

Panmure District School

ANNUAL REPORT

2024



Statement of Variance

Panmure District School has been diligently pursuing three key goals as part of its strategic plan for 2024-2025. At the end of this year we would have completed our first year of the two year plan.

Grow Reciprocal Student Focused Relationships

The school actively fosters reciprocal student focused relationships with our community by ensuring that as a school we effectively communicate with whānau and provide them with multiple opportunities to engage in conversations around their child's learning. Simultaneously, teachers have focused on developing and strengthening their relationships with whānau by being proactive in communicating with them and being the first point of contact at school.

Annual Target One: We will connect with iwi and whānau to ensure a reciprocal student focused relationships is established

Actions Taken

1. Develop a structured Spotlight reporting framework: We have developed a Spotlight Reporting framework that sets out when teachers need to post on the different curriculum areas for each term. It covers what needs to be done for all four terms.
2. Run hui/fono with whānau to support them with Spotlight and how to engage with the posts effectively: Instead of running a hui/fono in 2024 on how to engage with the posts we decided to focus on running small workshops to help parents to sign up to Spotlight as this was the first year as a school that we used it.
3. Develop a facebook planner: This needs to be done. As a school we enabled our teaching staff to be able to post to facebook and ran a competition where staff were allocated points based on the types of reactions they received from posts.

4. Send out termly team/class overviews and programs to whānau: A template was developed for teams to use which they filled in and sent out at the beginning of each term.
5. Ensure website calendar is kept up to date: The school calendar on our website is kept up to date.
6. Contact whānau to let them know about key events: A generic notice has been developed and is shared with teachers so they can let parents know about key events that are happening in the school such as cultural week celebrations.
7. Contact whānau at least once a term for something positive: A tracking sheet has been developed where teachers record when they have contacted a parent in their class.

Evaluation of Impact

- The Spotlight overview has ensured reporting of all of the different curriculum areas to whānau each term throughout the year and it has provided a more structured approach for teachers.
- The workshops that we have run for parents about Spotlight have helped parents to sign up and how to like their child's posts. A series of more workshops would be helpful next year.
- Facebook Competition amongst staff has resulted in more posts being created and has increased community engagement.
- Term team/class overviews have ensured that the community are informed of the key events and learning that is taking place each term.
- There has been notable improvement in communication with whānau regarding key events happening at the school. Most teachers have been highly successful in this area, maintaining regular contact with whānau and building strong relationships. This was clearly demonstrated by the significant amount of parent involvement during school trips this year
- Staff have made considerable improvement when it comes to contacting whānau in regards to positive comments about their child/ren. This is evident

Sources of Information

To evaluate the outcomes, we relied on various sources of information:

- Regular reports and feedback from teachers, staff, and students.
- Engagement on Facebooks, increase in parent participation at EOTC events.
- Tracking and monitoring of communication between parents and teachers.

Informing Planning for Next Year

- Continue to support whānau with Spotlight with a focus on how parents can react to their child's learning and how to write comments in a response to their learning posts.
- Continue to engage in positive communication with parents on a regular basis so that we can continue to strengthen our relationships with whānau.
- Refine communication to parents about key events to encourage parents to take part in other events outside of EOTC.

Grow Staff Capacity and Capability

At Panmure District School, we are dedicated to the continuous growth and improvement of our teaching practices to ensure our students receive the highest quality education. These improvements are consistently grounded in evidence-based strategies, reflecting our commitment to informed and effective pedagogy.

Annual Goal 2: We will have staff that are able to use best practice based on the common practice model.

Actions Taken

1. Join Trauma Informed network to share ideas: The DP of Engagement and Achievement joined a Trauma informed network and completed an online course. They were able to use their new knowledge to support staff in this space and during professional development that was run with staff.
2. Staff to have termly target students: Teachers completed a case study each term on a child where they implemented trauma informed strategies. These students were students that were identified through PB4L data or teacher observations.

3. Try new trauma informed practices and measure effectiveness: PLD was run for teachers about different trauma informed practices and teachers chose a couple of strategies that would best support their chosen child. They completed a new case study every term and trailed a range of strategies throughout the year. As a staff we met to reflect on the impact it had by looking at attendance, PB4L data and teacher observations.
4. Utilise the Maori language website: Teachers used the Toku Reo website in their classes after morning tea. This program was more suited for the senior school students. The junior school ended up using an alternative program. Teachers are embedding this in their classroom program in an engaging and purposeful way.
5. He Papa Tikanga Course: Staff were enrolled in the He Papa Tikanga course, we ensured that we allocated staff meetings where everyone could work on their workbooks. All staff completed it in Term 3. As a staff we reflected on our new learning and how we could implement it at school and developed three goals around it.
6. Undertake PLD in Mātauranga Māori: PLD was provided by staff and a MOE advisor around what Mātauranga Māori is and how we can incorporate it into our teaching and learning programs. Staff were provided with examples of content that could be taught and were also given a unit plan that incorporated Mātauranga Māori into a Health and PE plan.
7. Work with an external facilitator to undertake PLD on Assessment for Learning practices and Deliberate Acts of teaching: The external facilitator ran a series of PLD sessions based on the needs of our teachers, observed teachers and provided feedback through practice analysis conversations and supported SLT with practice analysis conversations by observing them and providing feedback.
8. SLT staff to undertake PLD on Brene Brown: SLT went to a 3 day Brene Brown: Dare to Lead course, they also met fortnightly and worked through the Brene Brown workbook. However, they did not manage to complete the whole book.

Evaluation of Impacts

- DP of Engagement and Achievement further developed their understanding of Trauma informed practices and was able to support teachers when necessary.

- There have been noticeable improvements with the students who the teacher chose for their Trauma Case Studies and teachers have deepened their understanding of Trauma informed practices and how to implement them.
- Students and teachers are continuing to develop their Te Reo through the use of the Toku Reo website.
- All staff successfully completed the He Papa Tikanga course and have developed a better understanding of tikanga. Currently we are working on how we can use this new knowledge at Panmure District School in our teaching and learning programs.
- Teachers are including more Mātauranga Māori in their teaching and learning programs and students can talk about the learning they have done in this space.
- Assessment for Learning practices are being used across the school, all teachers have made progress and are embedding it in their teaching and learning programs. There are clear links to this in their planning and teaching.

Sources of Information

- Teacher planning, teacher feedback, and lesson observations.
- Observation reports, teacher self-assessment, and feedback discussions.
- Tracking data and case studies.

Informing Planning for Next Year

- Continue providing ongoing support and additional training for teachers who may require it.
- Continue regular observations and feedback sessions, with a focus on specific areas of improvement for each teacher.
- Continue monitoring and supporting students through Trauma case studies.

Grow Equitable and Excellent Outcomes

At Panmure District School, we are dedicated to the continuous growth and improvement of our teaching practices to ensure our students receive the highest quality education. These improvements are consistently grounded in evidence-based strategies and are carefully aligned with Te Mataiaho. This approach ensures that our

teaching not only supports academic achievement but also fosters the holistic development of our students.

Annual Target Three - We will have a localised curriculum developed for the Maths and English Curriculum Refresh.

Actions Taken

1. Develop a yearly overview for each level based on Te Mātaiaho English: This year we did not develop a yearly overview for English as the final copy of the curriculum has not been released.
2. Ensure teachers have the capacity and capability to teach Mātaiaho English effectively: Panmure District School enrolled all eligible teachers (teachers who teach years 0-3) into the BSLA program. This means that all of our junior staff are now trained in structured literacy. An external facilitator has run PLD on the Te Mātaiaho, the focus was on unpacking the different parts of the curriculum, the phases and the science of learning.
3. Develop a yearly overview for each level based on Te Mātaiaho Math: The final copy of the draft curriculum was not released until the beginning of term 4.
4. Ensure teachers have the capacity and capability to teach Mātaiaho Math effectively: We ran a TOD where staff further developed their understanding of the science of learning and how it relates to the Te Mātaiaho Maths curriculum. Staff have unpacked the Maths curriculum and have compared and contrasted the different phases within it.

Evaluation of Impacts

- Teachers have developed a better understanding of the science of learning.
- Junior teachers are trained in the structured literacy program BSLA and are implementing it in their English programs. We have seen some pleasing results from this program.
- Staff have a better understanding of the different phases on the Te Mātaiaho English and Math curriculum and are able to identify what they are currently doing in the Te Mātaiaho.

Sources of Information

- Teacher feedback and discussions.

Informing Planning for Next Year

- To develop a yearly overview of Te Mātaiaho English
- To develop a yearly overview of Te Mātaiaho Math
- Continue to provide professional development for Te Mātaiaho English that reflects the needs of our teachers.
- Continue to provide professional development for Te Mātaiaho Math that reflects the needs of our teachers by enrolling them in the PLD days provided by the MOE and running PLD in house to support staff.

Equal Employment Opportunity (EEO) Commitment at Panmure District School

At Panmure District School, Equal Employment Opportunity (EEO) is more than a legal obligation or a policy framework—it is a cornerstone of our educational philosophy and a reflection of our commitment to fostering fairness, diversity, and inclusion. By embedding EEO principles into our practices, we enrich our school environment and strengthen our mission to provide exceptional education.

Our Commitment to Diversity and Inclusion

Diversity is a defining feature of Panmure District School. We value the unique contributions of individuals from varied backgrounds, cultures, and experiences, recognizing that this diversity enhances the learning environment for our students. Our inclusive approach encompasses all aspects of identity, including ethnicity, gender, age, religion, disability, and sexual orientation. By fostering a team that reflects the richness of our community, we ensure that our students are better prepared to thrive in a diverse and interconnected world.

Recruitment and Selection Practices

Our recruitment process exemplifies our dedication to EEO principles. We actively seek to reach diverse audiences with our job advertisements and emphasize our commitment to equal opportunity. During candidate selection, we prioritize qualifications, experience, and the potential to contribute meaningfully to our school community. We work diligently to eliminate bias, ensuring every candidate has a fair and equitable opportunity to join our team.

Fostering Professional Growth

EEO at Panmure District School extends to supporting staff through professional development and career progression. We offer equitable access to training and development programs that cater to the diverse needs of our staff, empowering them to grow both personally and professionally. By investing in the continuous development of our team, we enhance the quality of teaching and learning, directly benefiting our students.

Creating an Inclusive School Culture

Inclusion is a lived value at Panmure District School, embedded in our policies, curriculum, and daily interactions. We strive to cultivate a culture where all staff feel respected, valued, and heard. Differences are celebrated as strengths, and collaboration is fostered in a supportive and understanding environment.

Addressing Challenges and Continuous Improvement

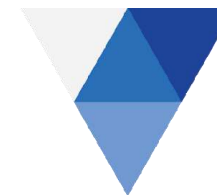
We recognize that maintaining a commitment to EEO requires ongoing effort, critical reflection, and sometimes navigating complex challenges. We are dedicated to addressing inequities, refining our policies, and fostering open dialogue to ensure our practices remain relevant and effective.

Looking Ahead

As we move forward, Panmure District School remains unwavering in its commitment to EEO. We believe an inclusive and diverse workforce is vital not only for the success of our students but also for fostering creativity, innovation, and excellence within our

school. By upholding these principles, we continue to strengthen our school community and contribute to the broader societal goal of equality and inclusion.

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 achieved just below where they should be in teacher judgement EBAs to be within or beyond their curriculum level by the end of the year.
Target:	<ul style="list-style-type: none"> 84% of our students achieving within or beyond their New Zealand Curriculum level in English <i>Move 24 students who are currently working towards being at or above by the end of the year.</i> 89% of our students achieving within or beyond their New Zealand Curriculum level in Maths <i>Target: Move 24 students who are currently working towards being at or above by the end of the year.</i> 86% of our students achieving within or beyond their New Zealand Curriculum level in Science <i>Target: Move 19 students who are currently working just below to being at or above.</i> 88% of our students achieving within or beyond their New Zealand Curriculum level in Social Sciences <i>Target: Move 26 students who are currently working just below to being at or above.</i>

Baseline Data:

English

Year Level	# of Students	End 2023 Actual	End 2024 Actual	Change
1	10	100%	100%	=
2	15	100%	81%	-19%
3	15	88%	63%	-25%
4	10	71%	50%	-21%
5	7	70%	75%	5%
6	7	41%	63%	22%
7	8	32%	55%	23%
8	9	53%	60%	7%
All	81	65%	72%	7%

Mathematics and
Statistics

Year Level	# of Students	End 2023 Actual	End 2024 Actual	Change
1	10	100%	100%	=
2	15	100%	87%	-13%
3	13	76%	49%	-27%
4	10	71%	48%	-23%
5	7	70%	76%	6%
6	11	65%	62%	-3%
7	11	44%	55%	11%
8	10	59%	45%	-14%
All	87	70%	69%	-1%

Science

Year Level	# of Students	End 2023 Actual	End 2024 Actual	Change
1	10	100%	100%	=
2	15	100%	75%	-25%
3	15	88%	67%	-21%
4	12	86%	50%	-36%
5	6	60%	76%	16%
6	10	59%	70%	11%
7	10	40%	50%	10%
8	10	59%	50%	-9%
All	88	70%	72%	2%

Social Sciences

Year Level	# of Students	End 2023 Actual	End 2024 Actual	Change
1	10	100%	100%	=
2	15	100%	75%	-25%
3	14	82%	67%	-15%
4	9	64%	50%	-14%
5	6	60%	76%	16%
6	10	59%	70%	11%
7	10	40%	50%	10%
8	10	59%	50%	-9%
<i>All</i>	<i>84</i>	<i>67%</i>	<i>72%</i>	<i>5%</i>

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 2024, targets were selected in English, Mathematics and Statistics, science and Social Sciences based on the New Zealand curriculum levels.</p> <p>Teachers have been involved in collaborative inquiries this year with a focus on visible learning across the curriculum. Through these inquiries, teachers read evidence based research to select different strategies to implement visible learning across the curriculum.</p> <p>Observations were completed termly with feedback and feed forward given to the teacher.</p>	<p>Looking at our students who were here at the end of 2023 to the end of 2024:</p> <p>Overall we saw some really exciting movement for our senior students with most year levels increasing their percentage of students who are achieving at or above their expected curriculum level.</p> <p>In English, our Year 6 & 7 students had the greatest improvement with an increase of 22% and 23% of our students being at or above their expected level.</p> <p>Overall, there was an increase from 65% to 72%, an increase of 7% of students achieving at or above their curriculum level. 22% of our students had accelerated growth in English.</p>	<p>Whilst we did not meet our targets, we have had some excellent improvements overall.</p> <p>In 2024, we continued with our new timetable with a greater focus on curriculum subjects outside of English and maths. Due to this, students have had explicit teaching in Science and Social Science across the year. This has helped see continued improvements for these subjects.</p>	<p>Same:</p> <p>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.</p> <p>Learning assistants will be utilised more effectively with explicit interventions and supporting classroom programmes in classes.</p> <p>Specific PLD in Assessment for Learning</p>

<p>much greater focus on student data and improvement was included in meetings each term.</p> <p>All teachers were involved in GROWTH coaching with a leader of the school. Through this process, teachers developed individualised goals based on their own personal needs.</p> <p>In 2024 we have continued to use our new timetable that encourages teachers to teach beyond English and maths. Each week students are involved in an hour and half of technology, science, social sciences, health and PE, and the arts with a major literacy</p>	<p>In mathematics and statistics, our Year 7 students had the greatest improvement with an increase of 11% of our students being at or above their expected level. Overall, there was a decrease from 70% to 69%, a decrease of 1% of students achieving at or above their curriculum level. 17% of our students had accelerated growth in maths.</p> <p>In science, our Year 5 students had the greatest improvement with an increase of 16% of our students being at or above their expected level. Overall, there was an increase from 70% to 72%, an increase of 2% of students achieving at or above their curriculum level. 17% of our students had accelerated growth in science.</p>	<p>In 2024, we stopped using PR1ME maths as the programme changed and we knew the government would be funding a new programme moving forward. As a result, students did not progress as well in maths as we had seen in the past.</p> <p>In 2024, our new entrant and year 1 teachers were trained in Better Start Literacy Approach and all teachers focused on visible learning within their classes across the curriculum. As a result, students have begun to improve not only within</p>	<p>practices with an external facilitator</p> <p>Different:</p> <p>A greater focus on differentiating for our students who are achieving above their expected curriculum level and supporting students working below their expected level</p> <p>Collaborative inquiries in 2025 will continue to focus on visible learning across the curriculum.</p> <p>In 2025, a new maths programme, Maths No Problem will be started.</p>
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<p>and numeracy focus being pulled through these curriculum areas.</p> <p>Learning assistants use has been streamlined to focus more on explicit learning interventions and supporting students who need additional supports through their classroom programmes.</p>	<p>In social science, our Year 5 students had the greatest improvement with an increase of 16% of our students being at or above their expected level. Overall, there was an increase from 67% to 72%, an increase of 5% of students achieving at or above their curriculum level. 8% of our students had accelerated growth in social sciences.</p>	<p>their English space but also their English language across the curriculum.</p> <p>In 2024, we had Evaluation Associates come in and run Assessment for Learning Practices for our staff, this has helped staff to be more explicit with their teaching.</p>	<p>PLD around trauma informed practices and using the new English curriculum will also be undertaken.</p> <p>A new structured literacy programme will be started.</p>
<p>Planning for next year:</p>			
<p>In 2025, end of year Evidence Based Assessment will be used to inform our targets.</p> <p>Collaborative inquiries will continue with teacher tracking of student data and being more reflective on the effects of their changes of teacher practice on student achievement. The core focus for collaborative inquiries in 2024 will be around visible learning across the curriculum. All teachers will be involved in this PLD.</p> <p>An external facilitator will be engaged to lead Assessment for Learning practices professional development and support leaders to undertake observations and practice analysis conversations with members of their teams.</p>			

A greater focus on students who are achieving above their expected curriculum level to be included through planning and teaching. Differentiated tasks to show how these students are going to be extended will be included in long term planning and monitored through team leader observations of teaching practices.

A greater focus on students who are achieving below their expected curriculum level to be included through planning and teaching. Differentiated tasks to show how these students are going to be scaffolded will be included in long term planning and monitored through team leader observations of teaching practices.

Commitment to Te Tiriti o Waitangi

As we reflect on the past year at Panmure District School, we are pleased to report on our ongoing commitment to upholding the principles of Te Tiriti o Waitangi, the Treaty of Waitangi. Te Tiriti is the founding document of Aotearoa New Zealand and plays a fundamental role in shaping our approach to education and community engagement.

Te Tiriti o Waitangi Principles:

Partnership (Whakawhanaungatanga): At Panmure District School, we recognise the importance of partnership between the school, Māori students and their whānau, and the wider community. We actively engage with Māori families to ensure their voices are heard in decision-making processes. Our commitment to partnership is reflected in our school governance structures, where we value Māori representation and participation.

Participation (Tino Rangatiratanga): We respect the right of Māori students to have control over their own learning journey and the ability to express their cultural identity. Our curriculum and teaching practices are designed to be inclusive, ensuring that Māori students can actively participate and succeed in all aspects of school life. We celebrate Māori culture and heritage, both within and beyond the classroom.

Protection (Kaitiakitanga): We understand our role as kaitiaki (guardians) of our students' educational and cultural well-being. We are committed to protecting the unique cultural identity and language of Māori students. Our school actively promotes the use of Te Reo Māori and the celebration of Māori customs and traditions.

Redress (Tika): In the spirit of tika (justice), we acknowledge the historical injustices that have impacted Māori communities and their access to education. We are committed to addressing disparities in educational outcomes and promoting equity for all students, including Māori students. We actively work to close the achievement gap and provide targeted support to those who need it.

Actions and Achievements:

Over the past year, we have undertaken several initiatives to give effect to Te Tiriti o Waitangi:

1. Curriculum Integration: We have integrated Te Reo Māori and Māori culture throughout our curriculum, providing all students with a deeper understanding of Māori perspectives and knowledge.
2. Professional Development: Our staff has engaged in professional development to improve cultural competency and the ability to provide culturally responsive teaching.
3. Whānau Engagement: We have strengthened our engagement with Māori families through regular hui (meetings) and consultation, ensuring their perspectives are considered in decision-making processes.
4. Recognition and Celebration: We have celebrated Māori culture through events, activities, and the promotion of important Māori dates such as Matariki and Te Wiki o te Reo Māori (Māori Language Week).
5. Equity Initiatives: We continue to work towards equity by monitoring the progress and achievements of Māori students and providing additional support and resources where necessary.

In conclusion, Panmure District School remains committed to giving effect to Te Tiriti o Waitangi by embedding its principles into our educational practices, policies, and partnerships. We believe that by upholding these principles, we can provide a more inclusive and equitable educational experience for all our students, honouring the principles of Te Tiriti and contributing to the well-being of our community.

Equal Employment Opportunity (EEO) Reflection for Panmure District School

As we reflect on the practices and policies at Panmure District School, it becomes increasingly evident how integral Equal Employment Opportunity (EEO) is to the fabric of our educational community. EEO isn't just a legal requirement or a policy on paper; it's a commitment to fairness, diversity, and inclusion that enriches our school environment and enhances our educational mission.

Commitment to Diversity and Inclusion

At Panmure District School, our dedication to EEO is reflected in our diverse staff composition. We believe that a team of educators and staff from varied backgrounds, cultures, and experiences is crucial in providing a rich and comprehensive educational experience for our students. This diversity not only includes race and ethnicity but also encompasses gender, age, religion, disability, and sexual orientation. By embracing a broad spectrum of perspectives, we create a more dynamic and inclusive learning environment that prepares our students for the diverse world they will encounter beyond school.

Recruitment and Selection

Our recruitment process is a testament to our commitment to EEO principles. We ensure that our job advertisements reach a wide audience and clearly state our dedication to diversity and equal opportunity. During the selection process, we focus on candidates' qualifications, experience, and potential to contribute positively to our school community. We strive to eliminate biases and ensure that all candidates are given a fair and equal chance to join our team.

Professional Development and Advancement

At Panmure District School, we recognise that EEO also involves providing equal opportunities for professional development and career advancement. We are committed to identifying and nurturing the talents of all staff members, offering training and development programmes that cater to diverse learning styles and professional interests. This approach not only aids in personal and professional growth but also ensures that our staff are equipped with the latest educational tools and strategies, benefiting our students directly.

Creating an Inclusive Culture

Our commitment to EEO extends beyond recruitment and professional development; it is embedded in our everyday culture. We promote a school environment where respect and understanding are

foundational values. This is reflected in our policies, our curriculum, and our daily interactions. We actively work to create an atmosphere where all staff feel valued, heard, and included, and where differences are not just tolerated but celebrated.

Addressing Challenges

We acknowledge that upholding EEO principles is not without its challenges. It requires ongoing effort, reflection, and sometimes difficult conversations. We are committed to continually assessing and improving our practices, addressing any instances of inequality or discrimination, and ensuring that our policies remain relevant and effective.

Looking Forward

As we look to the future, Panmure District School remains steadfast in its commitment to EEO. We understand that an inclusive and diverse workforce is not only beneficial for our students but also essential for fostering innovation, creativity, and excellence in education. By continuing to uphold and embody these principles, we strengthen not only our school but also the broader community we serve.

Kiwisport Funding Report

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$750. The \$750 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.

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
Fitness	All year levels: Monday - Thursday			
School Sports	House Sport Rotation		Fun Run	House Sport Rotation Athletics Day
Eastern Zone Tournaments	Football, Netball, Volleyball, Basketball, Softball, Tag			
Tamaki Zone Tournaments	Football, Rugby, Netball, Softball, Ki O Rahi, Touch and Athletics			
Sports	During break times teachers and other staff provided training in a variety of different sports. The sports that are offered align with the Tamaki Cluster and Eastern Zone Tournaments that we are going to throughout the year.			
Free choice play	During break times students have the opportunity to engage in free choice play.			

PANMURE DISTRICT SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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 Financial Statements - For the year ended 31 December 2024

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Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Panmure District School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Panmure District School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,453,732	1,801,493	1,840,596
Locally Raised Funds	3	66,808	119,000	132,786
Interest		19,510	5,000	20,970
Other Revenue		-	3,000	2,628
Total Revenue		2,540,050	1,928,493	1,996,980
Expense				
Locally Raised Funds	3	11,879	14,000	8,230
Learning Resources	4	1,309,579	1,100,218	1,092,632
Administration	5	480,736	116,177	139,715
Interest		755	765	296
Property	6	690,109	697,156	613,965
Total Expense		2,493,058	1,928,316	1,854,838
Net Surplus / (Deficit) for the year		46,992	177	142,142
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		46,992	177	142,142

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		1,001,497	870,557	850,283
Total comprehensive revenue and expense for the year		46,992	177	142,142
Distributions to the Ministry of Education - Contribution to Capital Works		-	-	(3,610)
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	12,682
Equity at 31 December		1,048,489	870,734	1,001,497
Accumulated comprehensive revenue and expense		1,048,489	870,734	1,001,497
Equity at 31 December		1,048,489	870,734	1,001,497

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,254,867	446,733	858,820
Accounts Receivable	8	82,806	106,886	92,346
GST Receivable		-	7,062	4,684
Prepayments		5,181	13,260	13,175
Funds Receivable for Capital Works Projects	14	1,480	-	-
		<u>1,344,334</u>	<u>573,941</u>	<u>969,025</u>
Current Liabilities				
GST Payable		30,159	-	-
Accounts Payable	10	149,012	125,355	115,414
Revenue Received in Advance	11	8,294	-	1,846
Provision for Cyclical Maintenance	12	55,452	37,693	44,194
Finance Lease Liability	13	3,858	2,983	3,264
Funds held for Capital Works Projects	14	250,000	-	937
		<u>496,775</u>	<u>166,031</u>	<u>165,655</u>
Working Capital Surplus/(Deficit)		<u>847,559</u>	<u>407,910</u>	<u>803,370</u>
Non-current Assets				
Property, Plant and Equipment	9	283,600	498,455	268,997
		<u>283,600</u>	<u>498,455</u>	<u>268,997</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	77,733	35,128	64,757
Finance Lease Liability	13	4,937	503	6,113
		<u>82,670</u>	<u>35,631</u>	<u>70,870</u>
Net Assets		<u>1,048,489</u>	<u>870,734</u>	<u>1,001,497</u>
Equity				
		<u>1,048,489</u>	<u>870,734</u>	<u>1,001,497</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 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		600,596	456,235	525,706
Locally Raised Funds		66,366	122,000	135,331
Goods and Services Tax (net)		34,843	-	2,378
Payments to Employees		(326,114)	(293,000)	(292,488)
Payments to Suppliers		(193,126)	(364,073)	(152,073)
Interest Paid		(755)	(765)	(296)
Interest Received		27,827	5,000	15,464
Net cash from/(to) Operating Activities		209,637	(74,603)	234,022
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(59,817)	(194,300)	(75,254)
Net cash from/(to) Investing Activities		(59,817)	(194,300)	(75,254)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,682
Contributions from Ministry of Education		-	-	(3,610)
Finance Lease Payments		(1,356)	(4,500)	(1,355)
Funds Administered on Behalf of Other Parties		247,583	-	(27,801)
Net cash from/(to) Financing Activities		246,227	(4,500)	(20,084)
Net increase/(decrease) in cash and cash equivalents		396,047	(273,403)	138,684
Cash and cash equivalents at the beginning of the year	7	858,820	720,136	720,136
Cash and cash equivalents at the end of the year	7	1,254,867	446,733	858,820

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2024

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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of Stationery. 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 material.

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
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

l) 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.

m) 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 and annual leave earned, by non teaching staff, 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.

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

o) 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.

p) 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.

q) 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. 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 the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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 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.

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.

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 statement 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	658,926	456,826	513,752
Teachers' Salaries Grants	978,691	860,568	903,817
Use of Land and Buildings Grants	473,085	484,099	394,622
Ka Ora, Ka Ako - Healthy School Lunches Programme	343,030	-	28,405
	2,453,732	1,801,493	1,840,596

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	3,920	-	-
Fees for Extra Curricular Activities	-	-	804
Trading	128	-	74
Fundraising and Community Grants	21,901	82,500	102,269
Other Revenue	26,511	23,500	22,555
Childcare	14,348	13,000	7,084
	66,808	119,000	132,786
Expense			
Extra Curricular Activities Costs	-	-	639
Fundraising and Community Grant Costs	849	1,000	1,643
Childcare	11,030	13,000	5,948
	11,879	14,000	8,230
<i>Surplus for the year Locally Raised Funds</i>	54,929	105,000	124,556

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	41,651	50,600	22,796
Employee Benefits - Salaries	1,202,190	963,068	998,673
Staff Development	7,255	11,500	12,475
Depreciation	54,791	72,000	56,867
Other Learning Resources	3,692	3,050	1,821
	1,309,579	1,100,218	1,092,632

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	9,251	7,342	7,341
Board Fees and Expenses	12,003	8,255	11,454
Other Administration Expenses	41,908	27,730	22,564
Employee Benefits - Salaries	56,481	56,000	52,416
Insurance	9,159	8,350	9,075
Service Providers, Contractors and Consultancy	8,904	8,500	8,460
Ka Ora, Ka Ako - Healthy School Lunch Programme	343,030	-	28,405
	<u>480,736</u>	<u>116,177</u>	<u>139,715</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	24,234	16,757	28,126
Heat, Light and Water	34,785	21,600	26,590
Repairs and Maintenance	17,285	26,250	15,290
Use of Land and Buildings	473,085	484,099	394,622
Employee Benefits - Salaries	116,429	121,200	126,407
Other Property Expenses	19,743	23,700	21,246
Vehicle	4,548	3,550	1,684
	<u>690,109</u>	<u>697,156</u>	<u>613,965</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,254,867	446,733	858,820
Cash and cash equivalents for Statement of Cash Flows	<u>1,254,867</u>	<u>446,733</u>	<u>858,820</u>

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

Of the \$1,254,867 Cash and Cash Equivalents, \$250,000 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,254,867 Cash and Cash Equivalents, \$8,294 of Revenue Received in Advance is held by the school, as disclosed in note 11.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,086	561	644
Receivables from the Ministry of Education	3,400	-	-
Interest Receivable	-	2,811	8,317
Banking Staffing Underuse	-	13,995	13,402
Teacher Salaries Grant Receivable	78,320	89,519	69,983
	82,806	106,886	92,346
Receivables from Exchange Transactions	1,086	3,372	8,961
Receivables from Non-Exchange Transactions	81,720	103,514	83,385
	82,806	106,886	92,346

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	35,355	-	-	-	(3,737)	31,618
Furniture and Equipment	169,832	47,312	-	-	(27,774)	189,370
Information and Communication Technology	43,995	19,250	-	-	(12,941)	50,304
Motor Vehicles	4,821	-	-	-	(4,821)	-
Textbooks	5,065	-	-	-	(1,659)	3,406
Leased Assets	8,889	2,832	-	-	(3,693)	8,028
Library Resources	1,040	-	-	-	(166)	874
	268,997	69,394	-	-	(54,791)	283,600

The net carrying value of equipment held under a finance lease is \$8,028 (2023: \$8,889)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	138,081	(106,463)	31,618	138,081	(102,726)	35,355
Furniture and Equipment	479,886	(290,516)	189,370	432,574	(262,742)	169,832
Information and Communication Technology	250,322	(200,018)	50,304	231,072	(187,077)	43,995
Motor Vehicles	45,350	(45,350)	-	45,350	(40,529)	4,821
Textbooks	13,279	(9,873)	3,406	13,279	(8,214)	5,065
Leased Assets	13,219	(5,191)	8,028	10,387	(1,498)	8,889
Library Resources	13,767	(12,893)	874	13,767	(12,727)	1,040
	953,904	(670,304)	283,600	884,510	(615,513)	268,997

10. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	32,156	7,880	15,394
Accruals	9,251	7,127	7,341
Employee Entitlements - Salaries	78,320	89,519	69,983
Employee Entitlements - Leave Accrual	29,285	20,829	22,696
	<u>149,012</u>	<u>125,355</u>	<u>115,414</u>
Payables for Exchange Transactions	149,012	125,355	115,414
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>149,012</u>	<u>125,355</u>	<u>115,414</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	8,294	-	1,846
	<u>8,294</u>	<u>-</u>	<u>1,846</u>

12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	108,951	56,064	80,825
Increase to the Provision During the Year	19,627	16,757	17,149
Use of the Provision During the Year	-	-	-
Other Adjustments	4,607	-	10,977
Provision at the End of the Year	<u>133,185</u>	<u>72,821</u>	<u>108,951</u>
Cyclical Maintenance - Current	55,452	37,693	44,194
Cyclical Maintenance - Non current	77,733	35,128	64,757
	<u>133,185</u>	<u>72,821</u>	<u>108,951</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

13. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	4,481	2,983	3,959
Later than One Year and no Later than Five Years	5,362	503	6,683
Future Finance Charges	(1,048)	-	(1,265)
	<u>8,795</u>	<u>3,486</u>	<u>9,377</u>

Represented by

Finance lease liability - Current	3,858	2,983	3,264
Finance lease liability - Non current	4,937	503	6,113
	<u>8,795</u>	<u>3,486</u>	<u>9,377</u>

14. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Water Fountains	214160	937	(937)	-	-	-
1,2&3 Roof Replacement	214158	-	-	(1,480)	-	(1,480)
Block 5 Refurbishment	250131	-	250,000	-	-	250,000
Totals		<u>937</u>	<u>249,063</u>	<u>(1,480)</u>	<u>-</u>	<u>248,520</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	250,000
Funds Receivable from the Ministry of Education	(1,480)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSC Office	218517	2,890	7,000	(22,125)	12,235	-
Block 1,6: Admin & Hall/Toilet Upgrade	223031	22,186	8,461	(30,647)	-	-
New Water Fountains	214160	-	13,500	(12,563)	-	937
Totals		<u>25,076</u>	<u>28,961</u>	<u>(65,335)</u>	<u>12,235</u>	<u>937</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	937
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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,325	1,950
<i>Leadership Team</i>		
Remuneration	289,471	251,640
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	<u>291,796</u>	<u>253,590</u>

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
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	2024 FTE Number	2023 FTE Number
100 - 110	1.00	1.00
110 - 120	0.00	2.00
130 - 140	1.00	0.00
	<u>2.00</u>	<u>3.00</u>

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:

	2024 Actual	2023 Actual
Total	\$5,000	-
Number of People	1	-

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$400,000 (2023: nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Block 5 Refurbishment	400,000
Total	400,000

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	1,254,867	446,733	858,820
Receivables	82,806	106,886	92,346
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	<u>1,337,673</u>	<u>553,619</u>	<u>951,166</u>

Financial liabilities measured at amortised cost

Payables	149,012	125,355	115,414
Finance Leases	8,795	3,486	9,377
Total financial liabilities measured at amortised cost	<u>157,807</u>	<u>128,841</u>	<u>124,791</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.

Panmure District School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Terri O'Neil	Presiding Member	Elected	Sep 2025
Rebekah Watts	Principal	ex Officio	
Caroline Shum	Acting Principal	Appointed	
Aivenhoe Vea	Parent Representative	Elected	Sep 2025
Virginia Tupou	Parent Representative	Elected	Sep 2025
Manaeua Mehau	Parent Representative	Elected	Sep 2025
Nathan Dunn	Parent Representative	Elected	Sep 2025
Caroline Shum	Staff Representative	Elected	Sep 2025
Cassey Prentice	Staff Representative	Elected	Sep 2024
Marie Antolin	Staff Representative	Elected	Sep 2025

Panmure District School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,776 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 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.