	-	(1,450)
Totals		17,513	13,967	(32,930)	-	(1,450)

15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,550	2,425
<i>Leadership Team</i>		
Remuneration	253,782	131,649
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	256,332	134,074

There are 6 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 Chair and other Board members have also been involved in ad hoc meetings.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	-	-
	0.00	0.00

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

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

\$63,000 contract for the LSC Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$63,000 has been received of which \$40,247 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020: Nil)

(b) Operating Commitments

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

20. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	624,211	294,693	428,932
Receivables	76,186	70,794	96,000
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>700,397</u>	<u>365,487</u>	<u>524,932</u>

Financial liabilities measured at amortised cost

Payables	126,880	83,957	103,270
Finance Leases	6,302	3,069	9,319
Total Financial Liabilities Measured at Amortised Cost	<u>133,182</u>	<u>87,026</u>	<u>112,589</u>

21. Events After Balance Date

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

22. Comparatives

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

23. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

Panmure District School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Nathan Dunn	Presiding Member	Elected	Sep 2022
Rebekah Watts	Principal		
Aivenhoe Vea	Parent Representative	Elected	Jun 2022
Michael O'brien	Parent Representative	Elected	Sep 2022
Terri O'Neil	Parent Representative	Elected	Sep 2022
Virginia Tupou	Parent Representative	Elected	Sep 2022
Jenny Howsham	Staff Representative	Elected	Sep 2022