



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3803
Principal:	Vicki Nicolson
School Address:	30A Albertson Avenue, Port Chalmers, 9023
School Phone:	03 472 8685
School Email:	office@portchalmers.school.nz

PORT CHALMERS SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
	Independent Auditor's Report

Port Chalmers School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the School.

The School's 2023 financial statements are authorised for issue by the Board.

Angela May Cuming

Full Name of Presiding Member



Signature of Presiding Member

11 June, 2024

Date:

Vicki Jane Nicolson

Full Name of Principal



Signature of Principal

11 June 2024

Date:

Port Chalmers School Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Angela Cuming	Presiding Member	Elected	Sep 2025
Vicki Nicolson	Principal	ex Officio	
Carolyn Timms	Parent Representative	Elected	Sep 2025
Racheal Lindsell	Parent Representative	Elected	Sep 2025
Emma Burford	Parent Representative	Elected	Sep 2025
Carolyn Gilbert	Parent Representative	Elected	Sep 2025
Ian Landreth	Staff Representative	Elected	Sep 2025

Port Chalmers School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,372,072	1,004,668	1,198,112
Locally Raised Funds	3	45,024	34,584	42,520
Interest		9,847	5,004	3,342
Total Revenue		1,426,943	1,044,256	1,243,974
Expenses				
Locally Raised Funds	3	26,779	11,004	21,404
Learning Resources	4	1,017,718	699,983	909,597
Administration	5	66,414	85,368	96,974
Interest		2,554	-	2,720
Property	6	366,980	243,996	246,378
Loss on Disposal of Property, Plant and Equipment		1,618	-	-
Total Expense		1,482,063	1,040,351	1,277,073
Net (Deficit) / Surplus for the year		(55,120)	3,905	(33,099)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(55,120)	3,905	(33,099)

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

Port Chalmers School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		290,818	290,818	323,917
Total comprehensive revenue and expense for the year		(55,120)	3,905	(33,099)
Contribution - Furniture and Equipment Grant		10,327	-	-
Equity at 31 December		246,025	294,723	290,818
Accumulated comprehensive revenue and expense		246,025	294,723	290,818
Equity at 31 December		246,025	294,723	290,818

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.

Port Chalmers School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	184,666	86,564	38,774
Accounts Receivable	8	78,773	76,645	76,645
Prepayments		6,532	4,152	4,152
Investments	9	134,153	127,522	127,522
Funds Receivable for Capital Works Projects	15	-	8,659	8,659
		404,124	303,542	255,752
Current Liabilities				
GST Payable		25,052	13,304	13,304
Accounts Payable	11	92,229	90,048	90,048
Revenue Received in Advance	12	21,985	2,172	2,172
Finance Lease Liability	14	9,550	7,854	7,854
Funds held for Capital Works Projects	15	59,110	-	-
Funds Held on Behalf of the Kahui Ako Cluster	16	3,003	-	-
		210,929	113,378	113,378
Working Capital Surplus		193,195	190,164	142,374
Non-current Assets				
Property, Plant and Equipment	10	191,148	187,515	215,404
		191,148	187,515	215,404
Non-current Liabilities				
Provision for Cyclical Maintenance	13	122,100	62,872	46,876
Finance Lease Liability	14	16,218	20,084	20,084
		138,318	82,956	66,960
Net Assets		246,025	294,723	290,818
Equity		246,025	294,723	290,818

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

Port Chalmers School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		336,650	325,840	317,931
Locally Raised Funds		69,696	34,584	36,581
Goods and Services Tax (net)		11,748	-	5,471
Payments to Employees		(204,101)	(192,504)	(213,101)
Payments to Suppliers		(140,391)	(125,134)	(124,027)
Interest Paid		(2,554)	-	(2,720)
Interest Received		9,810	5,004	3,310
Net cash from Operating Activities		80,858	47,790	23,445
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(3,128)	-	(11,249)
Purchase of Investments		(6,631)	-	(2,745)
Net cash (to) Investing Activities		(9,759)	-	(13,994)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,327	-	-
Finance Lease Payments		(6,306)	-	(4,959)
Loans Received		-	-	-
Funds Administered on Behalf of Other Parties		70,772	-	(16,891)
Net cash from/(to) Financing Activities		74,793	-	(21,850)
Net increase/(decrease) in cash and cash equivalents		145,892	47,790	(12,399)
Cash and cash equivalents at the beginning of the year	7	38,774	38,774	51,173
Cash and cash equivalents at the end of the year	7	184,666	86,564	38,774

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.

Port Chalmers School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Port Chalmers 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.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

1.3. 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 to which they relate. 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 to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.



1.6. 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.

1.7. 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.

1.8. 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.

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

The estimated useful lives of the assets are:

Building improvements	10–25 years
Furniture and equipment	10–20 years
Information and communication technology	5 - 10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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 as 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.

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.

1.11. 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.

1.12. 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, 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.

1.13. 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.

1.14. 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.

1.15. 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.

1.16. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.17. Financial Instruments

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

The School's financial liabilities comprise accounts payable, and finance lease 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.

1.18. 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.

1.19. Budget Figures

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

1.20. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	342,516	317,992	315,759
Teachers' Salaries Grants	820,455	522,504	719,352
Use of Land and Buildings Grants	204,984	156,324	163,001
Other Government Grants	4,117	7,848	-
	<u>1,372,072</u>	<u>1,004,668</u>	<u>1,198,112</u>

The School has opted in to the donations scheme for this year. Total amount received was \$16,028 (2022: \$16,650).

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	17,511	27,504	33,355
Curriculum related Activities - Purchase of goods and services	770	1,980	1,222
Fees for Extra Curricular Activities	13,590	-	5,325
Trading	41	600	730
Fundraising & Community Grants	9,805	3,996	-
Other Revenue	3,307	504	1,888
	<u>45,024</u>	<u>34,584</u>	<u>42,520</u>
Expenses			
Extra Curricular Activities Costs	11,242	9,996	4,175
Trading	41	504	987
Fundraising & Community Grant Costs	4,118	-	-
Other Locally Raised Funds Expenditure	11,378	504	16,242
	<u>26,779</u>	<u>11,004</u>	<u>21,404</u>
<i>Surplus for the year Locally raised funds</i>	<u>18,245</u>	<u>23,580</u>	<u>21,116</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	23,214	27,551	32,520
Equipment Repairs	645	156	-
Information and Communication Technology	246	48	-
Library Resources	1,351	108	7
Employee Benefits - Salaries	948,680	629,988	837,318
Staff Development	11,017	14,244	4,981
Depreciation	32,565	27,888	34,771
	<u>1,017,718</u>	<u>699,983</u>	<u>909,597</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	4,387	4,500	5,172
Board Fees	3,105	3,204	2,630
Board Expenses	598	1,056	1,475
Communication	1,952	1,848	1,922
Consumables	4,468	5,760	610
Operating Lease	1,339	8,244	205
Other	3,900	3,024	9,543
Employee Benefits - Salaries	36,981	48,024	65,344
Insurance	4,791	4,704	4,383
Service Providers, Contractors and Consultancy	4,893	5,004	5,690
	<u>66,414</u>	<u>85,368</u>	<u>96,974</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,635	2,556	2,498
Cyclical Maintenance	21,200	15,996	12,203
Adjustment to the Provision- Other Adjustments	54,024	-	-
Grounds	5,080	4,500	4,454
Heat, Light and Water	14,629	10,788	11,328
Rates	4,303	3,216	978
Repairs and Maintenance	11,698	11,124	10,592
Use of Land and Buildings	204,984	156,324	163,001
Security	3,630	2,496	2,677
Employee Benefits - Salaries	44,797	36,996	38,647
	<u>366,980</u>	<u>243,996</u>	<u>246,378</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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	184,666	86,564	38,774
Cash and Cash Equivalents for Statement of Cash Flows	<u>184,666</u>	<u>86,564</u>	<u>38,774</u>

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

Of the \$184,666 Cash and Cash Equivalents, \$59,110 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$184,666 Cash and Cash Equivalents, \$1,985 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$184,666 Cash and Cash Equivalents, \$3,003 is held by the School on behalf of the Kahui Ako cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,267	5,939	5,939
Receivables from the Ministry of Education	4,288	-	-
Interest Receivable	92	55	55
Banking Staffing Underuse	1,200	-	-
Teacher Salaries Grant Receivable	71,926	70,651	70,651
	<u>78,773</u>	<u>76,645</u>	<u>76,645</u>
Receivables from Exchange Transactions	1,359	5,994	5,994
Receivables from Non-Exchange Transactions	77,414	70,651	70,651
	<u>78,773</u>	<u>76,645</u>	<u>76,645</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	134,153	127,522	127,522
Total Investments	<u>134,153</u>	<u>127,522</u>	<u>127,522</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2023						
Building Improvements	116,458	-	-	-	(11,540)	104,918
Furniture and Equipment	50,014	-	-	-	(6,518)	43,496
Information and Communication Technology	6,783	-	-	-	(2,997)	3,786
Leased Assets	26,945	6,799	-	-	(9,421)	24,323
Library Resources	15,204	3,128	(1,618)	-	(2,089)	14,625
Balance at 31 December 2023	215,404	9,927	(1,618)	-	(32,565)	191,148

The net carrying value of furniture and equipment held under a finance lease is \$24,323 (2022: \$26,945)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	318,650	(213,732)	104,918	318,650	(202,192)	116,458
Furniture and Equipment	209,595	(166,099)	43,496	209,595	(159,581)	50,014
Information and Communication Technology	147,249	(143,463)	3,786	147,249	(140,466)	6,783
Leased Assets	51,654	(27,331)	24,323	44,855	(17,910)	26,945
Library Resources	72,784	(58,159)	14,625	77,951	(62,747)	15,204
Balance at 31 December	799,932	(608,784)	191,148	798,300	(582,896)	215,404

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	2,416	2,969	2,969
Accruals	4,774	7,572	7,572
Employee Entitlements - Salaries	82,904	79,507	79,507
Employee Entitlements - Leave Accrual	2,135	-	-
	92,229	90,048	90,048
Payables for Exchange Transactions	92,229	90,048	90,048
	92,229	90,048	90,048

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,985	2,172	2,172
Other Revenue in Advance	20,000	-	-
	21,985	2,172	2,172

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	46,876	46,876	37,500
Increase to the Provision During the Year	21,200	15,996	9,376
Other Adjustments	54,024	-	-
Provision at the End of the Year	122,100	62,872	46,876
Cyclical Maintenance - Non current	122,100	62,872	46,876
	122,100	62,872	46,876

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	11,552	10,108	10,108
Later than One Year and no Later than Five Years	17,531	22,724	22,724
Future Finance Charges	(3,315)	(4,894)	(4,894)
	25,768	27,938	27,938
Represented by:			
Finance lease liability - Current	9,550	7,854	7,854
Finance lease liability - Non-current	16,218	20,084	20,084
	25,768	27,938	27,938

15. Funds Held for Capital Works Projects

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

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP New Deck & Window Upgrade - 221957	(8,659)	8,177	482	-	-
Roofing - 244029	-	59,970	(860)	-	59,110
Totals	(8,659)	68,147	(378)	-	59,110

Represented by:

Funds Held on Behalf of the Ministry of Education 59,110

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP New Deck & Window Upgrade - 221957	8,232	-	(16,891)	-	(8,659)
Totals	8,232	-	(16,891)	-	(8,659)

Represented by:

Funds Receivable from the Ministry of Education (8,659)

16. Funds Held on Behalf of the Kahui Ako Cluster

Port Chalmers School was the lead school and holds funds on behalf of the Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	6,185	-	-
Funds Received from Ministry of Education	3,130	-	-
Funds Spent on Behalf of the Cluster	(6,312)	-	-
Funds Held at Year End	3,003	-	-

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,105	2,630
<i>Leadership Team</i>		
Remuneration	381,840	332,384
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	384,945	335,014

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board does not have any Finance Groups. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	130 - 140
Benefits and Other Emoluments	3 - 4	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	2.00	-
	2.00	-

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



19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$ -	\$ -
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$598,840 (2022:\$nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roofing - 244029	599,700	860	598,840
Total	599,700	860	598,840

The Roofing Project 244029 is at the design phase with a total project budget of \$599,700 with \$860 spent to date, leaving a commitment of \$598,840. This project will be fully funded by the Ministry of Education.

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	184,666	86,564	38,774
Receivables	78,773	76,645	76,645
Investments - Term Deposits	134,153	127,522	127,522
Total Financial assets measured at amortised cost	<u>397,592</u>	<u>290,731</u>	<u>242,941</u>

Financial liabilities measured at amortised cost

Payables	92,229	90,048	90,048
Finance Leases	25,768	27,938	27,938
Total Financial liabilities measured at amortised Cost	<u>117,997</u>	<u>117,986</u>	<u>117,986</u>



23. Events After Balance Date

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

24. Comparatives

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

25. New Service Provider

Port Chalmers School changed financial service provider in 2023 and, due to this change, some prior year figures may not be directly comparable.

Statement of Variance; Progress against targets 2023

Strategic Goal 1

Inspire and engage students and their whānau in learning so that they can be successful in their lives, now and in the future

Annual Target/Goal:

Writing, with a focus on Māori tamariki and raising the proportion of boys achieving about expected levels will form the basis of our 2023 targets – based on end of year achievement levels for 2022. 20 (20%) tamariki – 6 girls (13%), 14 boys (25%) and 7 Māori (32%) students did not reach their expected end of year levels.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>Action 1 Professional Development will continue, Heggerty, Better Start Literacy Approach, The Code (Liz Kane)</p> <p>Action 2 Heggerty Phonemic Awareness Programme introduced in Years 1 – 4</p> <p>Better Start Literacy Programme and the small group interventions PLD in Reading Recovery will be implemented in our Year 1 and 2 classes.</p> <p>The Code (Liz Kane) spelling approach developed across the whole school.</p>	<p>All staff had PLD in either BSLA (3 Yr 1 and 2 teachers) or The Code</p> <p>2023 Data</p> <p>16 tamariki below (16%)</p> <p>6 female below (13%)</p> <p>10 male below (18%)</p> <p>6 Māori below (27%)</p> <p>10 Non-Māori below (13%)</p>	<p>E-asttle, moderated writing pieces across syndicates and OTJ</p>	<p>There was a decrease in the percentage of students who were not meeting expectations by 4%. Girls remained the same. Boys decreased by 7%. M Māori students decreased by 5%. While a decrease in most areas has occurred the embedding of the new structured literacy (BSLA, Heggerty and The Code) will need time to make a difference for all learners.</p>	<p>Further time investment in The Code, BSLA and Heggerty across the school will ensure that this learning is embedded. The Science of Reading is being explored via learning team meetings so that evidenced based teaching and learning is developed in our classrooms and across our school. A school wide assessment plan is to be developed in 2024 so that current evidence and data is used to inform teaching strategies in all classes.</p>

Port Chalmers School

Kiwisport Report

December 2023



Kiwisport provides funding for schools or year 1-8 students via the Ministry of Education and community projects (via SPARC to regional sports trusts) to achieve the following aims:

- To increase the number of school-aged children participating in organised sport
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children in developing skills that will enable them to participate effectively in sport.

The direct fund will be included in the Ministry of Education's operations grant paid quarterly to schools and will be identified as a separate line in their entitlement notice. From 2010/11 \$6 million per annum will be allocated to schools with Year 1-8 students via the Kiwisport direct fund.

The fund will equate to \$12.50 per Year 1-8 student calculated on the most recently-available roll return. Port Chalmers Kiwisport allocation for 2023 was \$ 1,450.36

Kiwisport funding can be spent on anything that schools can demonstrate will lead to more students participating in organised sport. The fund is intended to support schools in establishing new opportunities for young people to get involved in sport, and as such is not intended to cover normal operating costs such as routine property or grounds maintenance.

The initiatives that Port Chalmers School has used the funding for in 2022 are:

Students	Activity	Personal	Outcome
Whole School Year 5 - 8	Golf Tuition	Melanie Harper	The students learnt skills in golf tutored by professional Melanie Harper. A small group of 14 children with promise were chosen for further lessons at Port Chalmers Golf Club
Whole School	Swimming 16 lessons with JC Swim School	All teaching Staff JC Swim School	Funding supplemented swimming costs
Year 5-6 Term 1 - 12 tamariki Term 4 - 8 tamariki	Futsal	Teaching Staff Football South	We continued with a team entered in this competition for 2023.
Year 7 & 8 Term 4 - 8 tamariki	Futsal	Teaching Staff Football South	A team entered in the local futsal competition for the first time.
Year 3 & 4 Term 4 -9 tamariki	Futsal	Teaching Staff Football South	A team entered in the local futsal competition for the first time.
Year 3 – 8 Term 4 – 21 tamariki	Cricket	Teaching Staff Cricket South	A new mixed team entered in term 4 to the local after school competition
Year 4 – 6 Term 3 – 9 tamariki	Hockey	Teaching Staff Hockey Otago	A new team entered the local after school competition in term 3.

Vicki Nicolson
Principal

Evaluation and analysis of Port Chalmers School students' progress and achievement

In 2023 schoolwide progress and achievement for the areas of reading and mathematics is shown below. School wide progress and achievement for writing is noted in the statement of variance.

Reading

- 87% (87/100) of students achieved at or above the expected end of year levels. This is slightly more than in 2022 where 78% (78/100) of students were at or above expectations.
- There has been an increase in the number of students who are achieving above expectations from 14% (14/100) to 40% (40/100)
- 87% (19/22) of Māori students and 100% (4/4) Pasifika students are achieving at or above expected levels – which is lower than results from 2022. A decrease of 13% of Māori students (4 students). However, the data is in line with the NZE.
- 84% (37/44) of girls and 86% (48/56) of boys achieved at or above expected levels. For girls this is slightly better than in 2022 where 75% (40/47) achieved at or above. For boys this is better than 2022, 69% (38/55) achieving at or above. This is an improvement of 11%.
- Of the 13 students who achieved below end of year expectations, 4 students had more than 30 days of absence (20% absence) and 2 had more than 20 days absence (12% absence).
- 9 of the 13 students who achieved below end of year expectations are neurodiverse and have had targeted acceleration plans.
- Of the 13 students who achieved below end of year expectations, one student has extra in class support (from MoE), two students are ORS funded, 2 students made accelerated progress (more than one year's progress in a year, however still need targeted support to maintain this acceleration), 6 students made a year's progress, however still will need targeted support to accelerate their progress. 3 students did not make sufficient progress in 2023. 2 of these students had 22 and 32 days of absence and the other student has been referred to MoE literacy support (Resource Teaching in Literacy).

Mathematics

- 85% (84/99) students achieved at or above the expected level which is a slight improvement on 2022 where 82% (83/102) achieved at or above the expected level.
- 82% (18/22) of Māori students achieved at or above the expected level which is an improvement on 2022 where 64% (16/25) students achieved at or above the expected levels.
- 100% (4/4) Pasifika students achieved at or above the expected level.
- There was a slight difference in the achievement between the males and females with 87% (48/55) of the boys achieving at or above expected levels and 82% (36/44) of the girls achieving at or above expected levels. This has shown an increase in the figures for the males (7% increase) in 2022, 80% (44/55) and a slight decrease 1% decrease) in the females in 2022, 83% (39/47).
- 13% (2/15) students who did not reach the expected level are new to our school in 2023.
- All of our Year 1, 2 and 4 students achieved at or above their expected level.
- Of the 15 students who did not reach their expected level, 4 had between 20 and 30 days absent, 2 had between 20 and 40 days absent and 2 had 50+ days absent.

Inquiring Processes through the lens of Social Sciences

- 86% (85/99) of students achieved at or above expected levels.
- There was some difference in student achievement in terms of gender with girls at 82%, which is 7% less than the boys.
- Māori student performance was slightly lower with 73% (16/22) of students achieving at or above expected levels.

Giving effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

Our school continues to build teacher capacity and capability to make instruction available in tikanga and te reo Māori. Throughout 2023 we continued to be involved with the Māori Achievement Collaborative strengthening our te reo programme across the school. We have also signed an agreement of partnership with Puketeraki to share local pūrakau with students and foster their development of te reo Māori. We have continued to share waiata across the school. Our learning day opens and closes with karakia schoolwide and we are intentional with the integration of mātauranga Māori into learning programmes and practices.

Māori students perform the same as non- Māori students in reading however disparity exists for our Māori students as writers and mathematicians. Reducing this disparity continues to be a focus for 2024.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Regular health and safety meetings are held with the health and safety committee comprised of the Principal, Caretaker and elected worker health and safety rep.</i></p> <p><i>All required safety and playground checks are carried out. Reporting of hazards is a shared responsibility and the caretaker prioritises the management of identified hazards.</i></p> <p><i>Staff have an agreed 'ways of working' document that was collaboratively developed and reviewed annually.</i></p> <p><i>Staff have a mental health and wellbeing shared definition and there is a wellbeing procedure in our staff manual - this includes access to an employee assistance programme that provides some free counselling.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>When recruiting employees, the Board impartially selects suitably qualified persons. The Board expects all employees to treat one another with respect and operate professionally – see Port Chalmers Ways of Working.</i></p> <p><i>The school plans for ways to consolidate or strengthen processes that foster inclusion or the valuing of diversity in the school.</i></p> <p><i>New staff undergo a full induction process.</i></p> <p><i>The Board recognises all relevant employment agreements.</i></p> <p><i>Individual employees have opportunities to engage in professional learning and development to enhance their ability.</i></p> <p><i>The school has a safe working environment for all.</i></p> <p><i>The Board works with employees to find solutions that work for the school and the people who work in it.</i></p> <p><i>The school reviews the effectiveness of systems and attitudes through a number of methods, seeking knowledge of communication, decision-making, job design, opportunity for career development, selection of staff, work allocation, professional development, performance management, staff culture, staff leave, harassment, support for diverse staff, and the physical environment.</i></p> <p><i>Information may come from:</i></p> <ul style="list-style-type: none"> <i>· Surveys</i> <i>· A staff 'exit' survey</i> <i>· Any concern/complaint</i> <i>· Professional Growth Cycle Goals</i> <i>· Feedback from newsletters, visitors, word of mouth etc</i> <i>· ERO reports or similar</i> <p><i>The programme is fulfilled through leadership team management and review with reporting to the Board as required.</i></p>

How do you practise impartial selection of suitably qualified persons for appointment?	<i>By following appointment process procedures and ensuring appointments are made by staff with designated authority.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>We recognise the aims and aspirations of Māori by working alongside the local rūnaka (Puketeraki) and our school whānau.</i></p> <p><i>Mātauranga Māori is an integral component in our localised curriculum and giving effect to Te Tiriti o Waitangi is one of our strategic goals for 2024.</i></p> <p><i>Where possible we strive to employ Māori staff members.</i></p>
How have you enhanced the abilities of individual employees?	<i>Through ongoing professional learning opportunities both schoolwide and individual including professional growth cycle conversations and inquiries.</i>
How are you recognising the employment requirements of women?	<i>Women make up most of our staff workforce and as such are involved in collective decision-making.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Through our policies and procedures related to inclusive practices.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?		No