
PANMURE DISTRICT SCHOOL



2022 ANNUAL REPORT

Principal's Report

2023 started lockdown free and we were able to get back into the full swing of things at Panmure District School. Those returning would have noticed several changes to our school. Our school hall has been upgraded throughout with new bathrooms and a new kitchen as well as a full paint. The school office has also been renovated with walls painted and new carpets installed. New fencing has been installed at the front of the school to help keep our school more secure and our sustainability programme is back up and running with our garden beds being redesigned, pataka up and running and chickens back on site.

This year for our learning we decided to try something new with a greater emphasis being put on curriculum areas that sit outside English and Mathematics. Through this curriculum redesign, we have seen greater engagement and interest from our students. They are excited about their learning in the different areas especially within the science and technology spaces. Moving into 2023, this style of curriculum will continue as we are already seeing the benefits of strengthening learning for our students across the curriculum.

We have felt our school community really get behind us as a school this year. We have had amazing turn outs at our different school events including our school market day, house arts, fun run, language weeks, athletics day, powhiri, student led conferences and hui/fono evenings. Having our families come along to these school events really make the day so much more. In 2023, please keep getting involved and coming along to as many school events as you are able to as it helps to show your children the importance of their education.

This year teachers have been involved in lots of new learning. Through the Maungakiekie Kahui Ako, we have been inquiring into ways to ensure we are developing critical thinking for our students through all curriculum areas. Teachers have made positive progress in this area. In 2023, we will be looking into the 21st Century skills to ensure we are delivering a curriculum that grows our students' ability in critical thinking, collaboration, communication and creativity.

One of our key goals in 2023 will be to ensure our students are at school every day, engaged in their learning. With this in mind, we have developed a new key role within

our school. We have introduced a second Deputy Principal, whose main role is to ensure students are engaged and achieving. Cassey Prentice, previously the Room 7 classroom teacher and team leader of Maungarei, has won this position. She will be working closely with students, teachers and families moving forward to ensure barrier free access to education for all students.

Another key goal for us in 2023 will be to continue implementing the curriculum refresh that we started this year. The Social Sciences curriculum refresh was released this year and our teachers have been working to implement it already. In 2023, the English and Mathematics curriculum areas will be released with more guidance for teachers and a clear progression for our students. Teachers will undergo bespoke professional development to ensure that individual development needs across English and Mathematics are met.

In 2023, 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*.

Rebekah Watts

Principal

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At a Glance

<p>Educating Years 1 to 8</p> <p>135 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 studentsGrow effective learning relationshipsGrow school cultureGrow staff capacity		<p>11 PDSTV Episodes</p> <p>11 Sports Tournaments</p>									
<p>35 Homework Club Hours</p> <p>Over 24,000 Free School Lunches</p> <p>Over 1,000 Duffy Books</p>	<p>Student Diversity:</p> <p>66 Males 64 Females</p> <table><tr><td>2 Year 0s</td><td>13 Year 1s</td><td>17 Year 2s</td></tr><tr><td>13 Year 3s</td><td>14 Year 4s</td><td>18 Year 5s</td></tr><tr><td>22 Year 6s</td><td>21 Year 7s</td><td>15 Year 8s</td></tr></table> <p>16% Maori 45% Pasifika 27% Asian 7% European 5% MELAA</p>		2 Year 0s	13 Year 1s	17 Year 2s	13 Year 3s	14 Year 4s	18 Year 5s	22 Year 6s	21 Year 7s	15 Year 8s
2 Year 0s	13 Year 1s	17 Year 2s									
13 Year 3s	14 Year 4s	18 Year 5s									
22 Year 6s	21 Year 7s	15 Year 8s									
<p>398 Facebook followers</p> <p>6,516 Facebook page visits</p>	<p>44 English Language Learners</p> <p>Staffing:</p> <table><tr><td>3 Senior Leaders</td><td>5 classroom teachers</td></tr><tr><td>1 roaming teachers</td><td>2 learning assistants</td></tr><tr><td>4 support staff</td><td>8 regular volunteers</td></tr></table>		3 Senior Leaders	5 classroom teachers	1 roaming teachers	2 learning assistants	4 support staff	8 regular volunteers			
3 Senior Leaders	5 classroom teachers										
1 roaming teachers	2 learning assistants										
4 support staff	8 regular volunteers										
<p>Student Achievement:</p> <p>50% students within or beyond in English</p> <p>49% students within or beyond in Mathematics and Statistics</p> <p>51% students within or beyond in Science</p> <p>53% students within or beyond in Social Sciences</p>											

Charter Review

Grow Holistically Academic Students

Sustainability

Sustainability continues to go from strength to strength at PDS. Our students have been involved in different aspects of sustainability each term to help develop their understanding of sustainability. The different focuses have been around developing a community pataka, animals, gardens and the rubbish system.

The pataka has been built with systems being developed to ensure that it is effectively used within the community. Our hope is to have this functioning within the community by the end of the year. The school gardens, which were developed with the support of Bunnings in term 2, have been planted and harvested. The class currently working with the gardens is Room 1. They have been using the plants they harvest to do cooking within their classes.

The rubbish system is all set up and working. Unfortunately, due to contractual obligations, we have been unable to swap rubbish services at this point. We are currently using two different rubbish services as a result. When our contract finishes with JJ Richards, we will move our services all to Green Gorilla who have the recycling systems that we need.

Finally, the school animals have been interesting this year with different classes having different focuses. In term 2, Room 6 worked with the Auckland Council to help eradicate rats from local parks. In term 3, Room 8 have had chicken eggs, which they have hatched and are now looking after little fluffy chicks. As they grow older and we can determine which ones are males and females, we will need to get rid of the male ones. We will be keeping a group of chickens which students will look after. Their eggs will be collected to be used in cooking and to share with the community through the pataka.

Health and Wellbeing

In term one, we trialled a small sample of the Mitey Programme: <https://www.mitey.org.nz/about-mitey/what-is-mitey>. Students were involved in a

variety of learning experiences that helped them to develop their understanding of their own emotional wellbeing.

In terms 2 and 3, teachers have developed their own in class programmes for the Health curriculum area. This has been achieved with the support of the Healthy Active Learning Community Connector for Tamaki-Maungakiekie. Community consultation for the health curriculum area occurred in Term 4 through our hui/fono evening. This feedback has helped support the direction of health and wellbeing for our school moving forward.

Grow Effective Learning Relationships

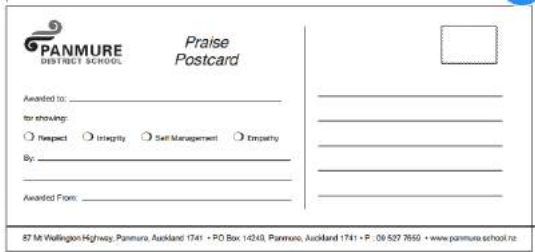
Positive Praise Postcards

In Term 2, we developed our praise postcards. These are sent to students' families to let them know of ways their child has shown the RISE values at our school.

Back:



Front:



Open Day

We held our first open day for the year in Term 2. It was great to be able to have the community back in the school. All our students were involved in developing a product to be sold at our school market day. They used design process thinking to develop their product and were taught economics to help them with their business plans and finances. It was amazing to see the students rise to the challenge! The junior classes worked as whole classes to develop their products and our senior school created small teams of students. There was a variety of products for sale with some food and drink items available.

As the importance of the day was around learning, not making money, we developed PDS money to be given to students with each of them receiving the same amount. This

helped them to understand the concepts of having limited amounts of money and needing to make decisions about what would be purchased with money. The marketplace was still competitive with various prizes up for grabs including most sales, best presentation, longest lines, etc.

In the afternoon session, we had our annual house arts competition. All our houses really stepped up to the plate this year with a variety of songs to entertain the audience. The artwork that was produced and presented by the houses were amazing. Congratulations to Totara House who took out the house arts competition for 2022.

Assessment

New accountability systems have been put in place for assessment. Team leaders have specific checks in place with reporting to the senior leadership team happening each term.

The senior leadership team has completed research of the different assessment tools available to determine their purpose and appropriateness moving forward. Generally, the tools we are currently using are fit for purpose so there will be minimal changes. There will be a new maths test trialled in term 4 this year. This will replace the GloSS test that has been used in the past. The reason for this change is that the GloSS test is a word problem test, which is already used within the AsTTle testing. This will be replaced with a test that does not include word problems to help assess where students are achieving in maths when English is not a barrier due to it not being their first language.

Grow our School Culture

Funding Opportunities

Funding has been secured for new IT equipment across the school at just over \$17,000. Through this funding we will be purchasing new iPads for our new entrant class and some new Chromebooks for our senior school.

Funding has also been secured for new sports uniforms. There are a number of different designs for us to choose from. We are going to share these designs with

students, staff and whanau to ensure everyone has the opportunity to give their thoughts about which uniform design they would like us to have moving forward.

The major project we worked on this year was to install a bike track. So far we have received funding to purchase bikes and helmets from Tu Manawa funding. We are going through the process of receiving quotes for the installation of the bike track, which is going to cost around \$120,000 and shed which will cost around \$25,000 to completely fit out. Once we have received three quotes for each, we will be able to apply for funding.

Local Area Learning

Our staff have worked really hard across the year to utilise our local area for our students' learning. In term 1, students were involved in learning at Mount Wellington where they have learned about the local area and the way Maori used it as a resource and Panmure Basin where they learned about waka including building and testing their own waka. Students also went to the Planetarium where they were taught by specialist teachers about Matariki and navigation by stars.

In term 2, students went to the local shops across the road to explore the way that stores market their products. The key focuses for this visit were to look at advertising as well as product placement. For example: what stores had at the front of their stores compared to what they had at the back of their stores.

In term 3, students had the opportunity to watch the ballet, Cinderella, in town. Through this trip they were able to see a live performance which related to their class learning of their own performances which were held at the end of term 3. The use of Van Dam Lagoon to look at water quality in Science was another way that staff incorporated the local environment into students' learning.

In term 4, all students went for a trip to MOTAT. Students were taught by specialist MOTAT educators on different topics that related to their school learning. The junior school learned about simple machines and the senior school learned about engineering coding.

Facebook Video Sharing

Throughout the year, there have been many videos of our school learning and events posted on Facebook. We have seen an increase in Facebook page likes of 63 and are having reach all around the world including Tonga, Fiji, Australia, US, UK and Philippines, just to name a few. This year we have had a total of 6,516 Facebook page visits. This continues to be a great way to showcase the exciting learning programmes and events we have as a school.

School Prospectus

Our school prospectus has now been developed and printed. The new prospectus has a whole new look with updated photos. The previous prospectus still had pictures with our old school uniform but with the new prospectus, there are only pictures with our new school uniform. We have also worked to make the prospectus less wordy than in the past while still ensuring that our key messages are retained within.

Grow Staff Capacity

Maori Success as Maori

Our staff have all undertaken personal GROWTH coaching around how they can better understand and meet the teaching standard: Te Tiriti o Waitangi. Each teacher developed their own goal based on where they felt they were already achieving within this standard. For some teachers, they looked at ways they could incorporate Maori language into their everyday teaching. While others looked at ways that they could make their class reflect Maori values better and ensure students felt represented within their classroom space.

New Outcome based Curriculum

A new curriculum was developed in 2022 to ensure there was better coverage of all curriculum areas. In the past, we have worked through integrated inquiry but we were finding that students were not being exposed to the whole curriculum in the depth that it should be covered. Therefore, this year we decided to have an hour and a half for each curriculum area outside of English and maths. This included: technology, the arts, health and PE, social sciences and science. English and maths have still had a slight majority of time with 3 hours 45 minutes assigned to these subjects across the week.

Students have enjoyed the opportunities this has presented to them with lots more opportunities for hands-on learning.

Developing Critical Thinking




Our staff have been involved in a collaborative inquiry throughout 2022. The key focus of this inquiry has been how teachers can facilitate conversations to ensure students are developing their critical thinking. Teachers have met three times a year to collaborate on this work. At the beginning of the year, teachers used their students' data to determine who their target students would be and then looked at research to develop strategies that would promote these students to develop critical thinking to raise student achievement. Our Within School Coach has worked alongside these teachers, observing them in class and providing feedback and feed forward for them to improve their classroom practice.

Analysis of Variance Reporting



Analysis of Variance

School Name:	Panmure District School	School Number:	1420
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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 New Zealand Curriculum level in English  79% of our students achieving within or beyond their New Zealand Curriculum level in Maths  77% of our students achieving within or beyond their New Zealand Curriculum level in Science and Social Sciences

Baseline Data:

English

Year Level	# of Students	Mid 2021 Actual	End 2022 Target
1			
2	16	94%	100%
3	9	89%	89%
4	17	53%	76%
5	18	67%	89%
6	17	18%	65%
7	16	44%	69%
8	14	14%	57%
<i>All</i>	<i>107</i>	<i>52%</i>	<i>78%</i>

Target: Move 27 students who are currently working towards to being at or above by the end of the year.

Mathematics and
Statistics

Year Level	# of Students	Mid 2021 Actual	End 2022 Target
1			
2	16	88%	100%
3	9	89%	89%
4	17	53%	76%
5	18	78%	94%
6	17	24%	65%
7	16	38%	86%
8	14	14%	50%
<i>All</i>	<i>107</i>	<i>53%</i>	<i>79%</i>

Target: Move 27 students who are currently working towards to being at or above by the end of the year.

Social Sciences

Year Level	# of Students	Mid 2021 Actual	End 2022 Target
1			
2	16	88%	100%
3	9	89%	89%
4	17	0%	53%
5	18	83%	94%
6	17	24%	65%
7	16	50%	81%
8	14	14%	57%
<i>All</i>	<i>107</i>	<i>48%</i>	<i>77%</i>

Target: Move 31 students who are currently working just below to being at or above.




Science




Year Level	# of Students	Mid 2021 Actual	End 2022 Target
1			
2	16	94%	100%
3	9	89%	89%
4	17	0%	59%
5	18	67%	94%
6	17	24%	65%
7	16	19%	63%
8	14	14%	71%
<i>All</i>	<i>107</i>	<i>41%</i>	<i>77%</i>





Target: Move 38 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 2022, targets were selected in English, Mathematics and Statistics, science and Social Sciences based on the New Zealand curriculum levels. Unfortunately, due to lockdown restrictions, we were unable to use end of year data so used mid-year data instead.</p> <p>Teachers have been involved in collaborative inquiries this year with a focus on critical thinking. Through these inquiries, teachers read evidence based research to select</p>	<p>Overall the outcomes were not as good as we had wanted. It is important to remember that whilst the midyear results include students who are on target to be within or beyond by the end of the year, it is realistic to believe that the majority of students who were only on track and not already achieving at the end of year standard did not reach the standard due to the long lockdown at the end of 2021.</p>	<p>Whilst we did not quite meet our targets in Science and Social Sciences, we did some improvements overall that were pleasing. In 2022, we trialled a new timetable with a greater focus on curriculum subjects outside of English and maths. Due to this, students have</p>	<p>Same:</p> <ul style="list-style-type: none">  We will continue to use PR1ME maths for all year levels.  The timetable will remain in place with English and maths being taught in the morning block and the other curriculum areas being taught in the middle block.  Collaborative inquiries will continue in 2022 with a focus on critical thinking, creativity,

<p>different strategies to implement across the curriculum. Observations were completed termly with feedback and feed forward given to the teacher. We designed school wide systems such as exit tickets, to encourage students to reflect on their learning using the success criteria. A critical thinking rubric was developed for the students and teachers to use to assess where students were currently achieving. It was also used for teachers to reflect on their planning to see where they have provided opportunities for students to develop their critical thinking.</p> <p>All teachers were involved in GROWTH coaching with a leader of the school. Through this process, teachers developed individualised</p>	<p>English overall results moved from 52% within or beyond to 50% within or beyond. Generally, the year levels had less students achieving within or beyond by the end of the year compared to midyear 2021; however, there were vast improvements in year 6 (18% to 39%) and 8 (14% to 47%).</p> <p>Maths overall results moved from 53% within or beyond to 49% within or beyond. Generally, the year levels had less students achieving within or beyond by the end of the year compared to midyear 2021; however, there was some improvement in year 6 (24% to 33%) and 8 (14% to 26%).</p> <p>Science overall results moved from 41% within or beyond to 51%</p>	<p>had explicit teaching in Science and Social Science across the year.</p> <p>In 2022, we started the PR1ME maths programme. Teachers can see that this will be a beneficial programme in the long run; however, they noted that our students have a lot of gaps currently that they are having to plug. This may be a contributing factor to why we are yet to see the movement in Maths</p>	<p>communication and collaboration.</p> <ul style="list-style-type: none">  GROWTH coaching will continue but there will be a new focus around Te Mātaiaho  Learning assistants will be utilised more effectively with explicit interventions and supporting classroom programmes in classes. <p>Different:</p> <ul style="list-style-type: none">  We will be using the Joy Allcock Code resources with all students in the junior school. Students in years 4-8 who struggle with decoding will have the catch up programme as an intervention.
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<p>goals based on their own personal needs. At the beginning of the year the key focus across the school was on the Te Tiriti teaching standard. In the second half of the year, teachers were able to select another standard to focus on.</p> <p>In 2022 we have used a new timetable that encourages teachers to teach beyond English and maths. Each week students were involved in an hour and half of technology, science, social sciences, health and PE, and the arts. They also had 3 hours and 45 minutes of English and maths a week.</p> <p>Learning assistants use has been streamlined to focus more on explicit learning interventions and supporting</p>	<p>within or beyond. Generally, the year levels had less students achieving within or beyond by the end of the year compared to midyear 2021; however, there was some improvement in year 5 (67% to 70%) and 8 (14% to 26%) with vast improvements in year 4 (0% to 44%).</p> <p>Social Sciences overall results moved from 48% within or beyond to 53% within or beyond.</p> <p>Generally, the year levels had less students achieving within or beyond by the end of the year compared to midyear 2021; however, there was some improvement in year 6 (24% to 33%) and vast improvements in</p>	<p>we were expecting. In 2022, we will shift to using assessment methods that align with PR1ME maths.</p> <p>In 2022, we have explored different structured literacy programmes before settling on Joy Allcock’s programme. We have started to use this as an intervention in Term 4 with our senior classes and are seeing some huge progress with our students who have been underachieving.</p>	<ul style="list-style-type: none">  DP: Engagement and Achievement and junior school teachers will be involved in the Better Start Literacy PLD which will be utilised within our junior school classrooms.  We are moving to use the Ready, Steady, Go assessment for students starting school.  We will be moving our senior school into more specific teaching at the right year level for each child.  Monitoring of target students will be more explicit in 2023 with teachers tracking their students through the collaborative inquiry sessions and having to bring
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students who need additional supports through their classroom programmes.	years 4 (0% to 44%) and 8 (14% to 27%).	We will continue to use this programme in 2023.	evidence of students' learning to these sessions.
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Planning for next year:

In 2023, end of year Evidence Based Assessment will be used to inform our targets.

Collaborative inquiries will be refined with a slightly different process to improve teacher tracking of student data and being more reflective on the effects of their changes of teacher practice on student achievement. There will also be a renewed focus with the 21st Century skills of communication, collaboration, critical thinking and creativity. All teachers will be involved in this PLD.

GROWTH coaching will follow the same process as in 2022; however, there will be a renewed focus with teachers focusing on the English and maths within Te Mātaiaho.

Better Start Literacy PLD will be run with the junior school, with the team leader gaining accreditation to support future teachers to train in Better Start Literacy.

The senior school will be trialling a new way of functioning with form classes being set up with students from years 4 – 8. All students will be taught in specific sessions aimed at their particular level with a rotating timetable across the week. Across the year, all students will be taught by each different teacher in each different subject area.

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 \$1,797. The \$1,797 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 year 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	Term 3	Term 4
Physical Education	All	Football			
	0-3	Traditional Maori games	Movement Skills	Throw, catch, aim: Small objects	Athletics
	4-8	Cooperative games	Catch, throw: Large ball skills	Bike Skills Catch, throw, strike: Small ball skills	Athletics
Fitness		All years - Monday to Thursday			
School Sports	House sports rotations		Fun Run	House sports rotations Athletics Day	
Eastern Zone tournaments	Football, Hockey				
Tamaki Zone tournaments	Football, Basketball, Athletics, Netball, Volleyball, Touch Rugby, Rugby League				
Sports trainings Lunchtime	Coaching provided by teachers / external coaches for tournament teams / coaching provided by One Tree Hill College: basketball, volleyball, softball, football				
Free Choice Play	Students own choice using school equipment at interval and lunch times				
Active Recreation	Gardening				

Panmure District School Supporting Organisations



Finances

PANMURE DISTRICT SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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:

Education  *Services.*
Dedicated to your school

PANMURE DISTRICT SCHOOL

Annual Report - For the year ended 31 December 2022

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	Other Information
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	Kiwisport / Statement of Compliance with Employment Policy
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Panmure District School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

JERRI ANN OWEN

Full Name of Presiding Member

Rebekah Elaine Adele Watts

Full Name of Principal

Terri Owen

Signature of Presiding Member

R. Watts

Signature of Principal

12th June 2023

Date:

12.06.23

Date:

Panmure District School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,968,360	1,834,841	1,930,054
Locally Raised Funds	3	50,317	40,950	50,311
Interest Income		3,584	200	303
Gain on Sale of Property, Plant and Equipment		82	-	-
Other Revenue		3,800	-	-
		<u>2,026,143</u>	<u>1,875,991</u>	<u>1,980,668</u>
Expenses				
Locally Raised Funds	3	6,977	-	3,269
Learning Resources	4	999,895	908,371	1,039,208
Administration	5	207,806	95,728	182,306
Finance		476	433	698
Property	6	666,220	871,390	623,606
Loss on Disposal of Property, Plant and Equipment	9	2,086	-	-
		<u>1,883,460</u>	<u>1,875,922</u>	<u>1,849,087</u>
Net Surplus / (Deficit) for the year		142,683	69	131,581
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>142,683</u>	<u>69</u>	<u>131,581</u>

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

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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		707,600	540,505	574,010
Total comprehensive revenue and expense for the year		142,683	69	131,581
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	2,009
Equity at 31 December		850,283	540,574	707,600
Accumulated comprehensive revenue and expense		850,283	540,574	707,600
Equity at 31 December		850,283	540,574	707,600

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.

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Panmure District School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	720,136	334,485	624,211
Accounts Receivable	8	106,886	61,655	76,186
GST Receivable		7,062	2,245	2,853
Prepayments		13,260	3,102	10,076
		<u>847,344</u>	<u>401,487</u>	<u>713,326</u>
Current Liabilities				
Accounts Payable	10	125,355	103,270	126,880
Provision for Cyclical Maintenance	11	37,693	42,695	34,650
Finance Lease Liability	12	2,983	3,017	3,282
Funds held in Trust	13	3,662	-	4,372
Funds held for Capital Works Projects	14	25,076	-	22,753
		<u>194,769</u>	<u>148,982</u>	<u>191,937</u>
Working Capital Surplus/(Deficit)		652,575	252,505	521,389
Non-current Assets				
Property, Plant and Equipment	9	241,343	294,371	220,445
		<u>241,343</u>	<u>294,371</u>	<u>220,445</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	11	43,132	-	31,214
Finance Lease Liability	12	503	6,302	3,020
		<u>43,635</u>	<u>6,302</u>	<u>34,234</u>
Net Assets		<u><u>850,283</u></u>	<u><u>540,574</u></u>	<u><u>707,600</u></u>
Equity		<u><u>850,283</u></u>	<u><u>540,574</u></u>	<u><u>707,600</u></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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		489,185	420,306	507,574
Locally Raised Funds		54,646	40,950	51,796
Goods and Services Tax (net)		(4,209)	-	(608)
Payments to Employees		(222,530)	(231,804)	(228,902)
Payments to Suppliers		(149,138)	(221,884)	(133,146)
Interest Paid		(476)	(433)	(698)
Interest Received		882	200	270
Net cash from/(to) Operating Activities		168,360	7,335	196,286
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(72,662)	(98,500)	(30,244)
Net cash from/(to) Investing Activities		(72,662)	(98,500)	(30,244)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,009
Finance Lease Payments		(1,386)	(3,282)	(1,347)
Funds Administered on Behalf of Third Parties		1,613	-	28,575
Net cash from/(to) Financing Activities		227	(3,282)	29,237
Net increase/(decrease) in cash and cash equivalents		95,925	(94,447)	195,279
Cash and cash equivalents at the beginning of the year	7	624,211	428,932	428,932
Cash and cash equivalents at the end of the year	7	720,136	334,485	624,211

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.

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Panmure District School

Notes to the Financial Statements

For the year ended 31 December 2022

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 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 11.

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Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 12. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

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

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

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

Finance Leases

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

Depreciation

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

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	593,973	398,306	565,942
Teachers' Salaries Grants	890,288	767,943	888,770
Use of Land and Buildings Grants	484,099	668,592	475,342
	<u>1,968,360</u>	<u>1,834,841</u>	<u>1,930,054</u>

The school has opted in to the donations scheme for this year. Total amount received was \$18,150.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	300	-	3,301
Fees for Extra Curricular Activities	-	200	2,893
Trading	57	-	1,471
Fundraising & Community Grants	20,398	17,750	14,754
Other Revenue	20,927	23,000	27,892
Childcare	8,635	-	-
	<u>50,317</u>	<u>40,950</u>	<u>50,311</u>
Expenses			
Trading	39	-	2,214
Fundraising & Community Grant Costs	611	-	1,055
Childcare	6,327	-	-
	<u>6,977</u>	<u>-</u>	<u>3,269</u>
<i>Surplus for the year Locally raised funds</i>	<u>43,340</u>	<u>40,950</u>	<u>47,042</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	24,810	27,746	16,141
Library Resources	946	1,450	4,156
Employee Benefits - Salaries	920,420	818,576	969,103
Staff Development	5,372	11,000	3,769
Depreciation	48,347	49,599	46,039
	<u>999,895</u>	<u>908,371</u>	<u>1,039,208</u>

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5. Administration

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,127	7,127	6,920
Board Fees	1,800	3,000	2,550
Board Expenses	4,402	7,900	7,319
Communication	2,702	5,081	4,633
Consumables	6,485	7,500	6,343
Operating Lease	-	-	540
Other	11,475	11,440	9,558
Employee Benefits - Salaries	44,483	40,230	41,142
Insurance	6,913	6,850	6,164
Service Providers, Contractors and Consultancy	7,128	6,600	6,792
Healthy School Lunch Programme	115,291	-	90,345
	207,806	95,728	182,306

6. Property

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,828	7,900	5,869
Cyclical Maintenance Provision	14,961	16,686	(10,236)
Grounds	8,137	6,250	2,442
Heat, Light and Water	28,812	28,300	22,101
Repairs and Maintenance	4,570	13,500	6,298
Use of Land and Buildings	484,099	668,592	475,342
Security	9,059	8,021	6,536
Employee Benefits - Salaries	107,508	118,941	110,356
Vehicle	2,246	3,200	4,898
	666,220	871,390	623,606

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

7. Cash and Cash Equivalents

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	720,136	334,485	624,211
Cash and cash equivalents for Statement of Cash Flows	720,136	334,485	624,211

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

Of the \$720,136 Cash and Cash Equivalents \$25,076 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 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	561	3,117	1,632
Banking Staffing Underuse	13,995	-	-
Interest Receivable	2,811	76	109
Teacher Salaries Grant Receivable	89,519	58,462	74,445
	<u>106,886</u>	<u>61,655</u>	<u>76,186</u>
Receivables from Exchange Transactions	3,372	3,193	1,741
Receivables from Non-Exchange Transactions	103,514	58,462	74,445
	<u>106,886</u>	<u>61,655</u>	<u>76,186</u>

9. Property, Plant and Equipment

2022	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	43,650	-	-	-	(4,147)	39,503
Furniture and Equipment	96,431	67,211	(2,086)	-	(19,162)	142,394
Information and Communication Technology	44,874	1,465	-	-	(10,951)	35,388
Motor Vehicles	22,961	-	-	-	(9,070)	13,891
Textbooks	6,285	2,042	-	-	(1,602)	6,725
Leased Assets	5,901	1,122	(509)	-	(3,344)	3,170
Library Resources	343	-	-	-	(71)	272
Balance at 31 December 2022	<u>220,445</u>	<u>71,840</u>	<u>(2,595)</u>	<u>-</u>	<u>(48,347)</u>	<u>241,343</u>

The net carrying value of equipment held under a finance lease is \$3,170 (2021: \$5,901)

Restrictions

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

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	138,081	(98,578)	39,503	138,081	(94,431)	43,650
Furniture and Equipment	378,205	(235,811)	142,394	313,894	(217,463)	96,431
Information and Communication Technology	211,143	(175,755)	35,388	209,678	(164,804)	44,874
Motor Vehicles	45,350	(31,459)	13,891	45,350	(22,389)	22,961
Textbooks	13,279	(6,554)	6,725	11,237	(4,952)	6,285
Leased Assets	9,795	(6,625)	3,170	9,746	(3,845)	5,901
Library Resources	12,810	(12,538)	272	12,810	(12,467)	343
Balance at 31 December	<u>808,663</u>	<u>(567,320)</u>	<u>241,343</u>	<u>740,796</u>	<u>(520,351)</u>	<u>220,445</u>

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10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	7,880	10,684	14,307
Accruals	7,127	11,863	12,937
Employee Entitlements - Salaries	89,519	58,462	74,445
Employee Entitlements - Leave Accrual	20,829	22,261	25,191
	<u>125,355</u>	<u>103,270</u>	<u>126,880</u>
Payables for Exchange Transactions	125,355	103,270	126,880
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>125,355</u>	<u>103,270</u>	<u>126,880</u>

The carrying value of payables approximates their fair value.

11. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	65,864	26,009	76,100
Increase to the Provision During the Year	16,124	16,686	16,467
Other Adjustments	(1,163)	-	(26,703)
Provision at the End of the Year	<u>80,825</u>	<u>42,695</u>	<u>65,864</u>
Cyclical Maintenance - Current	37,693	42,695	34,650
Cyclical Maintenance - Non current	43,132	-	31,214
	<u>80,825</u>	<u>42,695</u>	<u>65,864</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,183	3,017	3,715
Later than One Year and no Later than Five Years	535	6,302	3,179
Future Finance Charges	(232)	-	(592)
	<u>3,486</u>	<u>9,319</u>	<u>6,302</u>
Represented by			
Finance lease liability - Current	2,983	3,017	3,282
Finance lease liability - Non current	503	6,302	3,020
	<u>3,486</u>	<u>9,319</u>	<u>6,302</u>

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13. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,662	-	4,372
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	3,662	-	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. 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 \$
LSC Office			22,753	-	(19,863)	-	2,890
SIP/BOT Block 1,6: Admin & Hall/Toilet Upgrade		223031	-	79,210	(57,024)	-	22,186
Totals			22,753	79,210	(76,887)	-	25,076

Represented by:

Funds Held on Behalf of the Ministry of Education	25,076
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
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 Receivable from the Ministry of Education	-

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 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.

16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	1,800	2,550
<i>Leadership Team</i>		
Remuneration	260,272	253,782
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	262,072	256,332

There are 5 members of the Board excluding the Principal. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	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	-
	2.00	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:

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

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

As at 31 December 2022 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 \$60,110 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$89,372 contract for the SIP/BOT Block 1,6: Admin & Hall/Toilet Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$79,210 has been received of which \$57,024 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$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.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	720,136	334,485	624,211
Receivables	106,886	61,655	76,186
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	827,022	396,140	700,397

Financial liabilities measured at amortised cost

Payables	125,355	103,270	126,880
Finance Leases	3,486	9,319	6,302
Total Financial Liabilities Measured at Amortised Cost	128,841	112,589	133,182

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.

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Panmure District School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Terri O'Neil	Presiding Member	Elected	Sep 2025
Nathan Dunn	Presiding Member	Elected	Sep 2022
Rebekah Watts	Principal	ex Officio	
Aivenhoe Vea	Parent Representative	Elected	Sep 2025
Michael O'brien	Parent Representative	Elected	Sep 2022
Virginia Tupou	Parent Representative	Elected	Sep 2025
Manaeua Mehau	Parent Representative	Elected	Sep 2025
Jenny Howsham	Staff Representative	Elected	Sep 2022
Caroline Shum	Staff Representative	Elected	Sep 2025

Panmure District School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,783 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Panmure District School 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 identified 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.