



**PAKURANGA
COLLEGE**

PAKURANGA COLLEGE

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 80

Principal: Michael Williams

School Address: Pigeon Mountain Road. Half Moon Bay, Auckland 2012

School Postal Address: P.O.Box 82090, Highland Park, Auckland 2143

School Phone: (09) 534 7159

School Email: info@pakuranga.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Nicola Troughear	Presiding Member	Elected Sep 2022	May 2025
Michael Williams	Principal ex Officio		
Adam Bannister	Parent Representative	Elected Sep 2022	May 2025
Jason Fletcher	Parent Representative	Elected Sep 2022	May 2025
Aminiasi Ketu	Parent Representative	Co-opted Nov 2022	May 2025
Jacqui Maclean	Parent Representative	Elected Sep 2022	May 2025
Philip Schmidt	Parent Representative	Elected Sep 2022	May 2025
Michael Turinsky	Parent Representative	Elected Sep 2022	May 2025
Brian Payne	Staff Representative	Elected Sep 2022	May 2025
Abby Plom	Student Representative	Elected Sept 2022	Sep 2024

PAKURANGA COLLEGE

Consolidated Annual Financial Statements

For the year ended 31 December 2023

Index	Group Statements
Section 1	
	Page
1 - 10	Statement of variance: progress against targets
11 - 45	Evaluation of the school's students' progress and achievement
46 - 48	How we have given effect to Te Tiriti o Waitangi
49	Statement of Equal Employment Opportunities
50	Statement of Kiwisport
Section 2	
	Page
	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 -16	Notes to the Group Financial Statements
17- 19	Independent Auditor's Report

Section 1

Statement of Variance 2023

Vision

To empower young people to be the best they can be equipped and inspired to courageously shape tomorrow's world.

Mission

Pakuranga College will nurture a sense of identity and belonging in an innovative, inclusive learning community. We will challenge and support ākonga to excel and develop the skills, attitudes, and values they need to succeed now and in the future.

Overarching Strategic Goal

We are Setting Our Compass to the North-East (High quality relationships for learning ... high quality teaching)

Pakuranga Pedagogy			
Strategic Goal	Outcome with evidence	Reason for variance	Next steps
All teachers are using proven, high impact pedagogies to improve outcomes for every student.	<p>Implementation of the Teaching to the North-East profile in order to achieve equitable outcomes for Māori.</p> <p>All coaches trained in using the classroom observation monitoring tool</p> <p>All staff get a full data gathering observation with the monitoring tool</p>	<p>HOFs were introduced to the classroom observation monitoring tool but not fully trained due our pivot with the school reset.</p> <p>Significant personnel changes to coaches throughout the year resulted in 15% of staff not experiencing the monitoring tool.</p>	<p>Training all HoF and SLT in using the monitoring tool.</p> <p>Teaching and learning coaches working with HOFs to support teachers progressing their inquiry goals through purposeful use of the observation monitoring tool (at least two full observations for all teachers plus interim</p>

	<p>All staff get regular coaching with their teaching and learning coach, with at least one session using the data from a full observation using the monitoring tool to identify most important goal to develop</p> <p>All staff receive at least 30 hours of professional development on inquiry and the research informed high impact pedagogies.</p> <p>School baseline data is gathered using the GPILSEO structure and 'Voices' research, facilitated by external PLD Relationships First.</p>		<p>formative, goal focussed observations during the year from faculty mentor).</p> <p>Use the "Voices" baseline data to initiate system changes.</p> <p>Implementing the 'guiding coalition' to monitor school progress in terms of AREA data as a measure of progress (Attendance, Retention, Engagement and Achievement).</p> <p>All staff receive fortnightly coaching sessions focussed on their goal(s)</p> <p>All staff receive PLD on the high impact pedagogies and how they are implemented at Pakuranga College.</p>
--	---	--	--

Pakuranga Curriculum			
Strategic Goal	Outcome with evidence	Reason for variance	Next steps
All teachers will use data to implement effective literacy strategies to improve access to the curriculum for all.	<p>Literacy data gathered, collated for all core classes with gap analysis completed.</p> <p>Co-construction meetings held regularly with core teachers to develop common strategies.</p> <p>Literacy lead position filled</p> <p>Improved literacy in all core classes. Data indicated shifts in attainment of up to two curriculum sub-levels.</p> <p>Staff in all curriculum areas received professional learning in relevant literacy strategies, within subject context.</p>	Teachers with more than one junior class had difficulty attending all meetings.	<p>Continue to gather data and hold core class meetings</p> <p>Continue to upskill staff in usage and analysis of data to identify learning gaps and appropriate literacy strategies</p> <p>Lead teacher more actively involved in supporting faculty based initiatives.</p> <p>Continue to expand context based literacy strategies and incorporation of school wide writing framework.</p>
All teachers will continue to build on preparations for NZ Refresh and NCEA changes.	<p>All staff participated in 2 days of professional development on the changes to NCEA and Curriculum</p> <p>Local curriculum planning model developed</p> <p>All Yr 11 courses rewritten using the new Local curriculum model which incorporated UKD, UDL, AFL, Learning Habits, Literacy Strategies and mātauranga Māori.</p>	Variation in the incorporation of some elements as UKD as the NZ Refresh not available in some subject areas.	<p>Monitor and ensure Local Curriculum planning model is embedded across Year 11 with consistent use of school Unit planning.</p> <p>Creation of Rubrics for Learning across all Year 11 units of work</p> <p>Ongoing review and reflection of Year 11 programme</p>

			Explicit teaching of the Learning Learning Habits through new rubrics and reflection model
All teachers develop a deeper understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes.	<p>All staff participated in 1 day of professional development on understanding Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes.</p> <p>All Yr 11 courses have been rewritten using the new Local curriculum model which incorporates Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes.</p>	Staff had 1 day PD followed by PLD across school and in Faculties but programme development was not fully explored due to our pivot with the school reset.	<p>Full school visit to Umupuia Marae planned for May.</p> <p>All staff receive PLD Faculty based that focuses on the local curriculum development of Year 11 Programme: with specific focus on Mātauranga Māori and aligning these with TTNE.</p>

Pakuranga Way			
Strategic Goal	Outcome with evidence	Reason for variance	Next steps
All students will participate in programmes that enculturate students into the Pakuranga Way (positive relationships) and develop their sense of belonging, identity and community, building leadership skills, self efficacy, and agency.	<p>A structured tutor group programme is developed</p> <p>The programme was delivered in all tutor groups from term 2 onwards</p> <p>All teachers participated in PAKWAY PD, the PAKWAY programme was delivered in all classrooms and tutor groups in Term 3, language and concepts in school systems & documents</p> <p>PAKWAY positive slips programme running since Term 3</p> <p>Councils terms of reference and leadership structure co-constructed with councils and Deans to include mentorship and junior leaders in 2024</p> <p>Leadership training programme planned for 2024</p> <p>Uniform reset and lateness reset was implemented in Terms 3 and 4 respectively</p>		<p>Embed the tutor programme in 2024</p> <p>Plan for sustainability & next steps in the tuakana teina model for 2025</p> <p>Incl. increased opportunities for staff leadership in this space)</p> <p>Embed language and concepts in practice, including student induction and in student reflection & reintegration processes</p> <p>Monitor/ensure structure is embedding with mentorship & opportunities</p> <p>Deliver termly leadership trainings</p> <p>Continue to monitor impact and ensure systems are embedded</p>

<p>All staff to further develop the pedagogies of relationships.</p>	<p>A stocktake of staff engagement in formal restorative training, engage those HOFs and Deans who hadn't completed 3 day training</p> <p>All staff undertook PD from Margaret Ross (session: practical classroom management) and Samantha van der Werff (session: understanding behaviour and escalation)</p> <p>PD in restorative processes and conversations planned for 2024 PLG programme - delivered x2 sessions in Term One</p> <p>The role of the Dean was reviewed and revised, through consultation, in Term 4.</p>	<p>Stocktake completed, 3-day training planned for Term 4 but was postponed by provider to 2024</p>	<p>Engage HOFs & Deans in training 2024</p> <p>Build on learnings and continue to upskill staff in restorative, well-managed environments</p> <p>2024 plan for Whānau Leaders is in place. Includes professional development, leadership kōrero and tracking, increased opportunities to demonstrate leadership for both HOF SSF and Whānau Leaders, and increased resourcing and clarity on the role of Whānau Leader to Whānau Teacher.</p>
<p>To provide an extensive and diverse range of co-curricular activities.</p>	<p>A diverse range of co-curricular activities run in areas of sport, the arts, cultural, and service (Student Engagement 2023: councils, sport)</p>		<p>Review and explore further strategies for enhancing engagement</p>

	Activities to promote the co-curricular programme are incorporated in the 2024 tutor programme and in the PAKWAY programme in 2023		
To have targeted initiatives to support all students to build resilience and gain success.	<p>Opportunities for Pasifika culture to be celebrated, embraced and learned were successful: Year 9 meet & greet, Talanoa evenings, newsletters, congratulatory communications, the Pasifika Success Night, and the Pasifika whare. The bridge between home and school was strengthened with an increase in parent participation in events and the collection and response to parent voice.</p> <p>Small group programmes:</p> <ul style="list-style-type: none"> • Waiora House ran Pū Whakarahi (amalgamation of Shine, Travellers) - wellbeing programme in response to GoodSpace Screening • Garden Warrior (Year 9 - 10 boys) • Sowers Trust (Year 10 - 13 Māori and Pasifika Boys) <p>Māori and Pasifika mentoring with Rita, Mauri and Michael</p> <p>Success programme ran in each house</p>	Youth Workers to deliver targeted programmes was underutilised	<p>Strengthen connections with Farm Cove Intermediate</p> <p>Re-implement Pasifika Tutor</p> <p>Strengthen community engagement and response to community voice</p> <p>Psycho-education of social skills a foci in 2024 - school-wide and in targeted programme delivery via Waiora House, Youth Workers, external providers and contractors</p> <p>Use data to review the impact of this mentoring</p>

	<p>Through Whānau Tutor, Whānau Hui, Junior Māori Leadership, Kapahaka, Noho Marae, and strengthening relationships with Farm Cove Intermediate we are building authentic opportunities for leadership, belonging and partnership with students and whānau.</p> <p>Te Ahurea Tino Rangatiratanga competition provided opportunities for confidence building, resilience, discipline, connection and belonging.</p>		<p>Upskill staff and students in effective mentoring and develop consistent practices and resourcing across whānau (houses)</p> <p>Re-implement Whānau Tutor Noho Marae.</p>
Improve overall daily attendance, individual period attendance and reduce lateness to school	<p>Rolls are marked for every period over the day.</p> <p>Where a student has been marked absent for periods 1 and 2 and no absence notification has been received, an automatic text is generated to parents/caregivers, advising of their child's absence.</p> <p>Each afternoon, a summary of the day's attendance is downloaded for each whanau.</p>	Teacher completion of attendance is variable.	Reminder system and print-outs of non-completed attendance in place for 2024. Whānau Leaders are part of this process.

	<p>This highlights both full day absences and individual periods where students were absent.</p> <p>Assistant Whānau leaders distribute this to the Whānau teachers to have conversations with the students and make the appropriate change/s on Kamar in order to code the absence correctly. If there is no acceptable reason provided by the student, parents/caregivers are contacted.</p> <p>In early to mid 2023, the number of students arriving late was averaging 250 - 280 students per day. The school then put in place an initiative where students were given a lunch time detention if there was no valid reason for their late arrival. This reduced the number of students arriving late to around 50 - 60. This was a more manageable number to work with.</p> <p>In Term 4, 2023, we trialled the new initiative from the MOE with regards to addressing student absence once they reach the MOE threshold of 5 days per term for interventions. This is ongoing in term 1 2024 and is formally implemented from term 2, 2024.</p>	<p>Trialled in two Whānau (houses)</p>	<p>The detention for lateness was moved to interval, as the Whānau Leaders considered working with their Whānau teachers to escort students who were identified as being late on the day to the detention room.</p> <p>Continue with the initiatives outlined (both school and MOE), but look at how this can be streamlined and refined, through collecting feedback from those staff involved in the process. All Whānau Leaders are being trained in using the system, for the start of Term 2.</p>
--	---	--	--

2023 Student Achievement Targets

- NCEA Level 1 – 90% of **all** Year 11 students gain NCEA Level 1
- NCEA Level 2 – 85% of **all** Year 12 Students gain NCEA level 2
- NCEA Endorsements across all levels is at least 55% (average of the three levels)
- Māori and Pasifika achievement is as high, or higher, as the school-wide averages
- Co-curricular participation rate exceeds 75%



Annual Targets NCEA and Co-curricular Participation 2023 Detailed Data Analysis

NOTES ON NCEA DATA ANALYSIS

This analysis has been completed using the February NZQA data. The finalised data will vary a little from that quoted here. However, these variations will not substantively change the trends and conclusions drawn.

When we analyse the NCEA results, it is important to look at the data through as many different lenses as possible because the Achievement Targets have been set as indicators of more holistic goals.

The school overarching student achievement goals include:

- a) Improving academic results at all levels.
- b) Improving the academic results for Māori and Pasifika students at all levels so that they are as high or higher than school-wide averages.

We also need to look at the endorsement rates as well as the pass rates (Endorsement - these statistics are based on a percentage of the students who achieved NCEA at the level). Analysis by gender also provides a useful insight.

We have a school-wide focus on Māori and Pasifika Achievement so need to consider the Achievement of Māori and Pasifika students across all data sets.

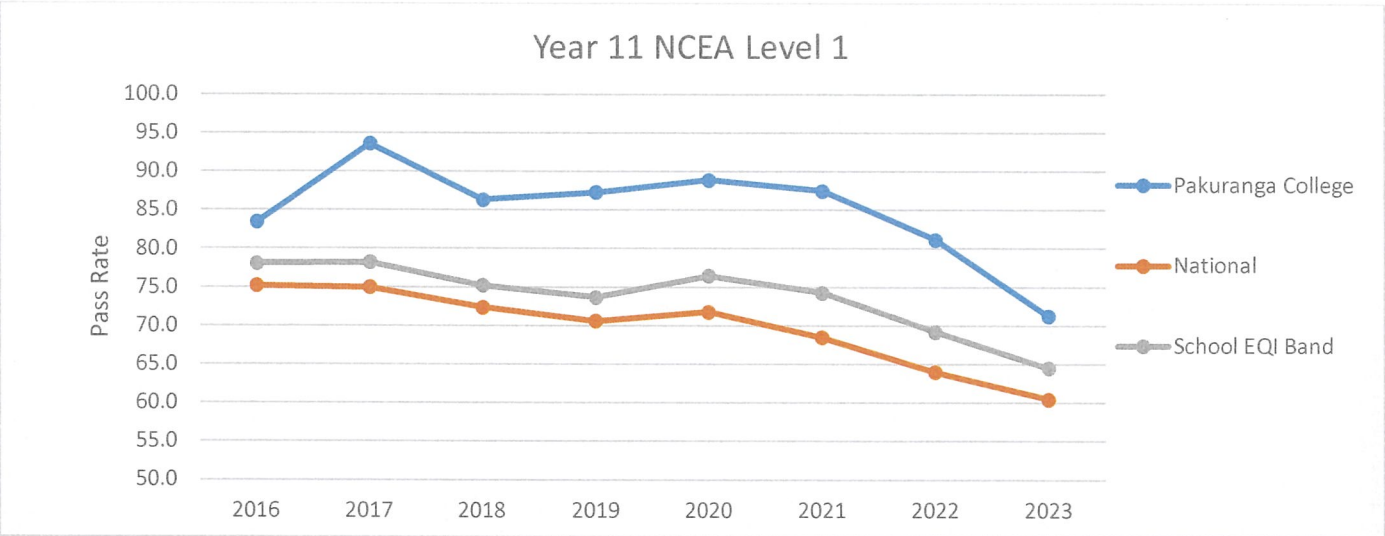
The default data set is New Zealand Domestic students only and excludes short enrolments.

2023 Student Achievement Targets

- NCEA Level 1 – 90% of all Year 11 students gain NCEA Level 1
- NCEA Level 2 – 85% of all Year 12 Students gain NCEA Level 2
- NCEA Endorsements across all levels is at least 55% (average of the three levels)
- Māori and Pasifika achievement is as high as or higher than the school-wide averages.
- Co-curricular participation rate exceeds 75%.

NCEA LEVEL 1 ANALYSIS

NCEA Year 11 NCEA Level 1



	Pakuranga College	National	School EQI Band
2016	83.5	75.3	78.1
2017	93.6	75.0	78.2
2018	86.4	72.4	75.2
2019	87.3	70.6	73.7
2020	88.9	71.8	76.5
2021	87.5	68.5	74.3
2022	81.2	64.0	69.2
2023	71.3	60.5	64.5

As can be seen in the graph, our pass rate dropped significantly. Nationally there was also a drop, but not as significant as ours. This is the third consecutive drop in our Level 1 results since 2020.

However, the data clearly shows that over the last seven years, we have continued to outperform the national averages and similar (EQI band) schools at NCEA Level 1.

We had continued with the same range of interventions as in 2022:

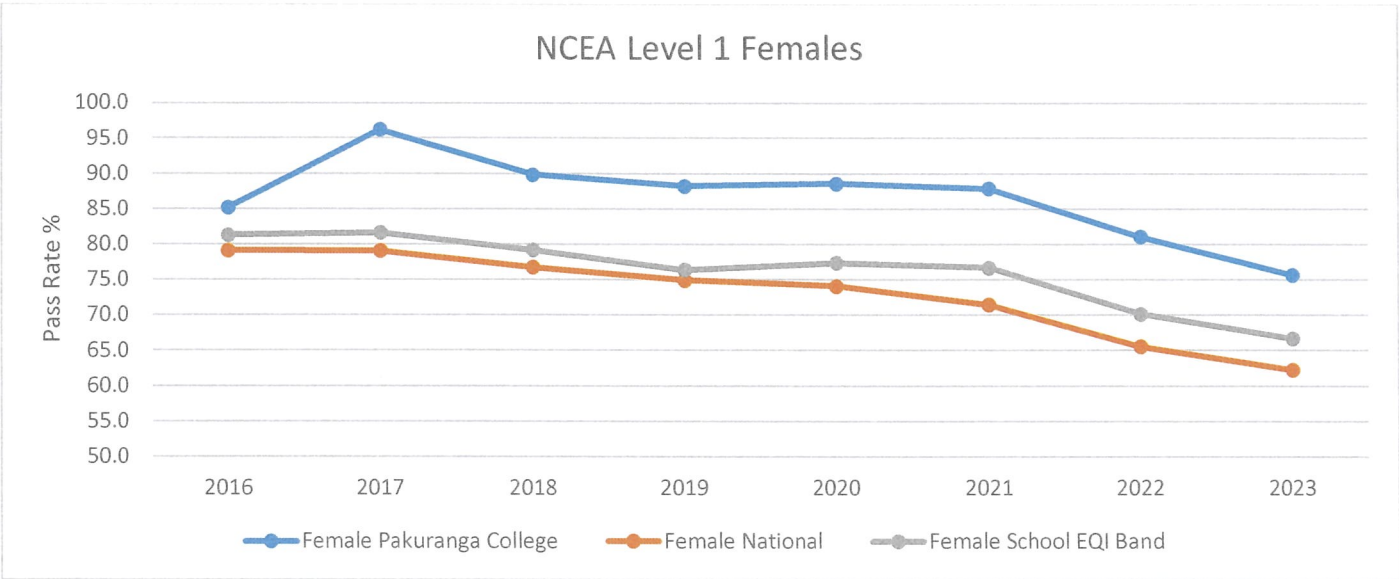
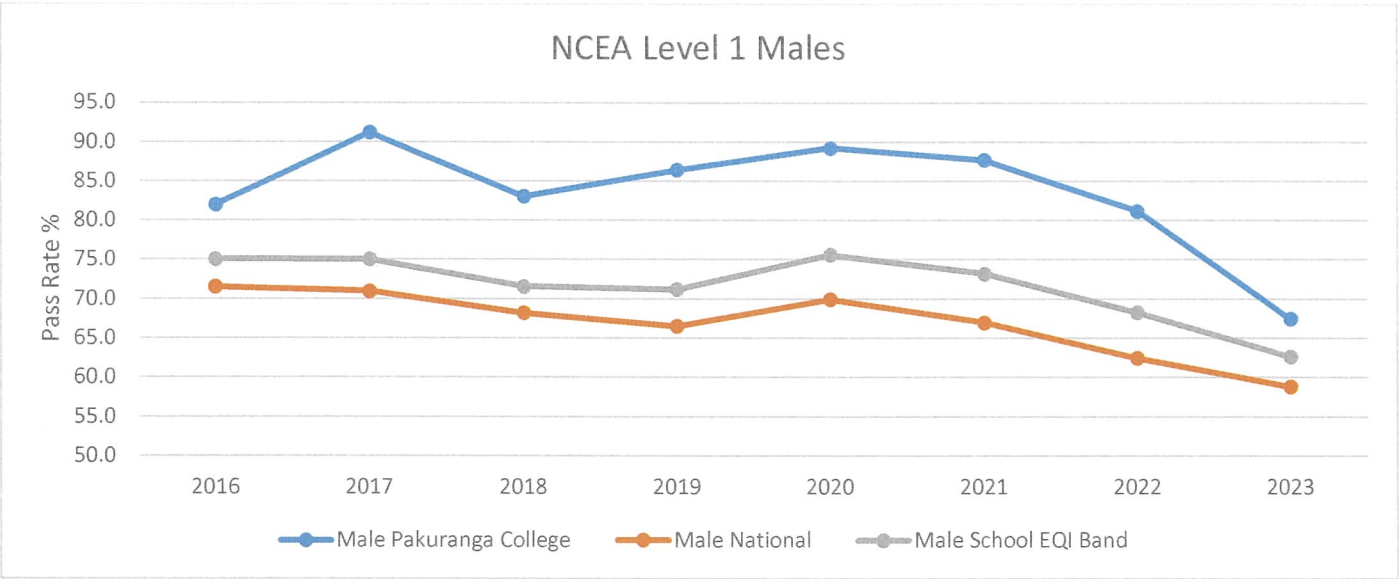
- Time and support for high quality Professional Learning and Development focusing on Teaching to the North-East (high-quality relationships and high-quality pedagogy).
- Data tracking and targeted interventions
- Mentoring
- Reviews of course design
- Monitoring of standards of concern

We are seeing the cumulative impact of years of COVID disruption and extreme weather events, which for Auckland has been far worse affected than the rest of the country. None the less, we have continued to be agile, adjusting to the challenges and applying our learnings from previous years.

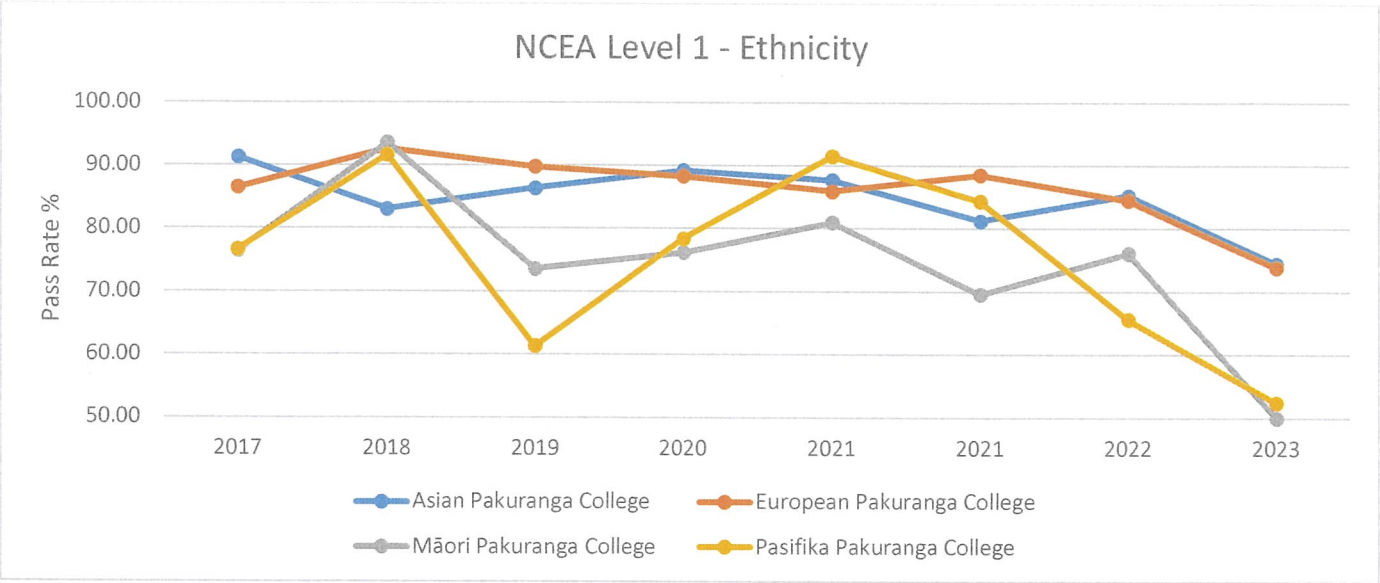
GENDER

Looking at the data through the gender lens, we can see that both genders followed the school wide trend downwards. This trend

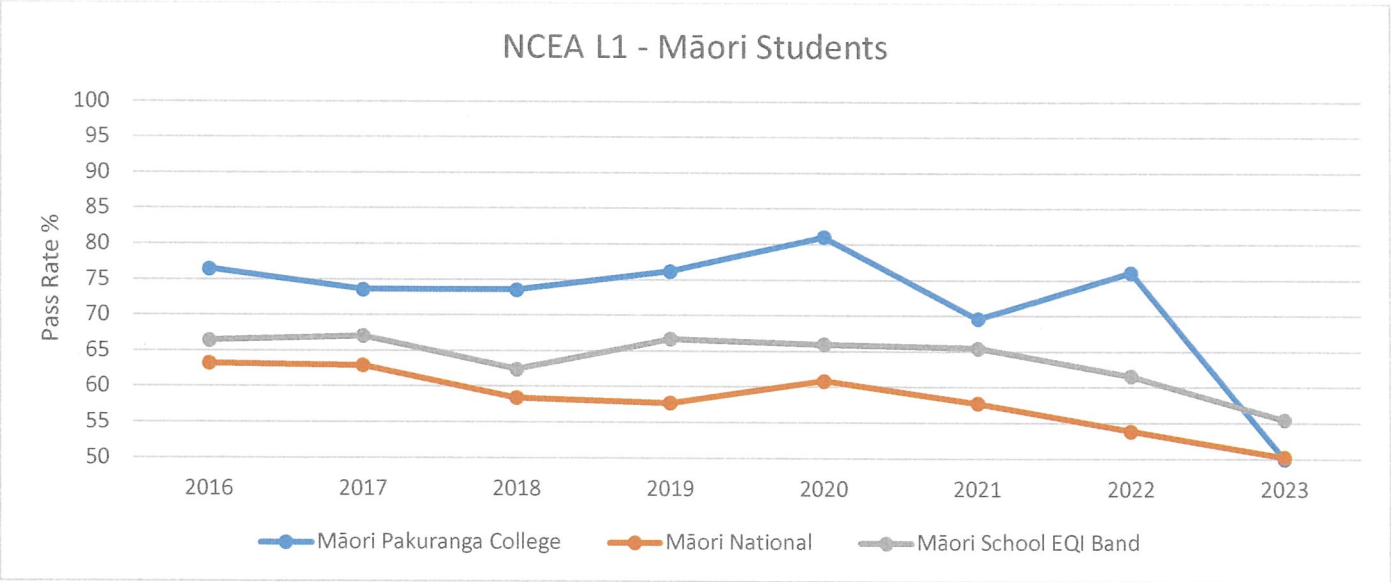
Although we continue to trend above comparative metrics for both boys and girls, the drop in boy’s achievement has been more significant than both the national and similar EQI band schools.



ETHNICITY

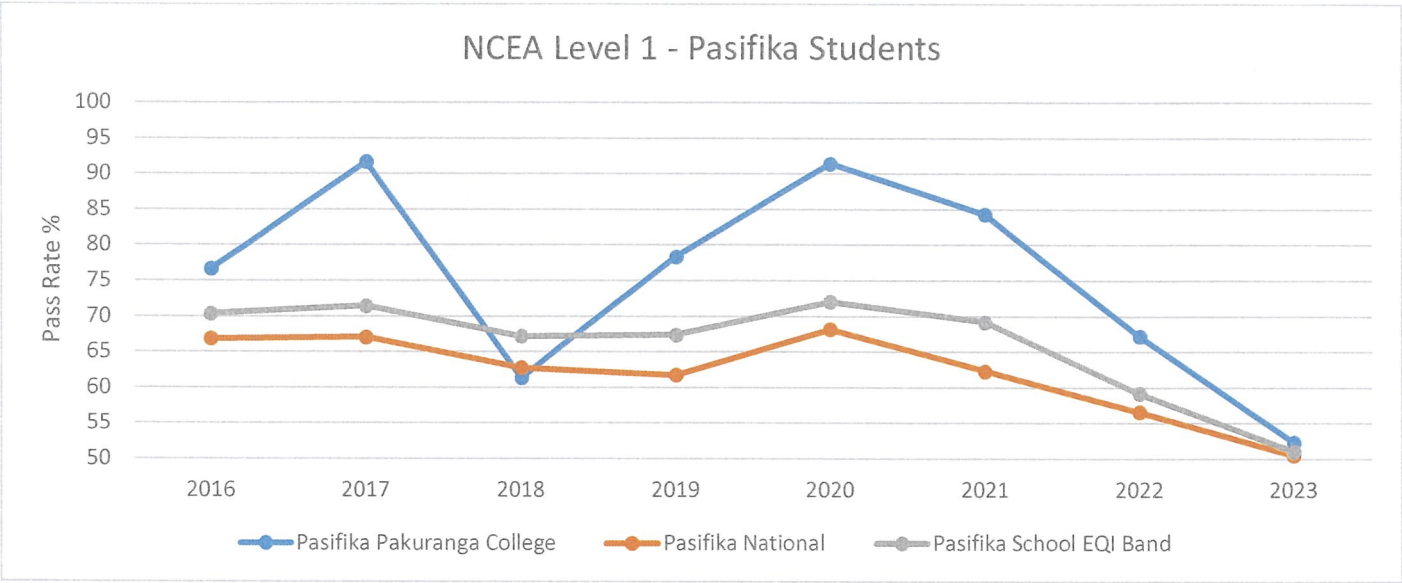


Asian and European students have remained consistent over the last seven years as the highest performing ethnicities at the college. Māori and Pasifika students continued the trend from 2022 and are the lowest achieving ethnicities at the college.



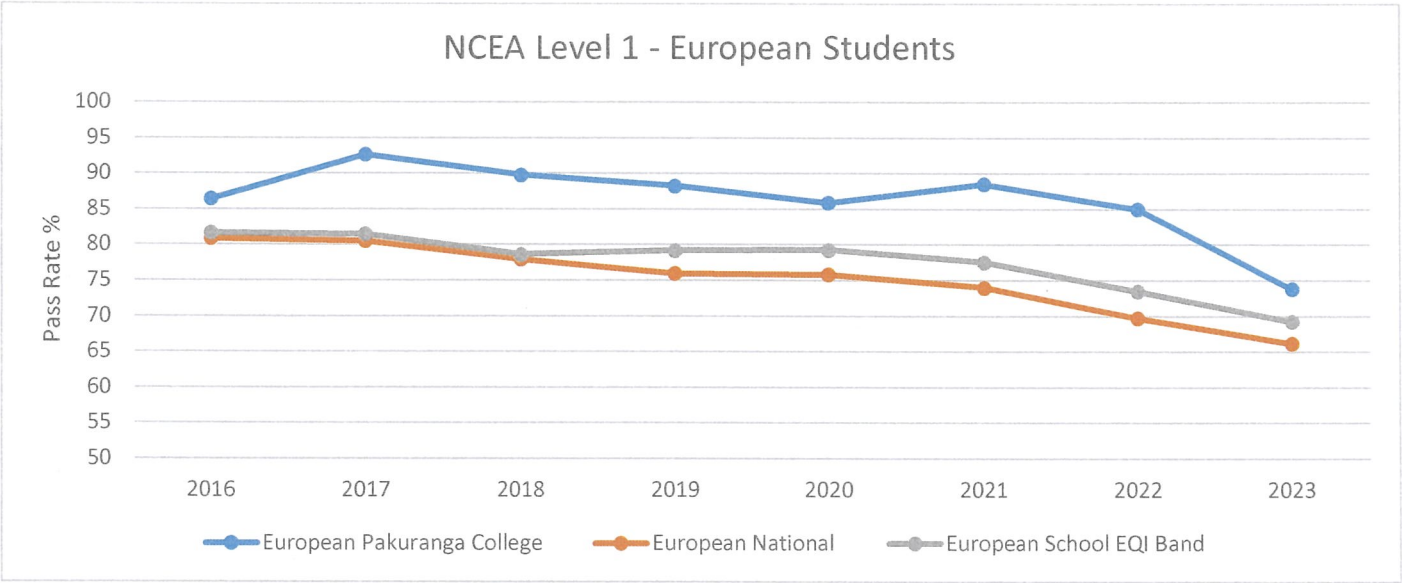
It was pleasing to see the Māori student pass rate bounce back upwards in 2022; however, to see Māori achievement crash down to the lowest level in 2023 is very concerning. Also of concern, is that for the first time, we have dropped below similar EQI band schools and the national Māori NCEA Level 1 pass rates.

These results do not correlation with the explicit focus of our PLD programme, “Teaching to the North-East”, which is specifically targeted at raising the achievement of Māori learners. More analysis at a granular level is required to unpack these results further.

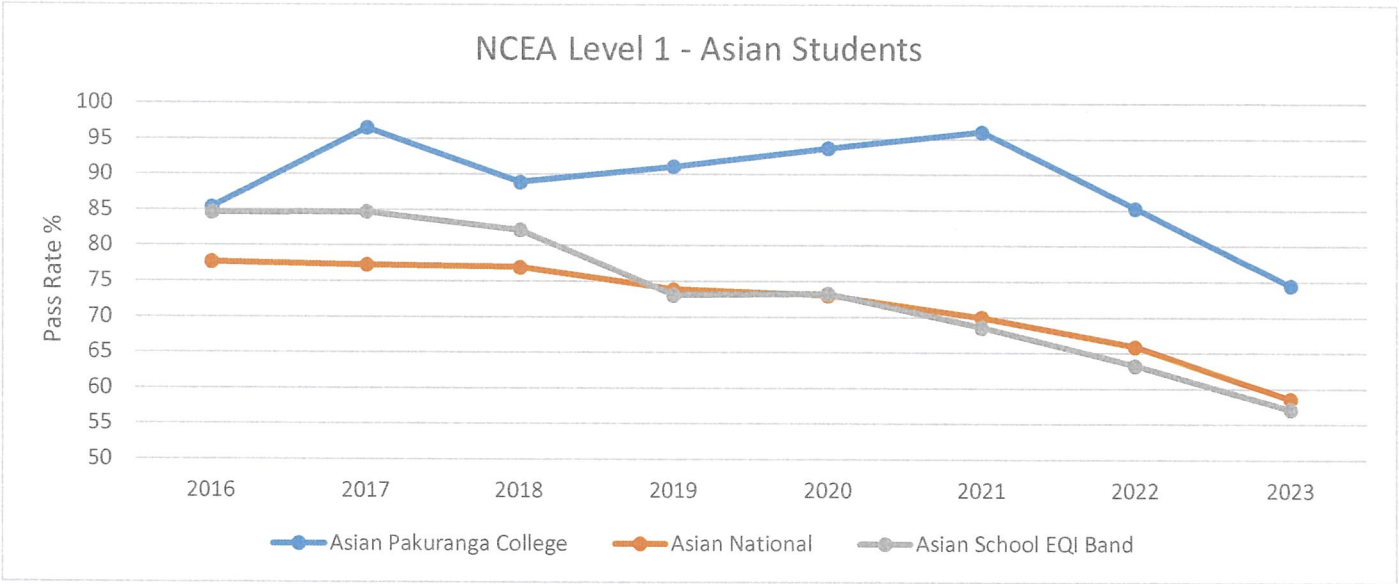


The pass rate for our Pasifika students at Level 1 is also an ongoing concern. In 2022, we continued to resource mentoring and support for our Pasifika students, but clearly it has not had the desired impact.

The pass rate is slightly better than the national and EQI band averages (but 18.9% below the school average).



European students have remained consistently high achievers over the last seven years. However, there is concern that the drop in 2022 was significantly greater than the drop at national and at similar schools.



Asian students are the highest performing ethnicity at the college. However, there is concern that their results have dropped year-on-year and that the drop in 2022 was greater than the drop at national and at similar schools.

With both the Māori and Pasifika data we need to be wary of the statistics. Because the number of students is low, the statistics can fluctuate a lot, so looking at the actual numbers of students gives a useful perspective.

Year 11 Māori					Year 11 Pasifika			
	Total students	Gained Level 1	Did not gain Level 1			Total students	Gained Level 1	Did not gain Level 1
2014	48	37	11		2014	42	31	11
2015	52	39	13		2015	38	35	3
2016	51	39	12		2016	30	24	6
2017	47	44	3		2017	47	44	3
2018	53	39	14		2018	42	29	13
2019	42	32	10		2019	37	29	8
2020	42	34	8		2020	35	32	3
2021	55	38	17		2021	51	43	8
2022	46	35	11		2022	64	42	22
2023	37	24	13		2023	61	36	25

The results for our Māori students are poor, with a third of the students not gaining NCEA Level 1. For our Pasifika students it was a similar result, with just under 60% gaining their qualification.

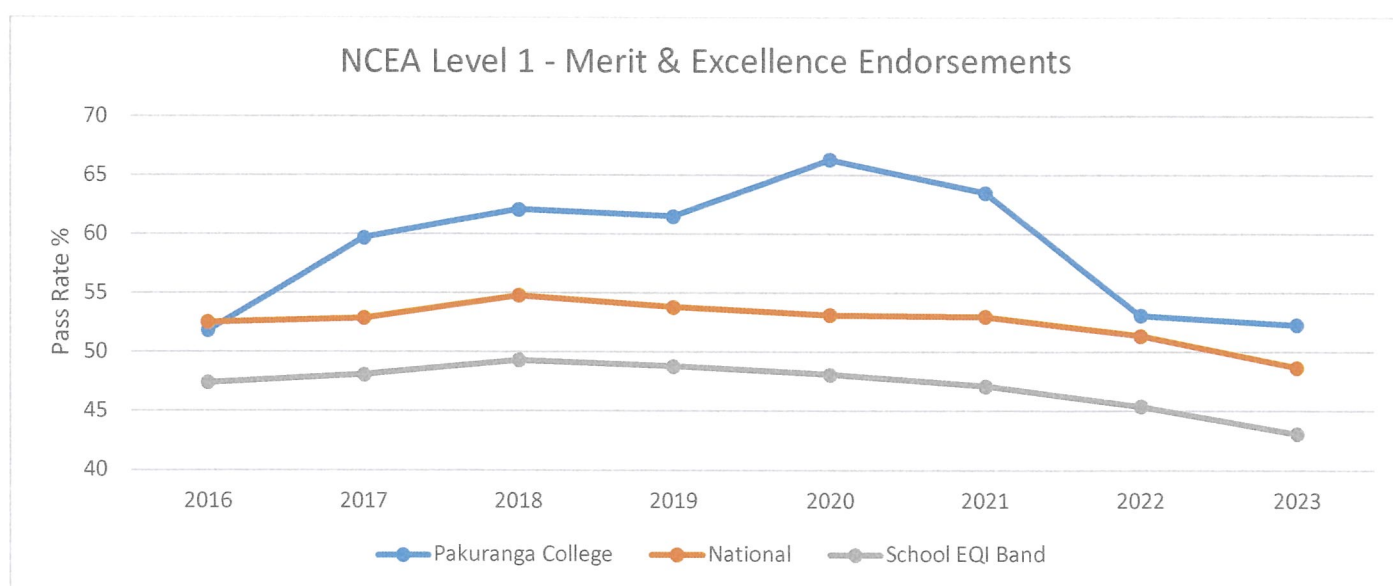
The analysis of the individual background stories helps us to understand what is happening.

ENDORSEMENTS

The percentages are the percent of the students who passed (not the whole cohort).

Merit & Excellence Endorsements

	Pakuranga College	National	School EQI Band
2016	51.8	52.5	47.4
2017	59.7	52.9	48.1
2018	62.1	54.8	49.3
2019	61.5	53.8	48.8
2020	66.3	53.1	48.1
2021	63.5	53.0	47.1
2022	53.1	51.4	45.4
2023	52.3	48.7	43.1



The level of endorsements dropped slightly from 2022 and represents a recovery from the previous drop in endorsements. The drop was small, and less than that of both national and similar schools. NCEA Level 1 endorsements remain higher than national and similar schools.

In 2023, each faculty was asked to make this a priority within their learning area review to help us understand what happened, why and what needs be done differently to improve the results. It is very pleasing to see that this targeted initiative did have an impact.

When we look at the level of endorsements for Māori and Pasifika students it is more useful to look at the number of students rather than percentages.

Year 11 Māori Students

	Total students	Gained Level 1	Merit	Excellence	% getting an endorsement
2017	47	44	9	6	34.1
2018	53	39	14	4	46.2
2019	42	32	6	5	34.4
2020	42	34	11	7	52.9
2021	55	38	14	3	44.7
2022	46	35	14	0	40.0
2023	37	24	7	1	33.3

Year 11 Pasifika Students

	Total students	Gained Level 1	Merit	Excellence	% getting an endorsement
2014	42	31	10	2	38.7
2015	38	35	13	1	40.0
2016	30	24	4	1	20.8
2017	47	44	8	7	34.1
2018	42	29	8	4	41.4
2019	37	29	4	4	27.6
2020	35	32	11	6	53.1
2021	51	43	8	6	32.6
2022	64	42	11	4	35.7
2023	61	36	11	2	36.1

The small numbers do mean that the percentages are volatile. The drop in Māori endorsements (-6.7%) is significant when compared to the school-wide drop of only (-0.6%). A note of caution on the apparent improvement for Pasifika students, as this is the percentage of students getting an endorsement **out of the number who passed** (the overall pass rate for Pasifika dropped from 67.2% in 2022 to 52.4% in 2023).

If we were to calculate the endorsement rate as a percentage of the total number of students:

Māori

2020	18 out of 42	or 42.8%
2021	17 out of 55	or 31.0%
2022	14 out of 46	or 30.4%
2023	8 out of 37	or 21.6%

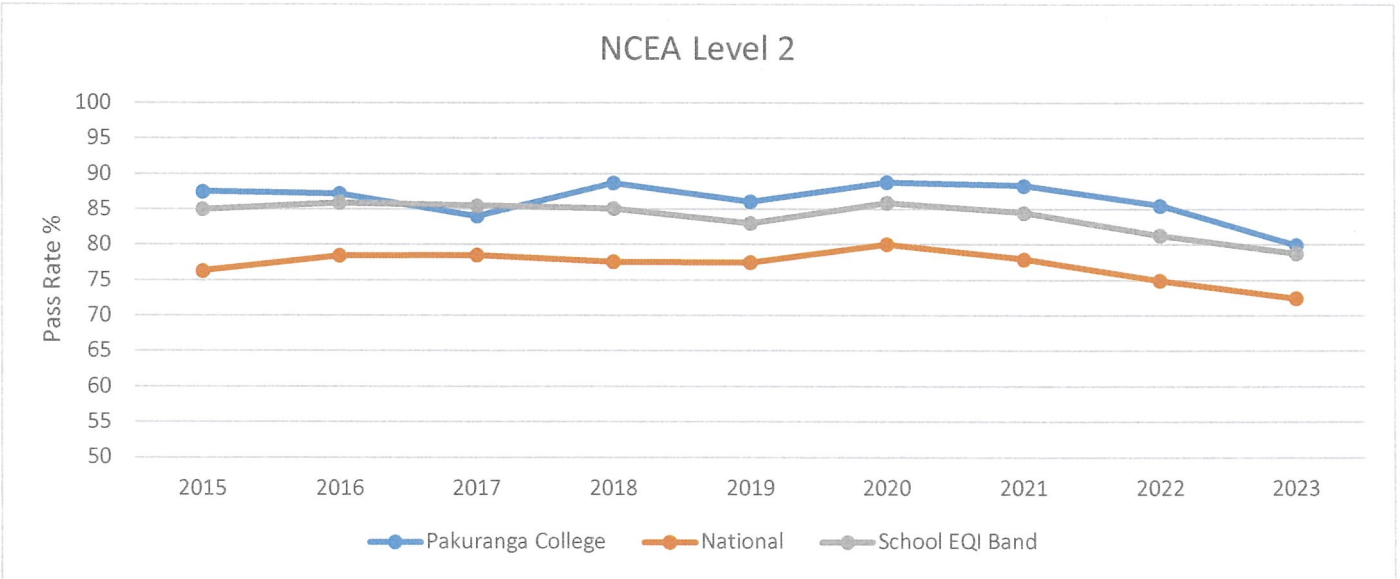
Pasifika

2020	17 out of 35	or 48.6%
2021	14 out of 51	or 27.4%
2022	15 out of 64	or 23.4%
2023	13 out of 61	or 21.3%

NCEA LEVEL 2 ANALYSIS

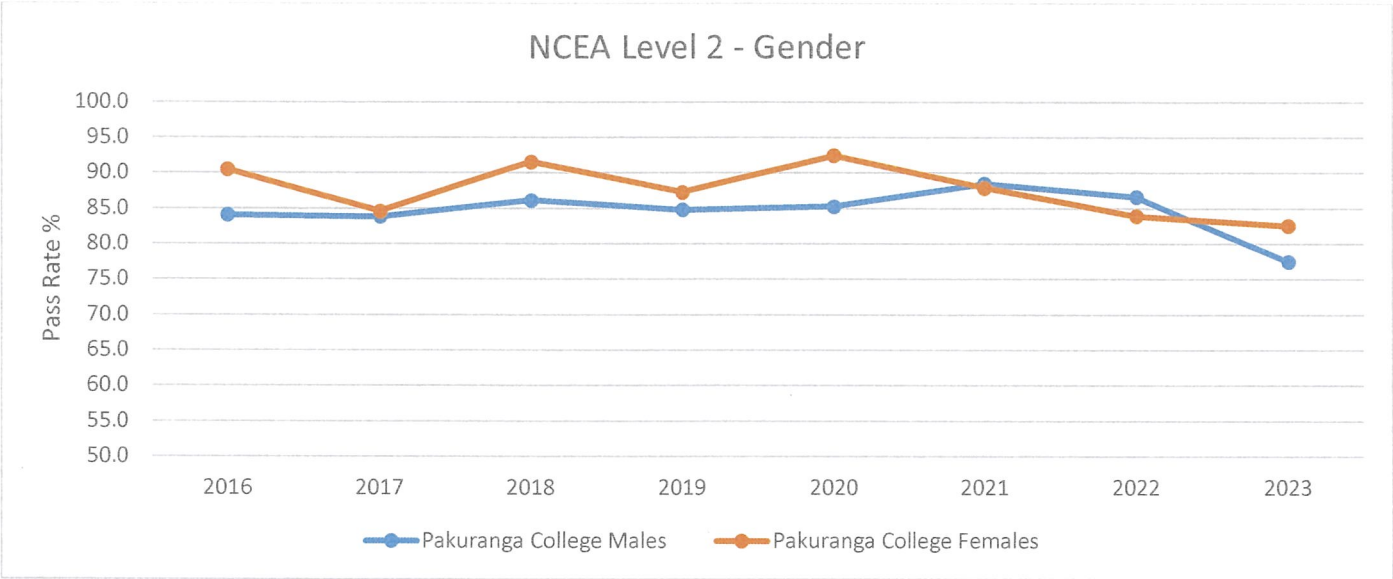
NCEA Year 12 NCEA Level 2

	Pakuranga College	National	School EQI Band
2015	87.5	76.3	85.0
2016	87.2	78.4	85.9
2017	84.0	78.5	85.5
2018	88.7	77.6	85.1
2019	86.1	77.5	83.0
2020	88.8	80.1	85.9
2021	88.3	77.9	84.5
2022	85.5	74.9	81.3
2023	80.0	72.5	78.8

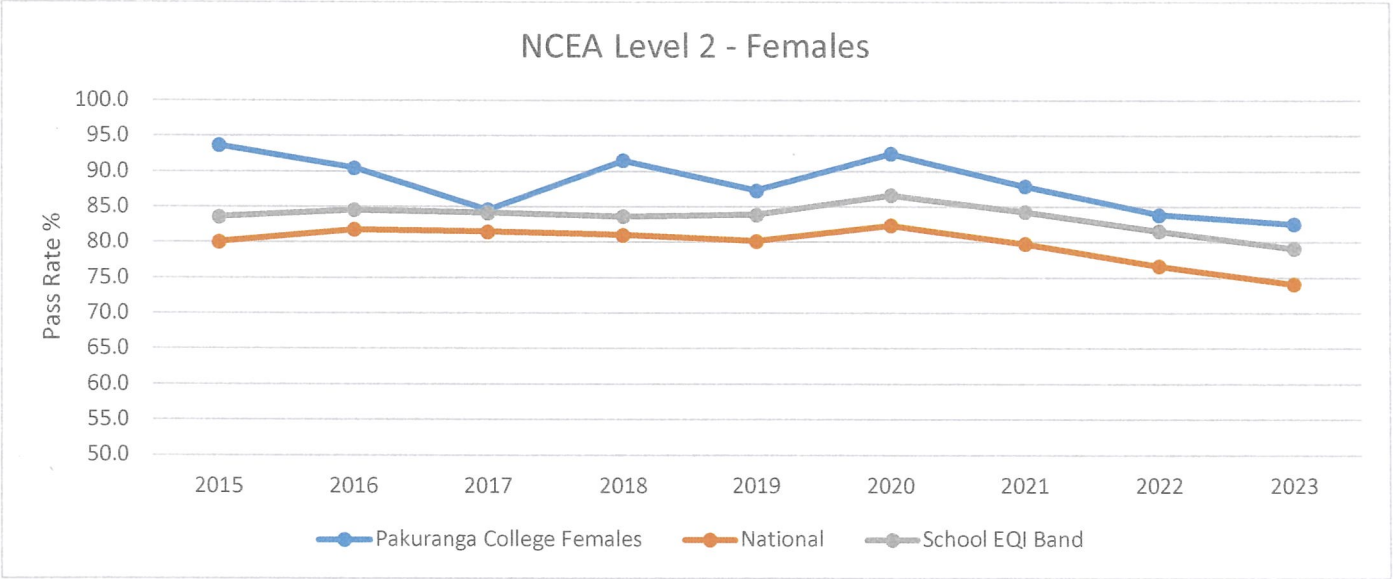


We saw a drop in our NCEA Level 2 results, but this was also consistent with the national trends and trends in similar schools. Our drop was slightly greater than the other two metrics and now brings us down in-line with similar schools.

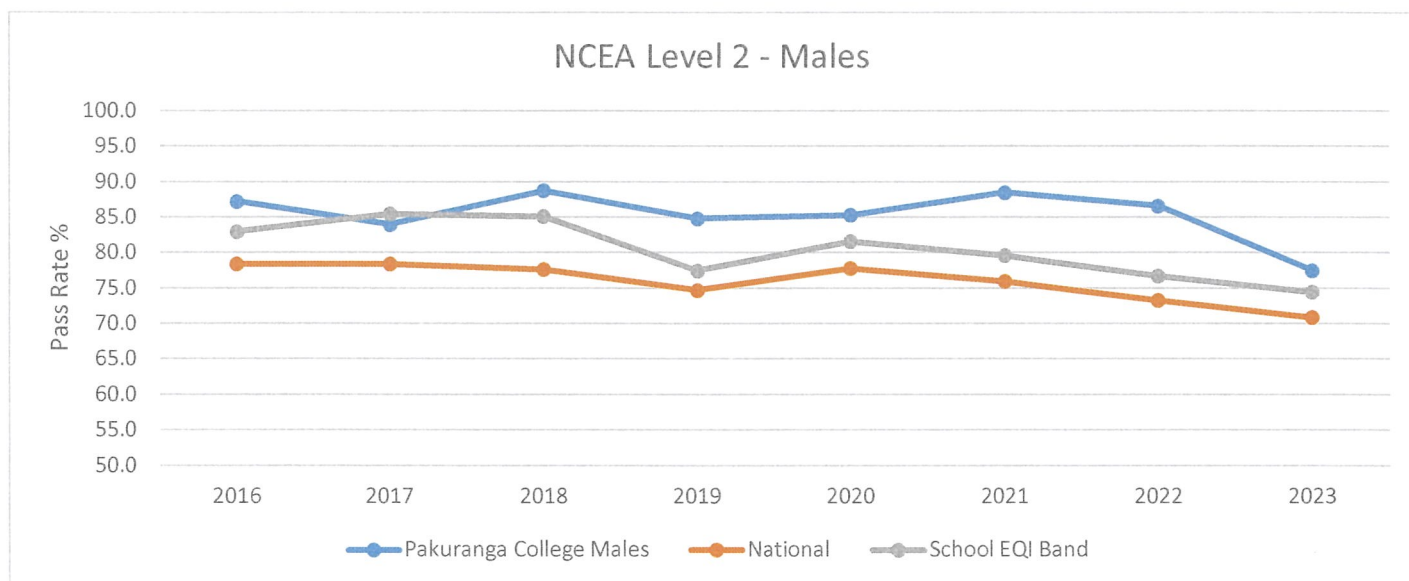
GENDER



Over the last three years the pass rate for girls has dropped by 12.9%; but remains above national and similar schools and has returned back above boys achievement.

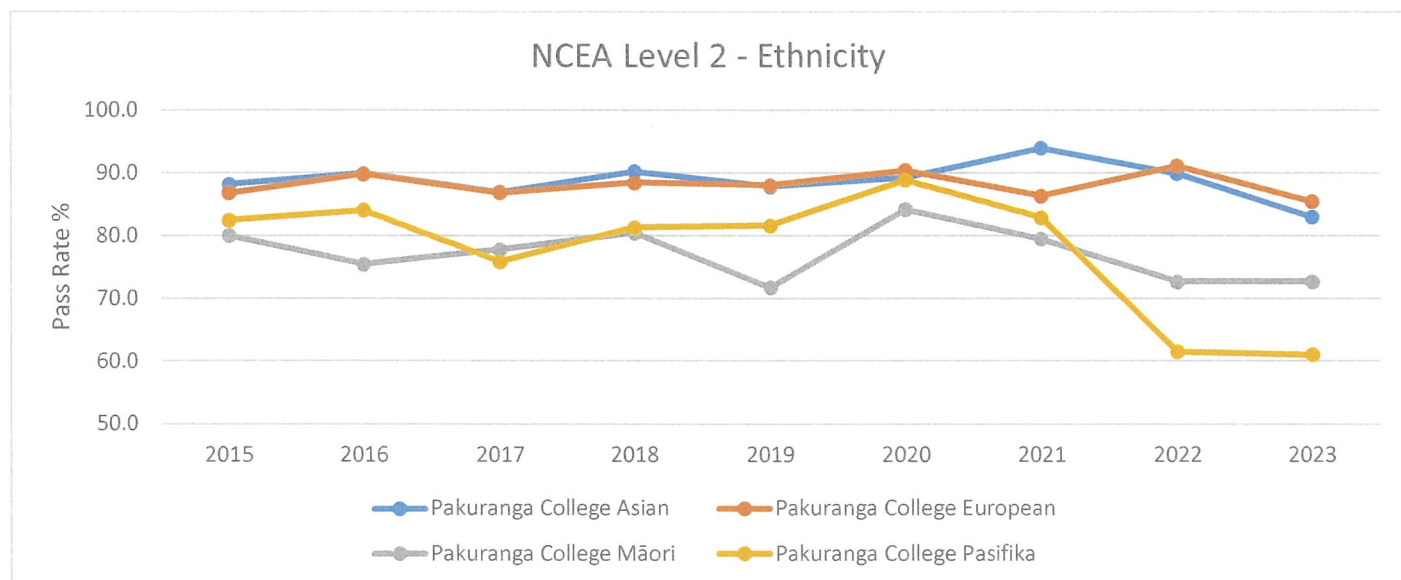


For the boys, the pass rate dipped significantly and now sits only just above similar schools.

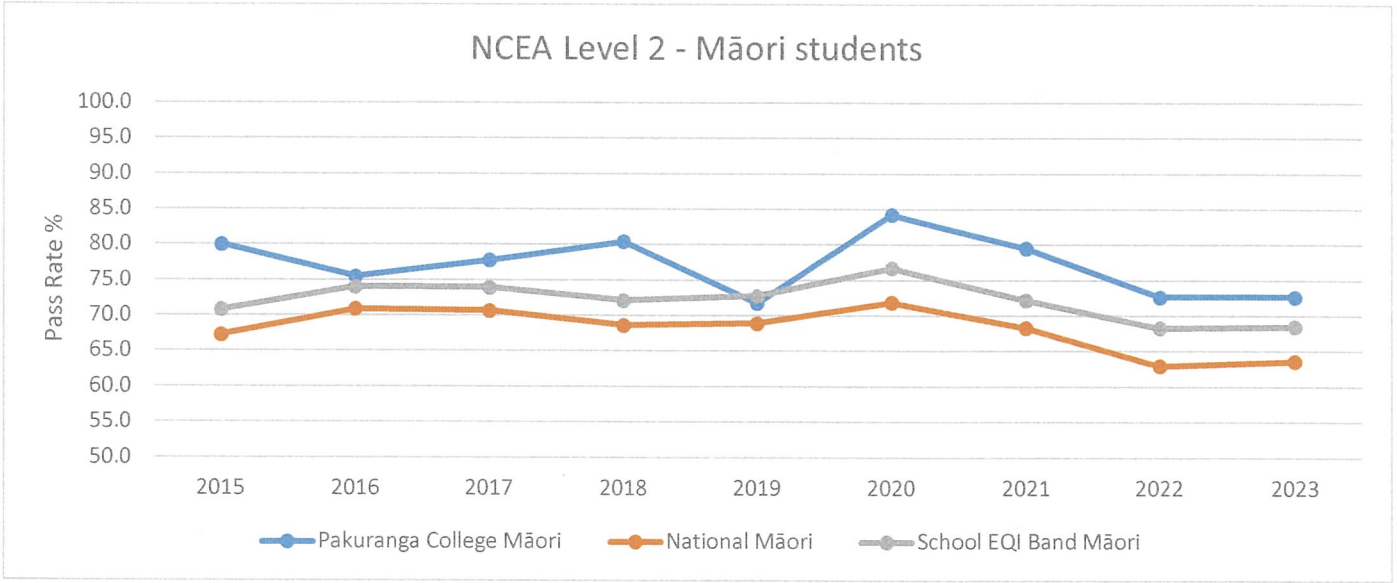


Ethnicity

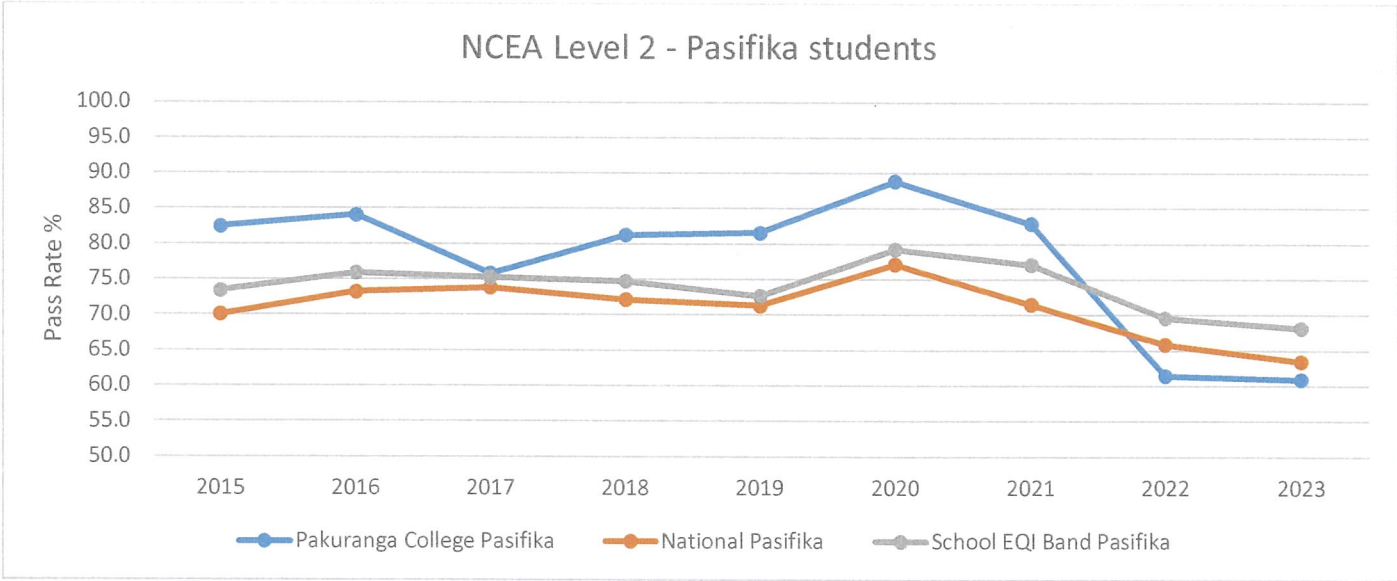
Looking at the data through an ethnicity lens further highlights the challenges that some groups within the school have faced.



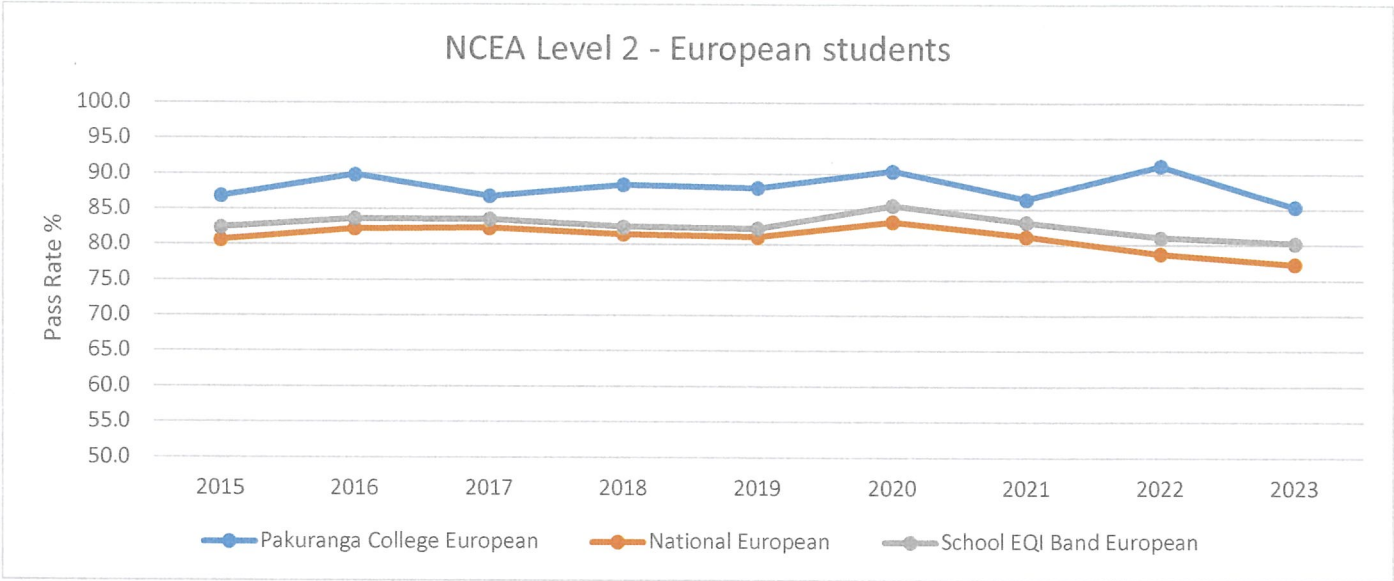
NCEA Level 2 Māori pass rates in 2023 remained the same as 2022 at 72.7%.



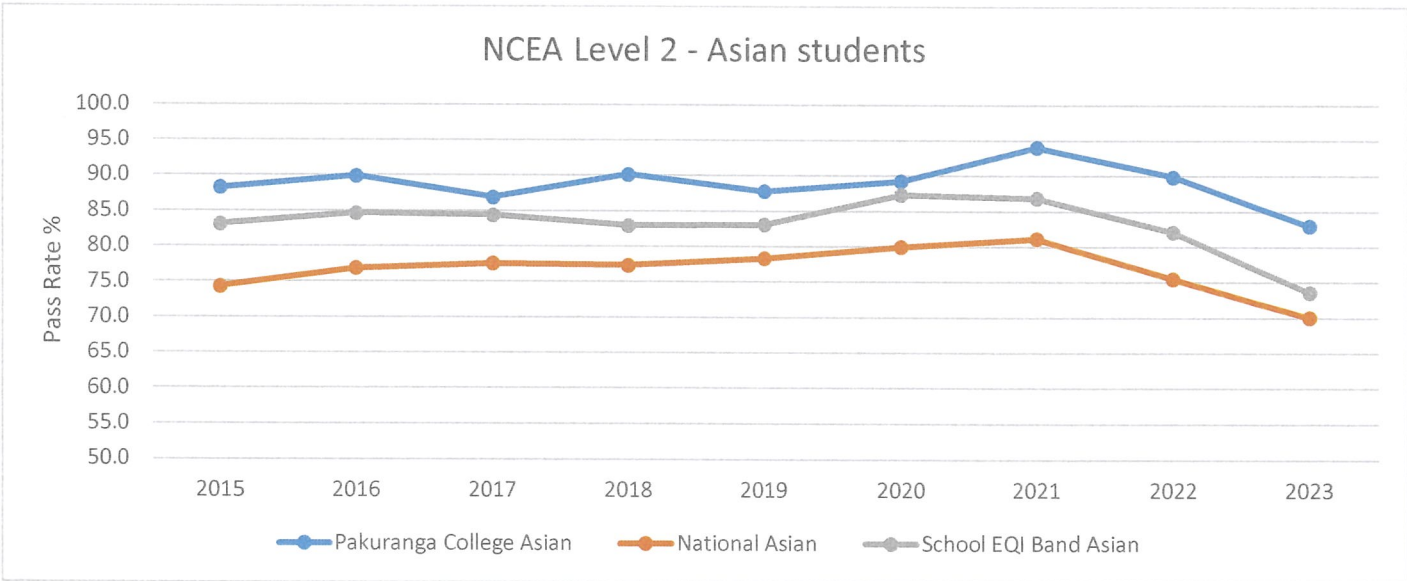
NCEA Level 2 Māori pass rates in 2023 remained the same as 2022 at 72.7%, which is above national and similar schools.



Our Pasifika students maintained their pass rates from the previous year. It is of concern that we remain below national and similar schools for NCEA Level 2 Pasifika achievement. Initiatives around mentoring and support were ineffective in 2023 and we were unable to reverse the trend.



European students consistently perform well and remain above national and similar schools; however, the drop in 2023 was more significant at Pakuranga College than nationally or in similar schools. They were the highest performing NCEA Level 2 ethnicity in 2023.



Asian students at NCEA Level 2 consistently perform well and remain above national and similar schools. The drop in 2023 was less significant at Pakuranga College than nationally or in similar schools and a gap of 9.3% now separates our performance.

LOOKING AT THE NUMBERS

As the numbers in our Māori and Pasifika cohorts are small, it is usually more relevant to look at the actual number of students.

Year 12 Māori Students

	Total students	Gained Level 2
2014	44	36
2015	38	30
2016	53	40
2017	45	35
2018	45	35
2019	46	33
2020	38	32
2021	39	31
2022	44	31
2023	44	33

From this perspective, the results look similar to previous year with 44 students, but two more students passed, so the pass rate increases from 70.5% to 75%. The inescapable reality is that despite working hard and resources heavily to improve the achievement of our Māori students, it has remained static.

The background stories behind those students who did not get NCEA Level 2 are more important. Achieving “success” is not only measured in NCEA passes.

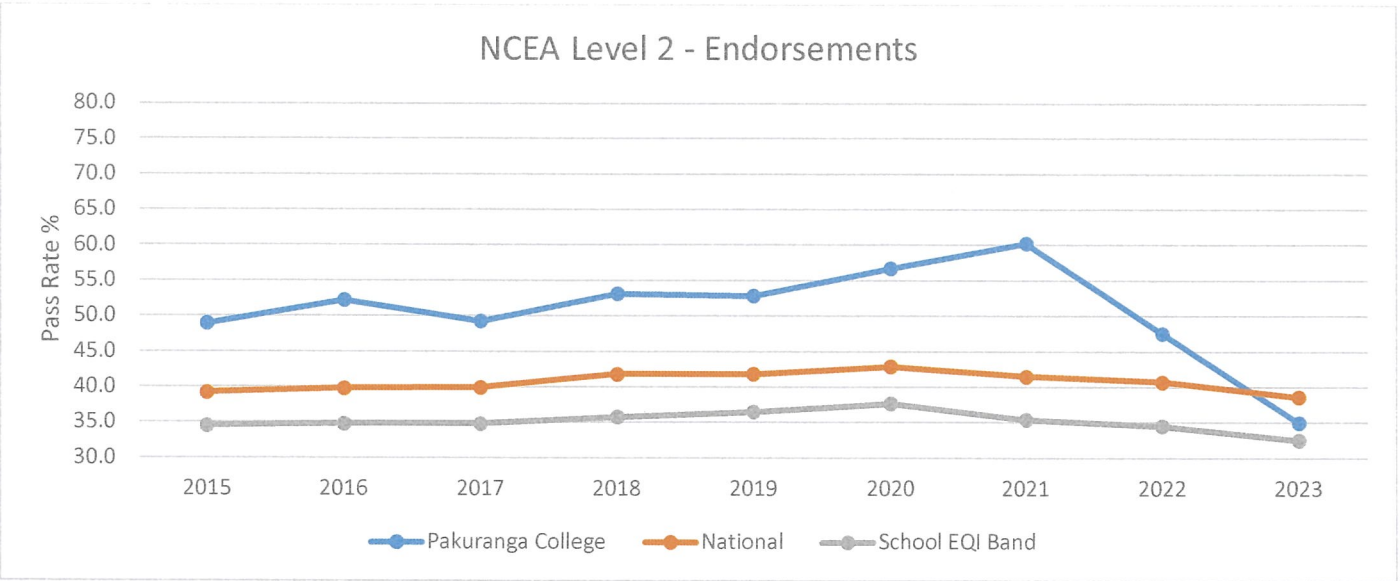
Year 12 Pasifika Students

	Total students	Gained Level 2
2015	40	33
2016	43	36
2017	29	22
2018	48	39
2019	38	31
2020	35	31
2021	35	29
2022	52	32
2023	56	39

There was another increase in the number of Pasifika students in 2023, and an increase in the number of students who passed. Very pleasing to see that we had the highest number of Pasifika students in Year 12, but disappointing to have a low pass rate (70%).

The individual stories help us to understand the challenge and what we need to do better.

ENDORSEMENTS



	Pakuranga College	National	School EQI Band
2015	49.0	39.2	34.5
2016	52.2	39.8	34.8
2017	49.2	39.9	34.8
2018	53.1	41.8	36.0
2019	52.8	41.8	36.5
2020	56.7	42.9	37.7
2021	60.3	41.5	35.4
2022	47.2	40.5	34.5
2023	35.0	38.6	32.5

Again, year-on-year, a significant concern with the level of endorsements falling dramatically. While the pass rate has consistently been a few percentages points above the National averages, we have now dropped below this metric for the first time.

LOOKING AT THE ENDORSEMENT RATES FOR MĀORI AND PASIFIKA STUDENTS**Year 12 Māori Students**

	Total students	Gained Level 2	Merit	Excellence	% getting an endorsement
2017	45	35	6	0	17.1
2018	45	35	9	3	34.3
2019	46	33	9	3	36.4
2020	38	32	6	4	31.3
2021	39	31	10	5	48.4
2022	44	31	4	2	19.4
2023	44	33	5	4	27.3

Year 12 Pasifika Students

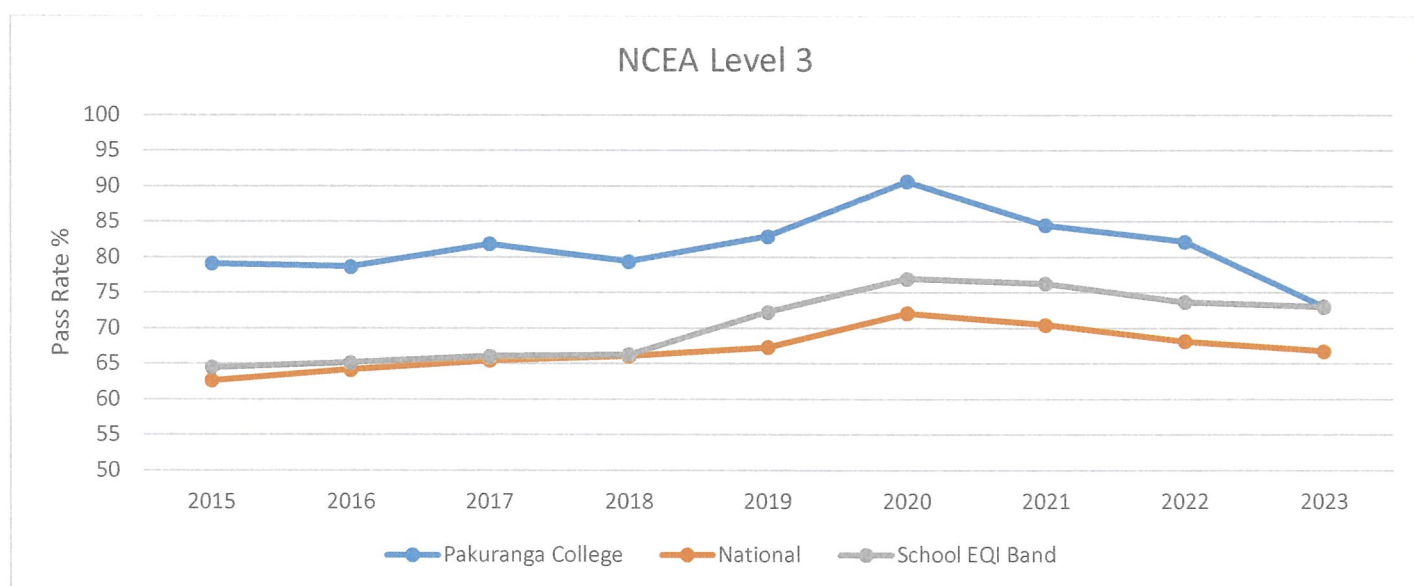
	Total students	Gained Level 2	Merit	Excellence	% getting an endorsement
2017	29	22	3	1	18.2
2018	48	39	6	5	28.2
2019	38	31	8	1	29.0
2020	35	31	5	4	29.0
2021	35	29	12	4	55.2
2022	52	32	2	5	21.9
2023	56	39	4	2	15.4

For Māori students it is encouraging to see the endorsement % increase and bounce back from the poor results in 2022. For Pasifika students, the trend of poor results continues with endorsements and is of serious concern.

The cumulative impacts from years of COVID disruption has had a huge impact on our Māori and Pasifika students; therefore, the challenge is to see how quickly we can recover. The unknown factor is how badly the disruption during the students' junior years has impacted on their preparedness for NCEA.

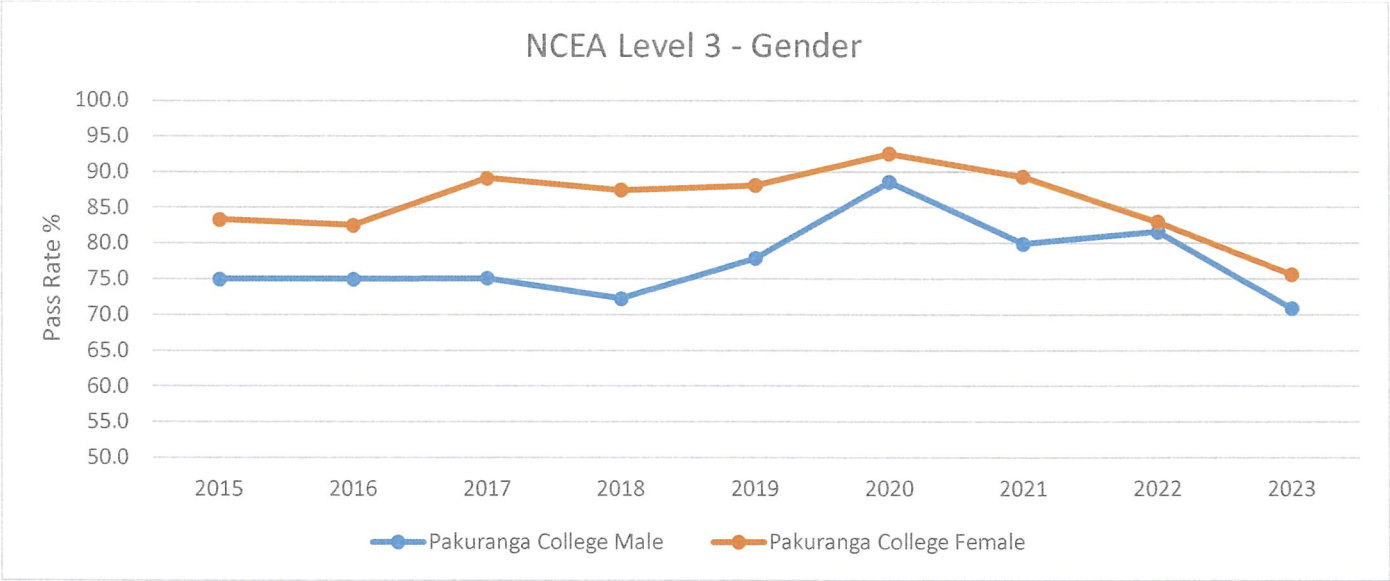
NCEA LEVEL 3**NCEA Year 13 NCEA Level 3**

	Pakuranga College	National	School EQI Band
2015	79.1	62.6	64.5
2016	78.7	64.2	65.2
2017	81.9	65.5	66.1
2018	79.4	66.1	66.3
2019	82.9	67.3	72.3
2020	90.6	72.1	77.0
2021	84.5	70.5	76.3
2022	82.2	68.2	73.7
2023	73.1	66.8	73.0

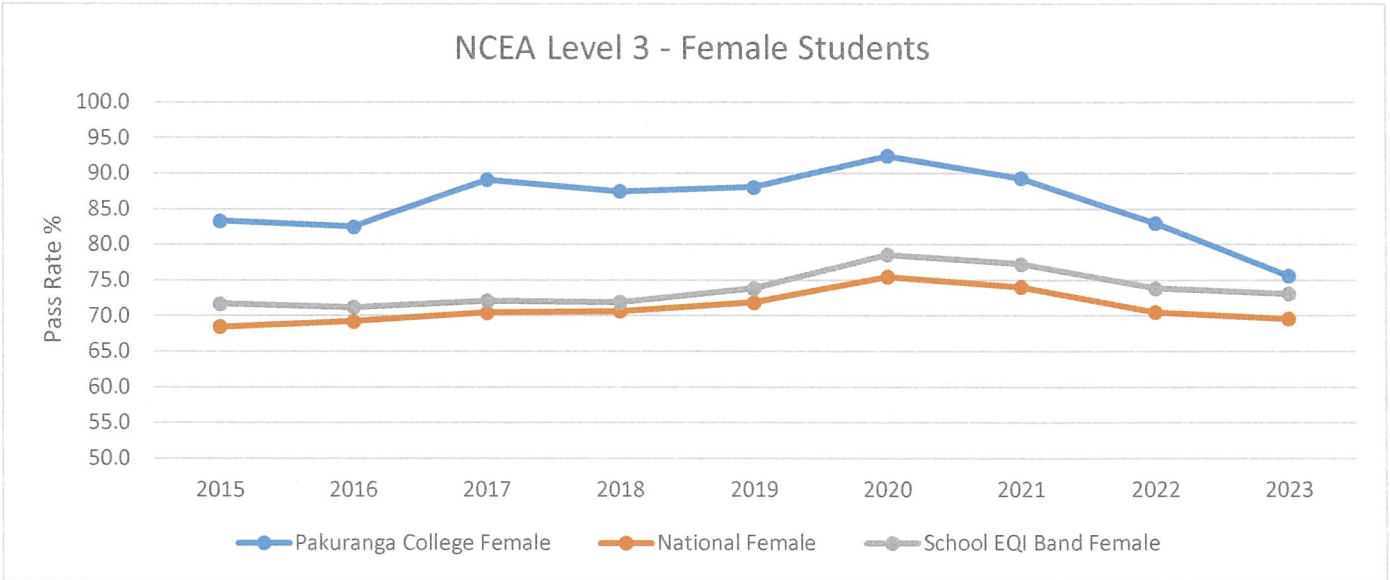


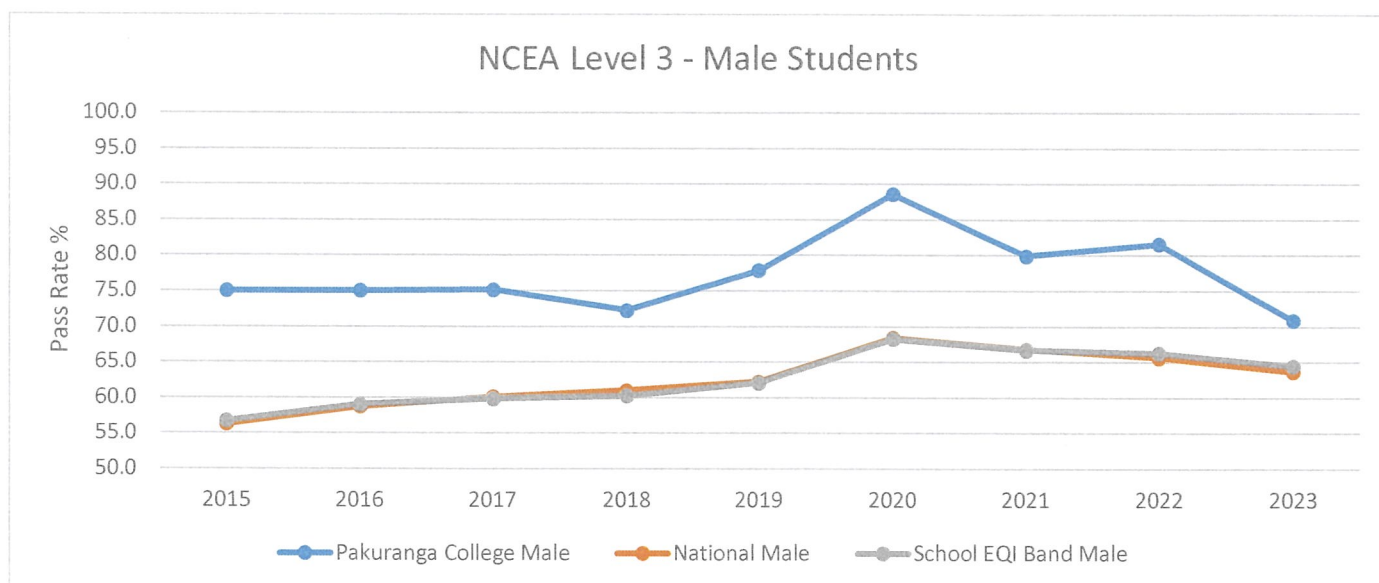
The pass rate dropped again for the third consecutive year. It has now dropped to be in-line with similar schools for the first time, but still above national levels.

GENDER

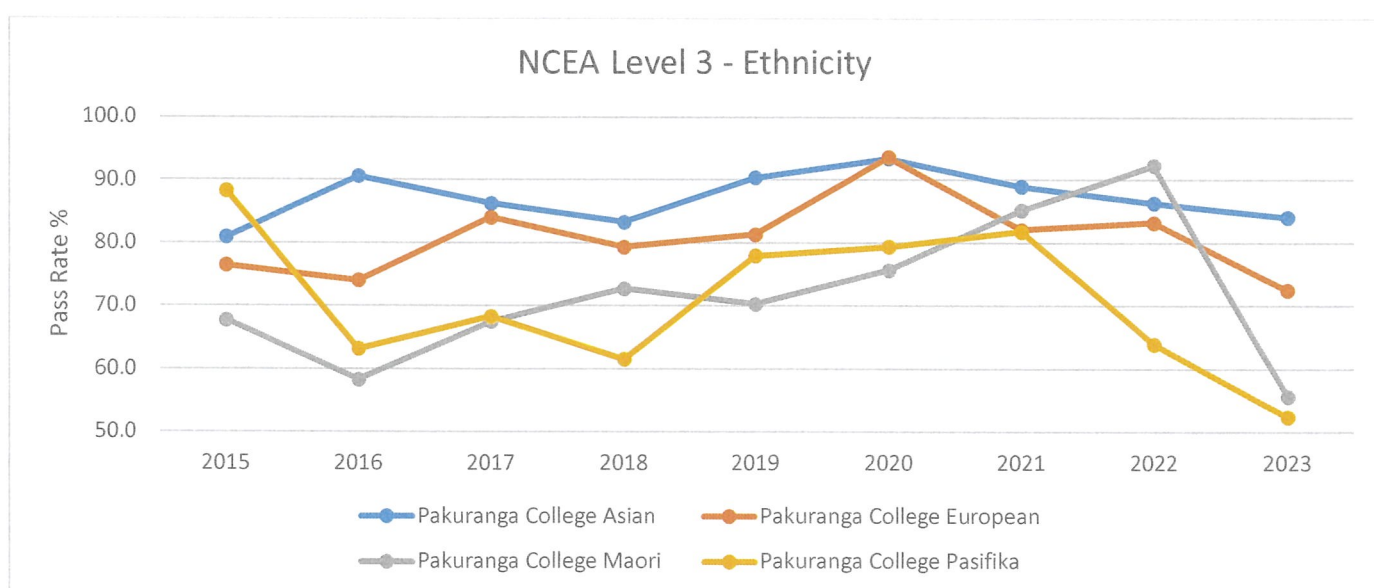


The reducing pass rate of girls is a concerning trend and can be seen more dramatically below. Female students are now only slightly above national and similar schools (this difference has been as high as almost 20% in the past). Boys also witnessed a significant drop, but still remain above national and similar schools.



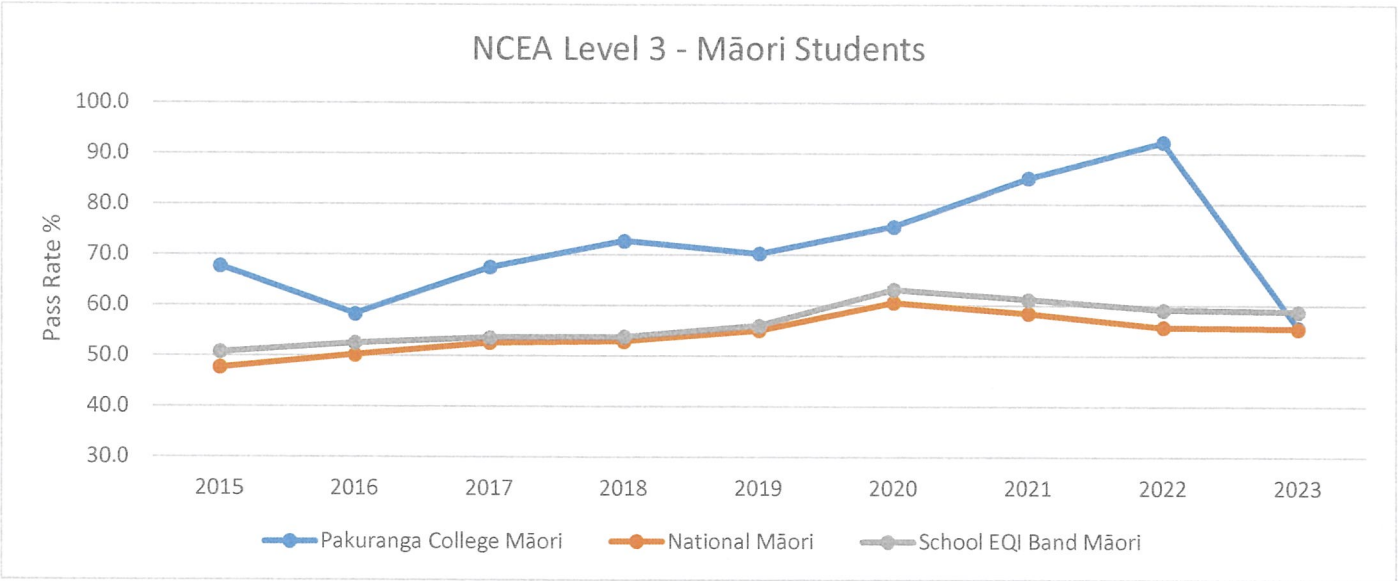


ETHNICITY

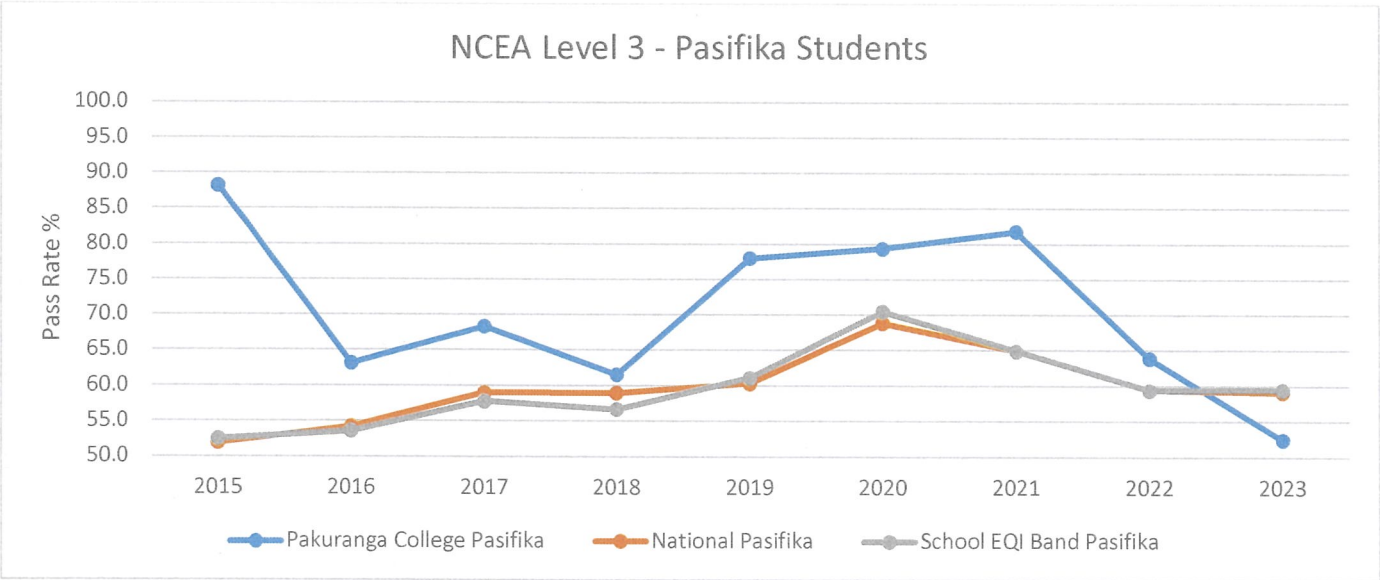


The result for our Māori students was disappointing. After three years of continuous improvements, for the results to drop to our lowest NCEA Level 3 Māori results is very concerning. This is a confusing scenario as the focus of our PLD programme and the significant resourcing put into Māori achievement appears to have had a significantly negative impact on our results.

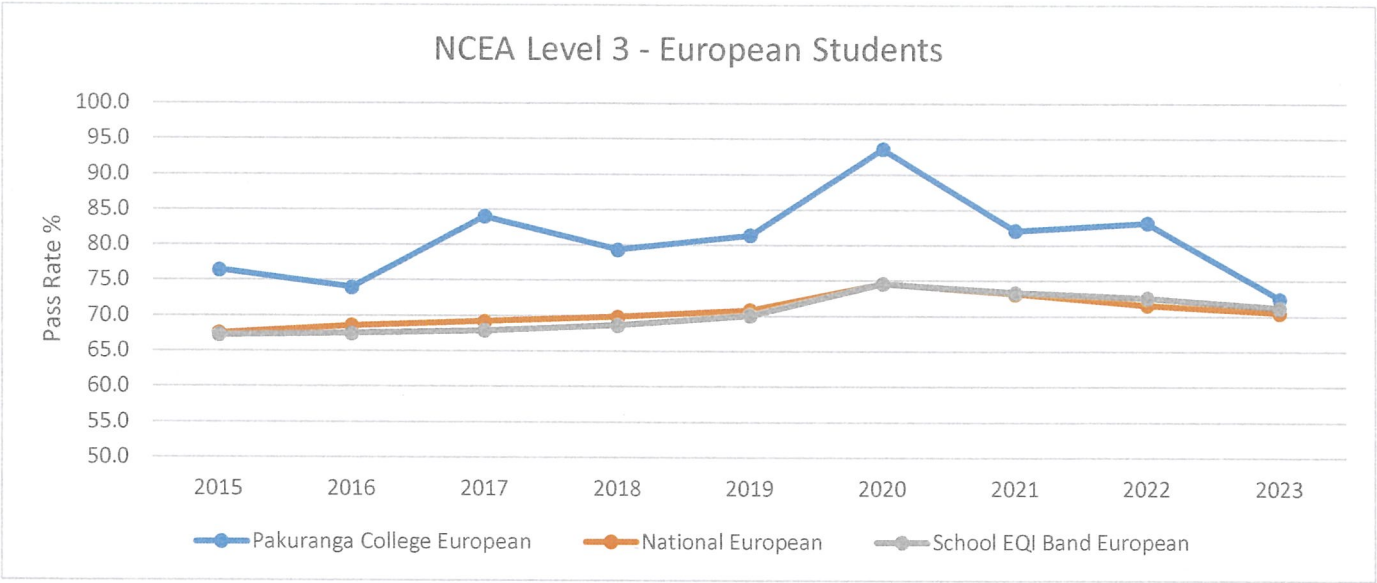
For our Pasifika students we see another significant drop in the pass rate, coming off disappointing results in 2022. Clearly our Pasifika students and families have been disproportionately impacted by the COVID years and disruption and the cumulative impact continues to take a heavy toll.



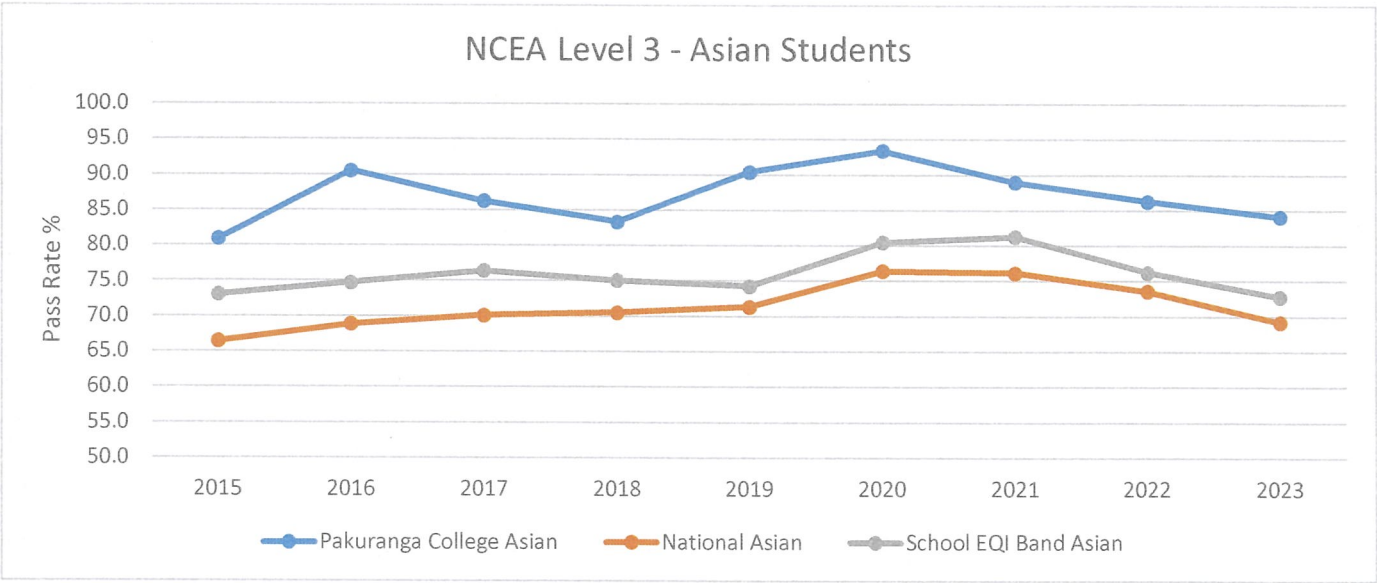
Māori achievement at NCEA Level 3 has dropped below similar schools (for the first time) and now sits alongside national comparative data.



Our Pasifika students at NCEA Level 3 performed well below (close to 10%) Pasifika students at similar schools and nationally. This is of real concern. It does not mirror the focus and resourcing that is targeted at raising Pasifika achievement at the college.



European students have dropped but remain just above similar schools and national comparisons.



The small numbers of Māori and Pasifika students mean that percentages are volatile; when we look at the actual numbers, we get a better idea of the trends.

Year 13 Māori Students

	Total students	Gained Level 3
2014	23	14
2015	32	21
2016	36	21
2017	40	27
2018	33	24
2019	37	26
2020	37	28
2021	27	23
2022	26	23
2023	20	13

During the COVID years we have seen a drop in the number of Year 13 Māori students, this occurred again in 2023 with a significant drop down to just 20 Māori students remaining at the college. This represents approximately a third of all Māori students who started in Year 9.

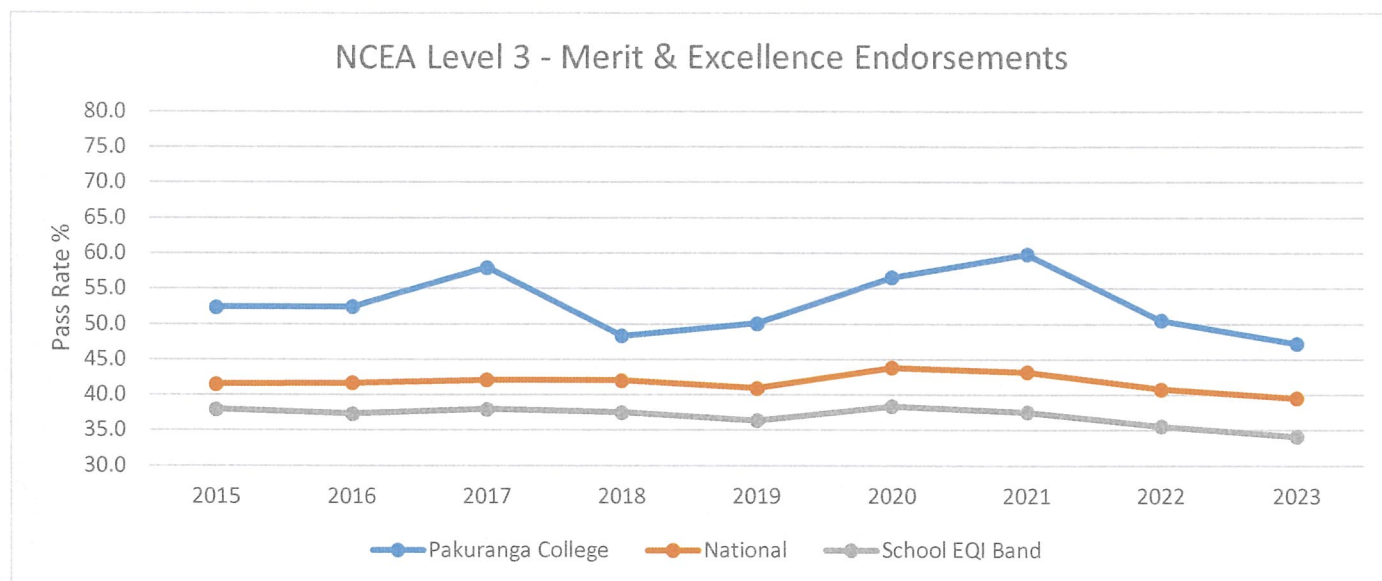
The number of Year 13 Māori students who gained NCEA Level 3 has also dropped significantly.

Year 13 Pasifika Students

	Total students	Gained Level 3
2014	21	14
2015	34	30
2016	38	24
2017	41	28
2018	26	16
2019	41	32
2020	34	27
2021	33	27
2022	36	23
2023	32	24

Although we had one more Year 13 Pasifika student passing in 2023, the number of students remaining to sit Level 3 reduced by four. The percentages for small numbers can be volatile, however, the drop is valid and dropping below national averages for Year 13 Pasifika achievement is very concerning.

ENDORSEMENTS



	Pakuranga College	National	School EQI Band
2015	52.4	41.5	38.0
2016	52.4	41.7	37.4
2017	58.0	42.1	38.0
2018	48.4	42.1	37.5
2019	50.2	41.0	36.2
2020	56.5	43.8	38.7
2021	59.8	43.2	38.7
2022	51.9	41.2	36.1
2023	47.3	39.6	34.2

Looking at endorsements for our Māori and Pasifika students

The small numbers mean the statistics can vary a lot, so looking at the actual number of students is more revealing.

Year 13 Māori Students

	Total students	Gained Level 3	Merit	Excellence	% getting an endorsement
2017	40	27	9	4	48.1
2018	33	24	2	0	8.3
2019	37	26	3	2	19.2
2020	37	28	7	3	35.7
2021	27	23	7	3	43.5
2022	26	23	9	3	52.2
2023	20	13	2	2	30.8

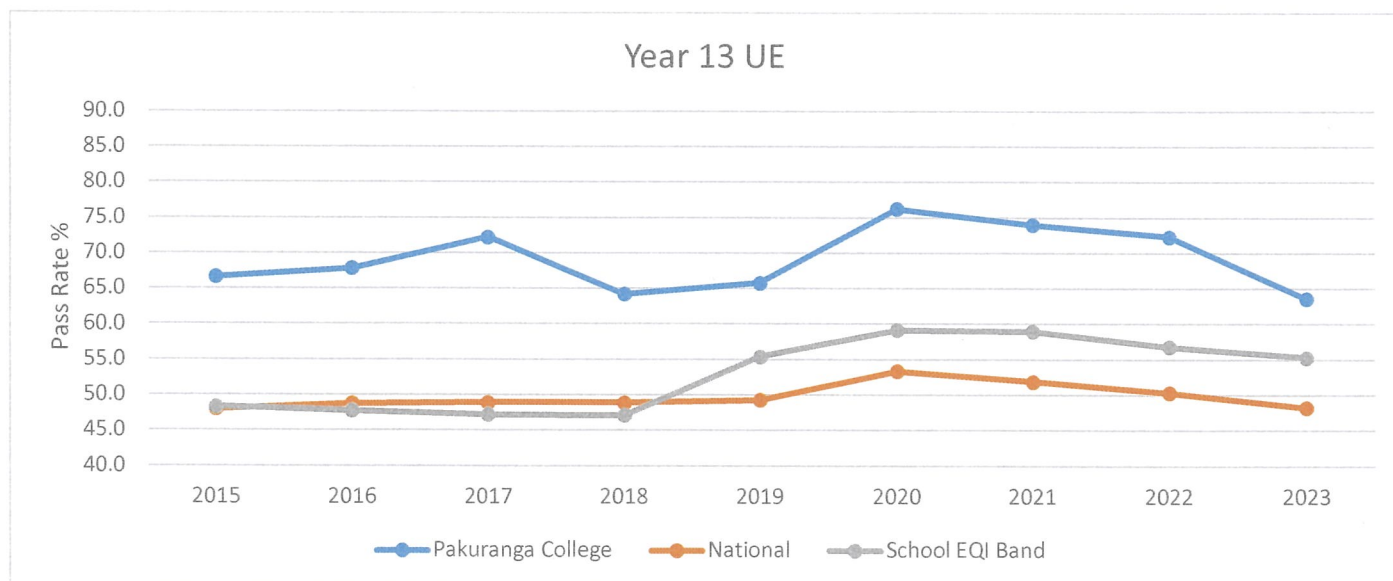
For our Māori students, a large percentage decrease in the number of endorsements, with only four students gaining an endorsement.

Year 13 Pasifika Students

	Total students	Gained Level 3	Merit	Excellence	% getting an endorsement
2017	41	28	4	1	17.9
2018	26	16	1	2	18.8
2019	41	32	8	3	34.4
2020	34	27	6	1	25.9
2021	33	27	2	5	25.9
2022	36	23	7	0	30.4
2023	32	24	3	4	29.2

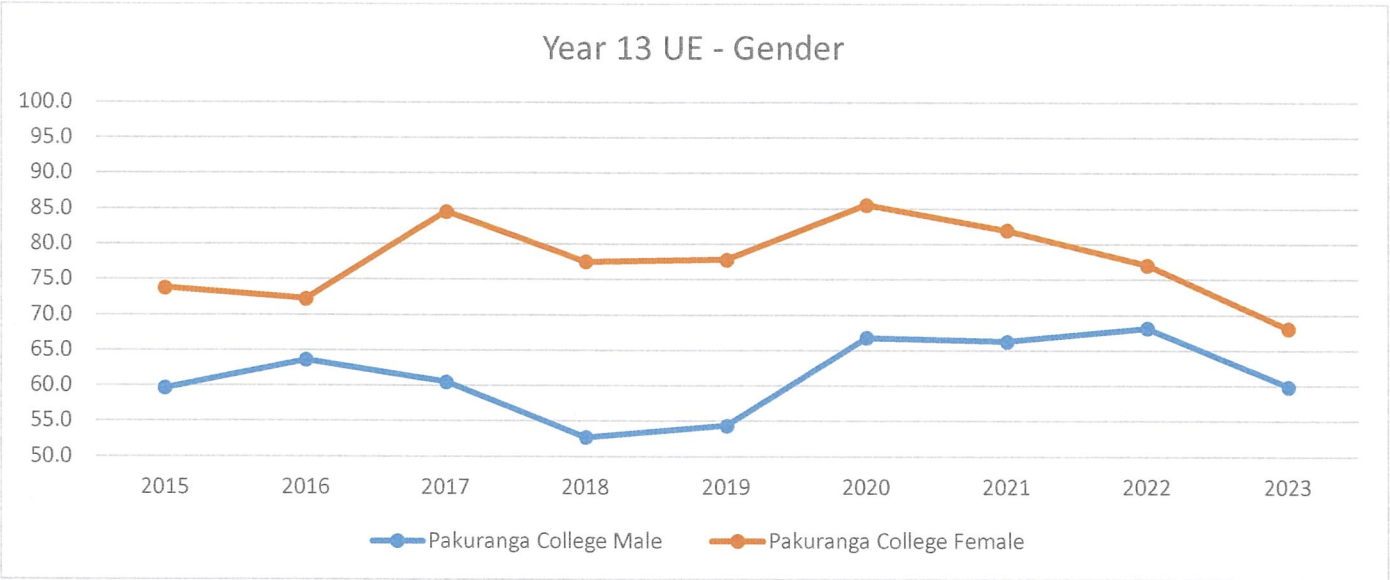
For our Pasifika students, it is very pleasing to see four students gain Excellence endorsements, especially after the lack of top end achievement in 2022. However, with the drop in numbers, and only the same number of Pasifika students gaining an endorsement (seven), the overall percentage for endorsements has dropped.

UNIVERSITY ENTRANCE

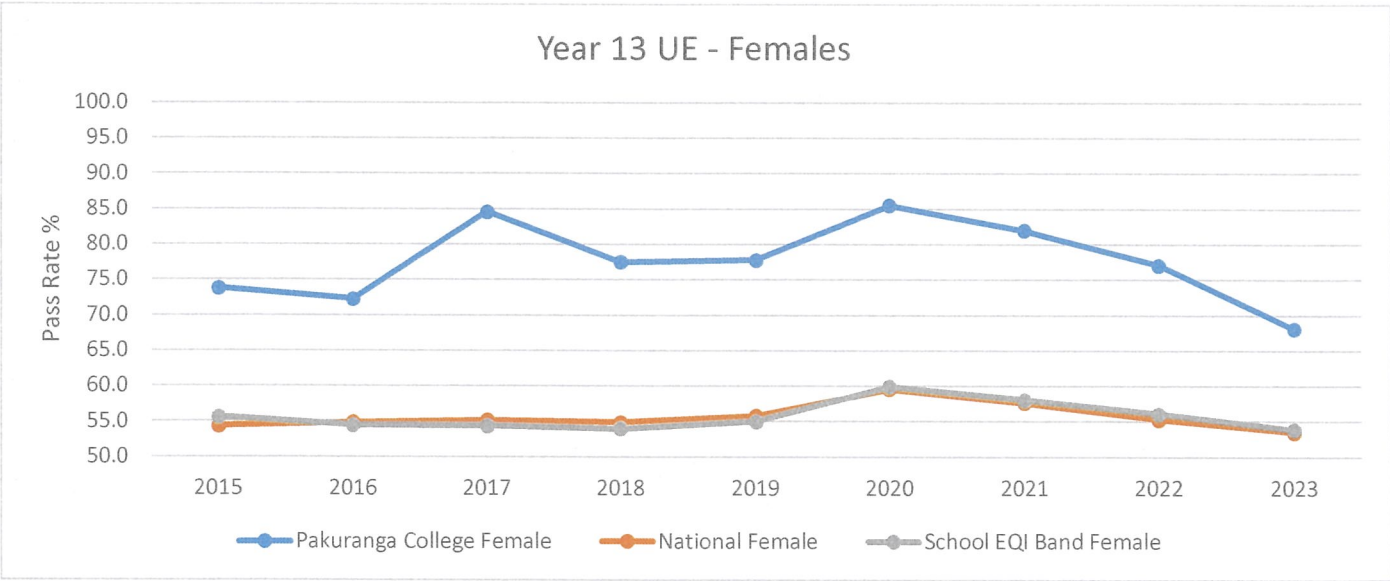


While we saw a third consecutive drop in the pass rate for UE, this was consistent with the trends in the national averages which also dropped. However, our drop was more significant than the other metrics. On the positive side, we continue to perform approximately 10% above similar schools and 15% above the national average.

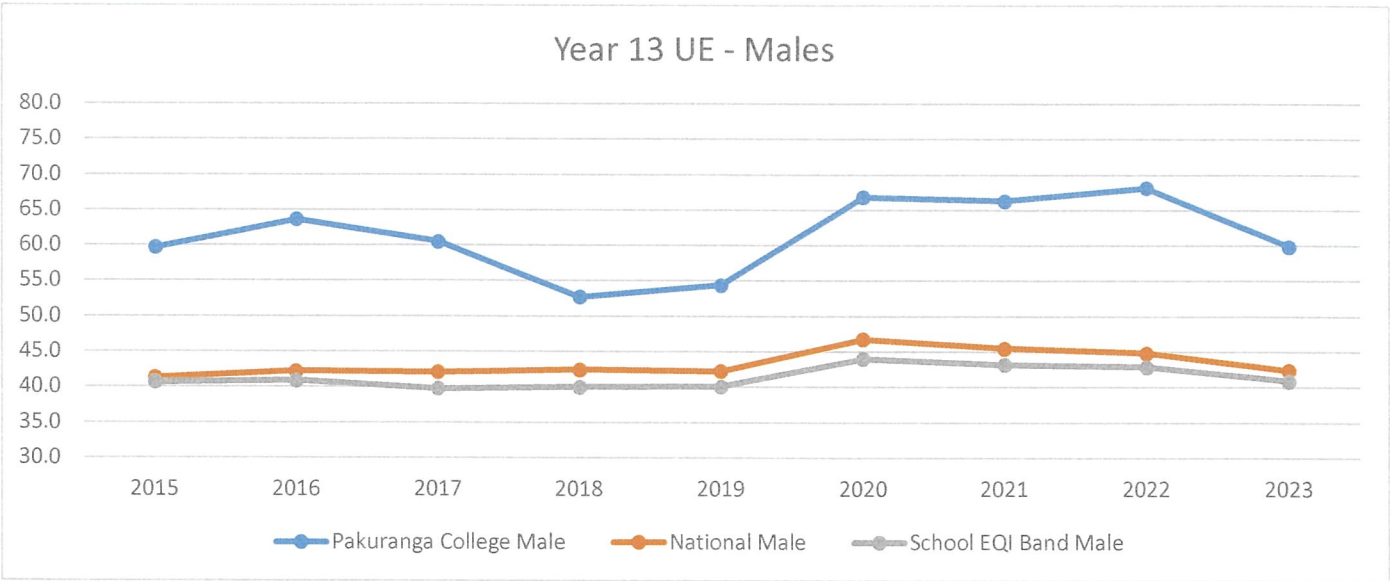
GENDER



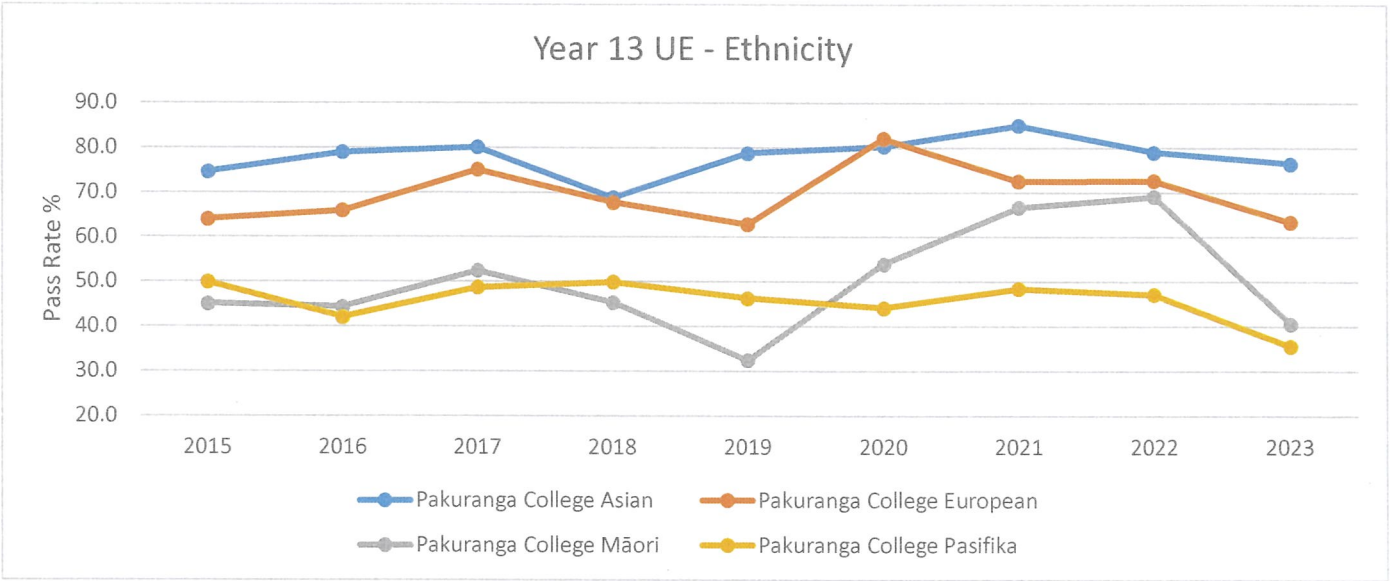
Girls continue to outperform the boys. Both boys and girls dropped at the same rate in 2023.



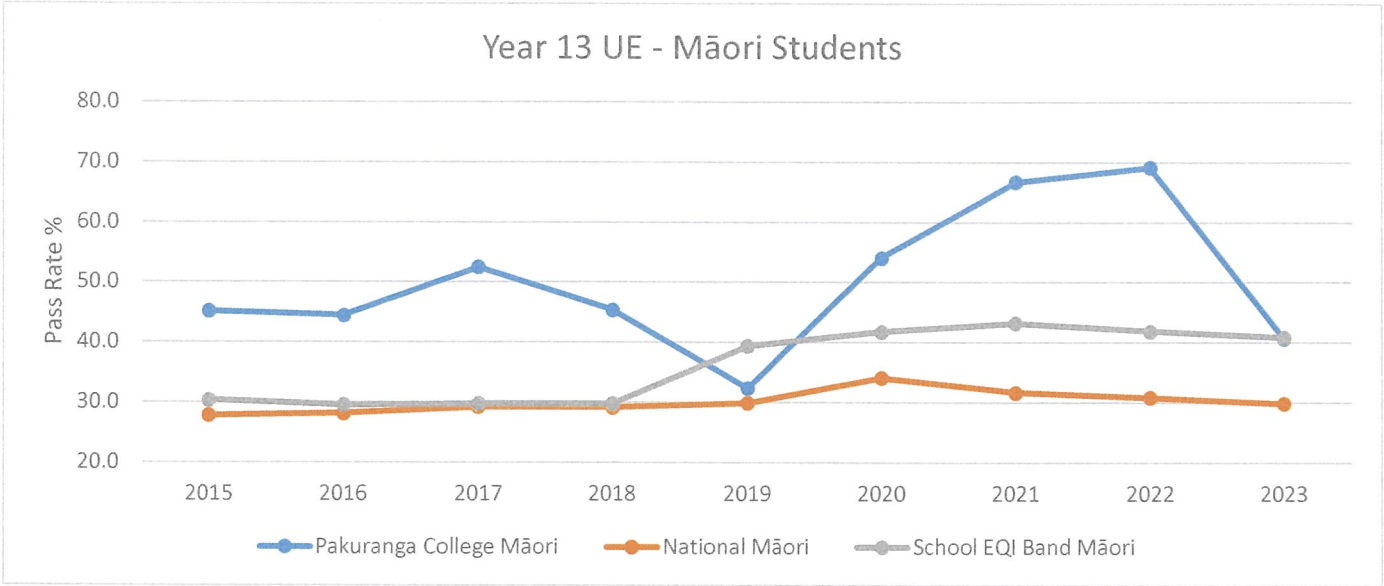
The UE achievements for both boys and girls remain well above similar schools and national averages.



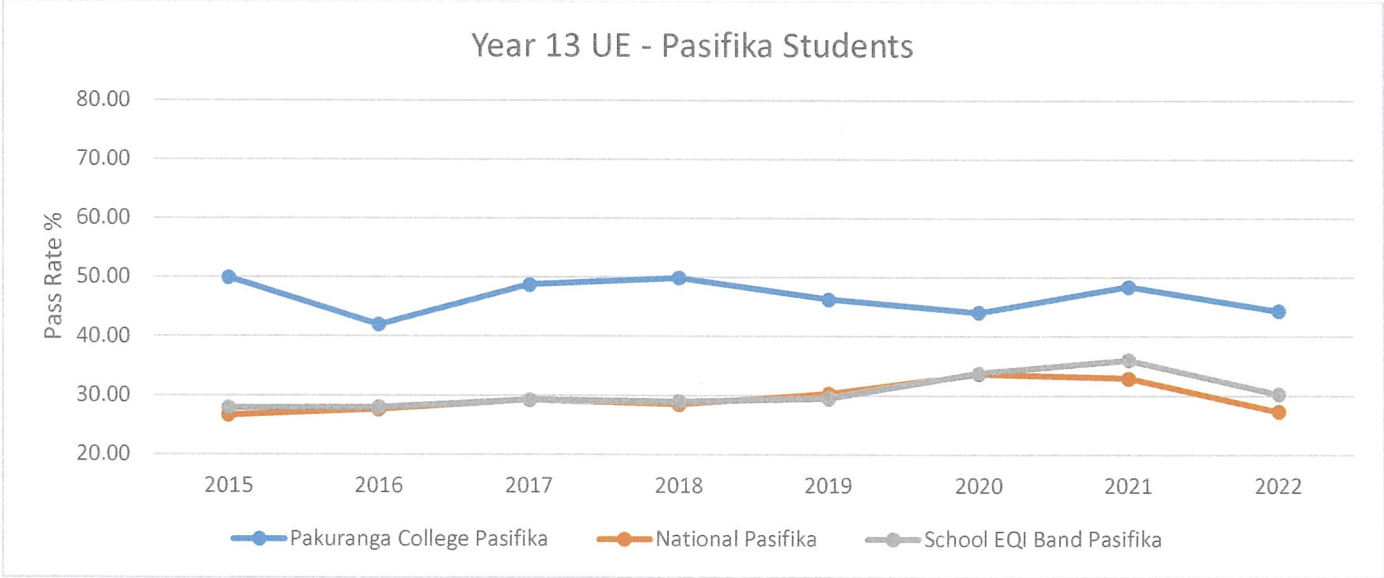
The ethnicity breakdown shows the concerning results of our Year 13 Māori and Pasifika students in 2023.



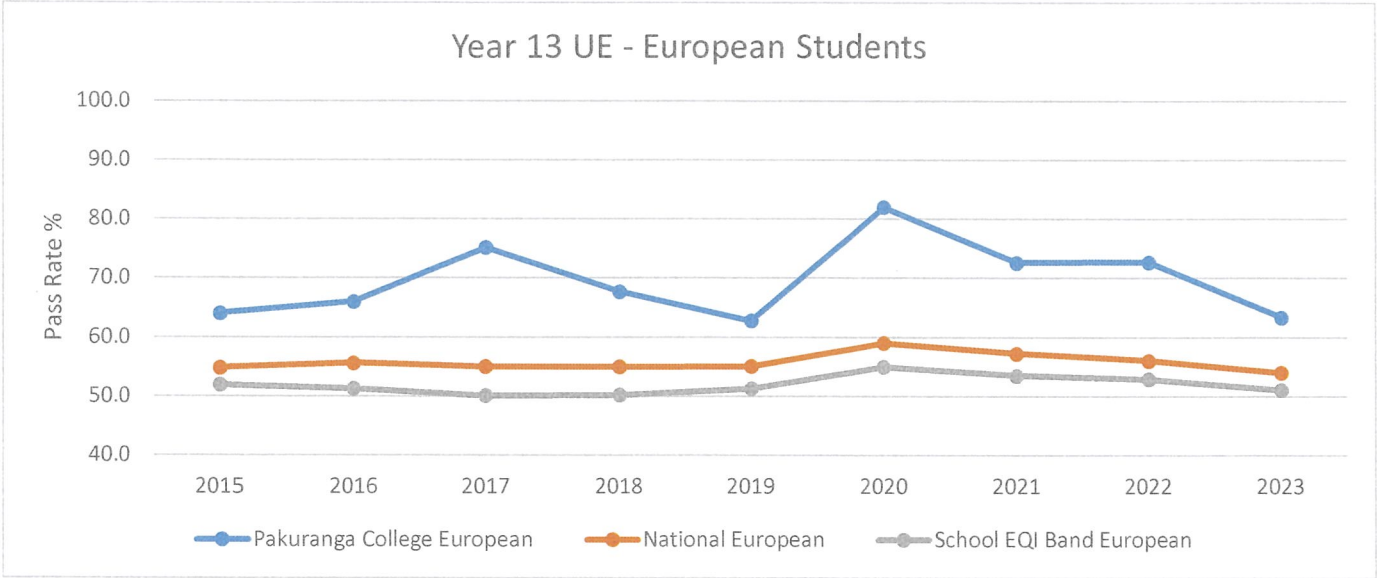
Having made impressive gains since 2020, the UE for Māori has dropped significantly, but still above comparisons.



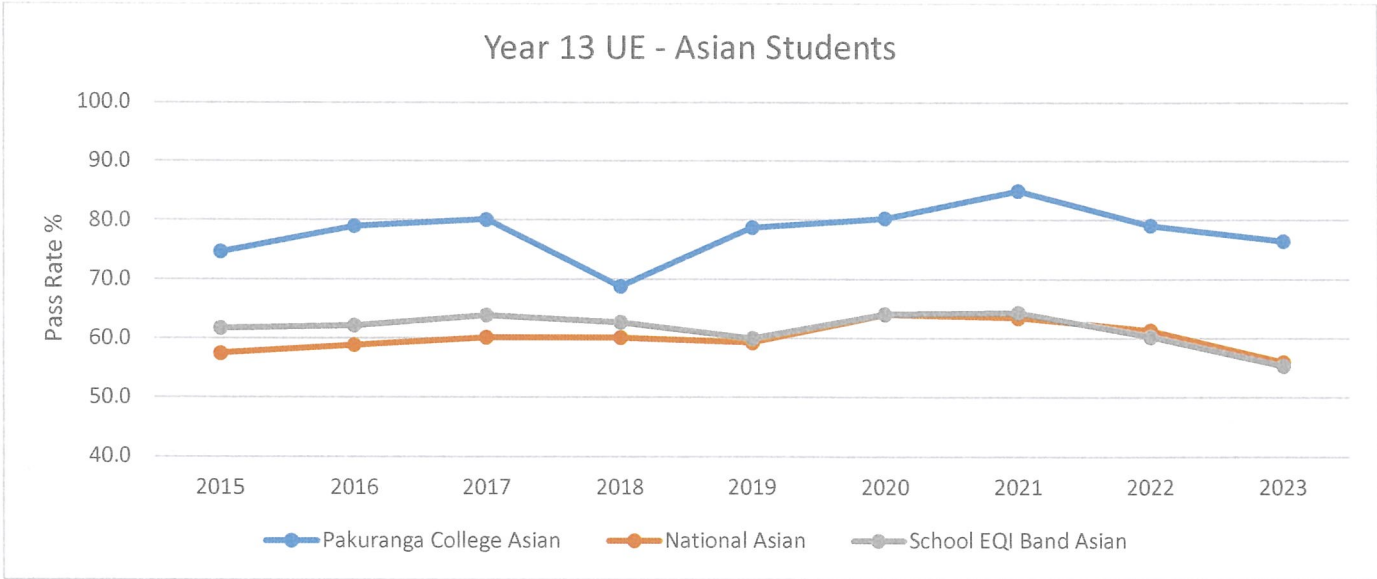
Pasifika UE remained above comparisons, but also mirrored the downward trend.



European UE remained above comparisons, mirrored the downward trend, but our drop was slightly more significant than similar schools and national data.



Our Asian students continue to be the most successful ethnicity for UE at the college. The numbers did drop slightly from 2022, but this small drop was identical to that experienced by similar schools and nationally.



LOOKING AT THE ACTUAL NUMBER OF STUDENTS

Year 13 Māori Students

	Total students	Gained UE	% getting UE
2014	23	11	47.8
2015	32	14	43.8
2016	36	16	44.4
2017	40	21	52.5
2018	33	15	45.5
2019	37	12	32.4
2020	37	20	54.1
2021	27	18	66.7
2022	26	18	69.2
2023	20	8	40.9

Breaking the small numbers down, it was a disappointing year for our Year 13 Māori students. Although we had our smallest Year 13 cohort of Māori learners, we also recorded our lowest number of Māori students gaining UE (eight).

Year 13 Pasifika Students

	Total students	Gained UE	% getting UE
2014	21	9	42.9
2015	34	17	50.0
2016	38	16	42.1
2017	41	20	48.8
2018	26	13	50.0
2019	41	19	46.3
2020	34	15	44.1
2021	33	16	48.5
2022	36	16	44.4
2023	32	14	43.8

Again, when we unpack the small numbers, 2023 was steady year that tracked previous statistics. Pasifika UE remained above national comparisons, but also mirrored the downward trend.

Co-Curricular 2023

The ongoing tail impact of COVID and lockdowns in 2021, plus the weather events and industrial PPTA action in 2023 have continued to impact on our co-curricular programme and create challenges. However, it was very pleasing to see that a significant number of activities and students continued to get involved in the co-curricular life of the college, even though it was another challenging year.

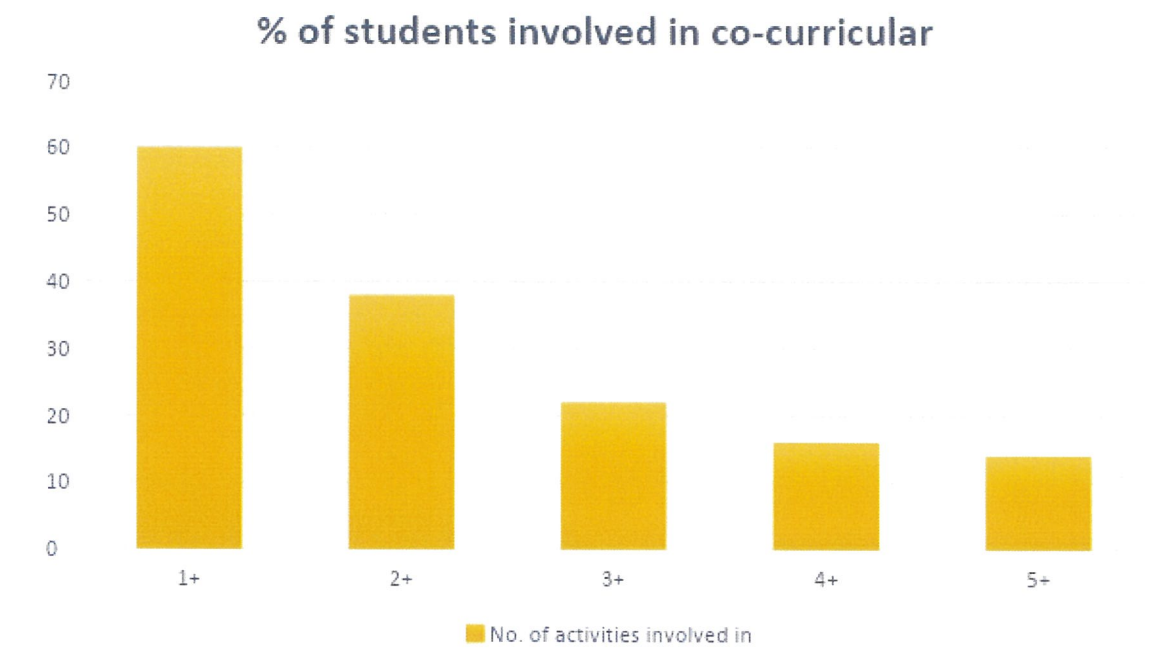
The target for 2023 was for the co-curricular participation rate to exceed 75%; this was set at the beginning of the year as an aspirational target, and without the hindsight of knowing how disruptive 2023 would be again to our programme. Overall, 1,262 students were involved in just over under 100 co-curricular activities – this represents 60.4% of the student population at the college. This is very encouraging and very significant; with a 9.4% increase on the 2022 participation levels (the first increase in involvement levels since 2018).

Of those involved, girls were more involved than the boys – with 63.6% taking part compared with 57.5% of the boys. Equally pleasing was the reasonably even spread between year groups, very little between most year levels; a breakdown is below,

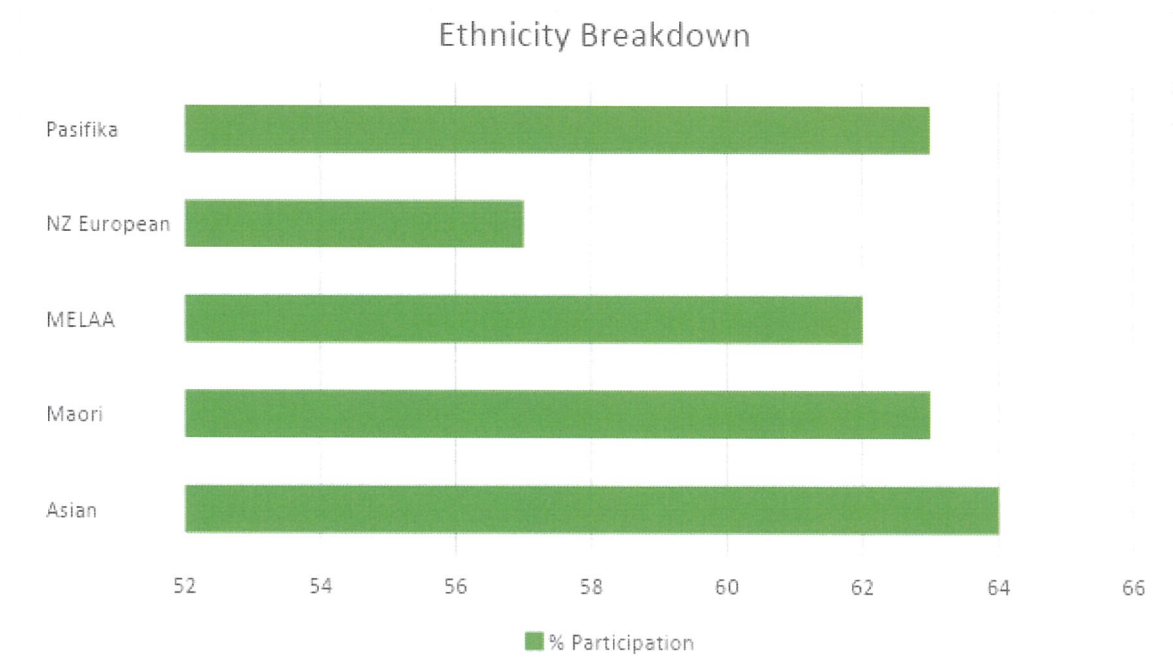
Year Group	
Year 9	61%
Year 10	55%
Year 11	57%
Year 12	61%
Year 13	70%

Year 10 had the fewest number of actively engaged students in co-curricular activities (245 students out of 446). Year 11 & 12 had the most, 269 students at each level.

Even through these ongoing challenging times, the co-curricular programme continued to provide rich and diverse opportunities for our students, with several students being involved in numerous groups, teams, and activities over the year. 96 activities and opportunities over the year were offered to the students. 60.4% of our students were involved in at least one co-curricular activity and some students were involved in up to 12 different activities!

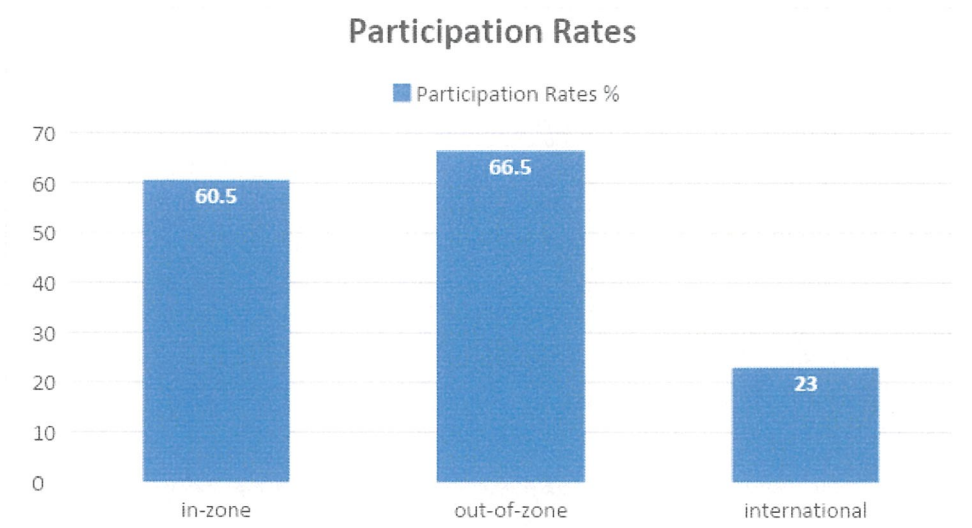


A breakdown of ethnicities also helps to identify strengths and weaknesses of our co-curricular programme.



Our Asian student community is the most engaged with 64% of students engaged in at least one co-curricular activity, compared with our European student community some distance behind with only 57% involved. Our Māori students made the largest increase gain in 2022, with an increase of +9.0%, up to 63% in 2023.

A comparison of in-zone and out-of-zone students in 2023 continues to buck the previous trends, whereby students out-of-zone are now slightly more actively involved than in-zone students.



Our data suggests that being out-of-zone is not a disadvantage to accessing the co-curricular programme; a +6.0% participation rate over our in-zone students. Our international student numbers have dropped dramatically post COVID, and so too has their level of engagement in the wider school-life; a further drop of -5% from 2022. We had 20 out of 87 international students getting involved in 2023.

Conclusion

Overall, 2023 was a very significant year for our co-curricular programme, seeing an increase in participation levels for the first time since 2018. Although 60% participation is some way off where we would like it to be, it is very encouraging to observe the numbers trending upwards. There has been a nationwide trend of dropping participation in sport. We still place importance on engagement in co-curricular activities and will continue to have an aspirational target to focus our efforts.

DID WE MEET OUR TARGETS?

2023 STUDENT ACHIEVEMENT TARGETS

- NCEA Level 1 – 90% of all Year 11 students gain NCEA Level 1

We failed to meet the target, the pass rate was 74.5%
- NCEA Level 2 – 85% of all Year 12 Students gain NCEA Level 2

We failed to meet target, the pass rate was 83.0%
- NCEA Endorsements across all levels is at least 55% (average of the three levels)
Level 1 – 52.3
Level 2 – 35.0
Level 3 – 47.3

Average level of endorsements 44.9% We failed to meet the target.
- Māori and Pasifika achievement is as high, or higher, as the school-wide average

	Whole school	Māori	Pasifika
Level 1	71.3%	50.0%	52.4%
Level 2	80.0%	72.7%	61.0%
Level 3	73.1%	55.6%	52.4%
UE	63.6%	40.7%	35.7%

We failed to meet the target.

- Co-curricular participation rate exceeds 75%.

We failed to meet the target, with only 60% participation.

2024 STUDENT ACHIEVEMENT TARGETS

- Year 11 – 85% of **all** Year 11 students gain the Pakuranga College Certificate
- NCEA Level 2 – 85% of **all** Year 12 Students gain NCEA Level 2
- NCEA Endorsements across all levels is at least 55% (average of the two levels)
- Māori and Pasifika achievement is as high, or higher, as the school-wide averages.
- Co-curricular participation rate exceeds 75%.

Giving effect to Te Tiriti o Waitangi

	Strategies to Explore in 2023	Evidence of Implementation in 2023
Beliefs & Attitudes	<ul style="list-style-type: none"> Understanding white privilege, unconscious bias, racism, inequity Understanding Culture Understanding Te Tiriti o Waitangi Manuhiri - pōwhiri, whakatau, manaakitanga Defining 'Māori succeeding as Māori' with whānau, ākonga, staff. 	<p>Unconscious bias unpacked in the learning journey cycles</p> <p>Two teacher only days during the first half of 2023 unpacking unconscious bias and racism. The second day was on inequities.</p> <p>SLT & Pakuranga College Board visited Waitangi Treaty Grounds in 2023</p> <p>All staff engaged in school karakia and waiata in weekly hui</p> <p>All staff engaged in learning the school haka</p> <p>Karakia in weekly assemblies</p> <p>Pōwhiri & mihi whakatau process at the start of every term to welcome new staff and students to the kura</p> <p>Staff and students exploring 'Māori succeeding as Māori' within the TTNE work</p>
Curriculum	<ul style="list-style-type: none"> Mātauranga Māori content and contexts in all curriculum areas NZ Histories Curriculum developed and implemented Te Reo, Kapa Haka, Tikanga, Whakairo taught Māori Performing Arts course developed 2024 Te Toi Huarewa & Va'a Māori and Pasifika peer mentoring 	<p>Year 11 and Junior programmes of learning have units focused on the incorporation of Māori world view. Evidence in Year 11 poutama, rubrics of learning and context of learning.</p> <p>Inclusion of external standard with EN2 in assessment criteria highlighting specific focus on Mātauranga Māori as appropriate.</p>

Giving effect to Te Tiriti o Waitangi

	Strategies to Explore in 2023	Evidence of Implementation in 2023
Beliefs & Attitudes	<ul style="list-style-type: none"> Understanding white privilege, unconscious bias, racism, inequity Understanding Culture Understanding Te Tiriti o Waitangi Manuhiri - pōwhiri, whakatau, manaakitanga Defining 'Māori succeeding as Māori' with whānau, ākonga, staff. 	<p>Unconscious bias unpacked in the learning journey cycles</p> <p>Two teacher only days during the first half of 2023 unpacking unconscious bias and racism. The second day was on inequities.</p> <p>SLT & Pakuranga College Board visited Waitangi Treaty Grounds in 2023</p> <p>All staff engaged in school karakia and waiata in weekly hui</p> <p>All staff engaged in learning the school haka</p> <p>Karakia in weekly assemblies</p> <p>Pōwhiri & mihi whakatau process at the start of every term to welcome new staff and students to the kura</p> <p>Staff and students exploring 'Māori succeeding as Māori' within the TTNE work</p>
Curriculum	<ul style="list-style-type: none"> Mātauranga Māori content and contexts in all curriculum areas NZ Histories Curriculum developed and implemented Te Reo, Kapa Haka, Tikanga, Whakairo taught Māori Performing Arts course developed 2024 Te Toi Huarewa & Va'a Māori and Pasifika peer mentoring 	<p>Year 11 and Junior programmes of learning have units focused on the incorporation of Māori world view. Evidence in Year 11 poutama, rubrics of learning and context of learning.</p> <p>Inclusion of external standard with EN2 in assessment criteria highlighting specific focus on Mātauranga Māori as appropriate.</p>

	programme	<p>Reflection and changes of learning programmes in Social Studies 2023 for junior classes.</p> <p>Te Tai o Pakuranga has Kapa haka classes Friday am; participation and performance in Te Ahurea Tino Rangatira. Weekend retreats at Te Tahawai Marae.</p> <p>Māori Performing Arts course researched and developed for 2024</p> <p>Te Toi Huarewa, Learning lounge & Va'a developed by students for students to seek assistance from students and teachers with homework assignments and assessments. Afterschool twice a week and one lunchtime in the library.</p>
Teaching & Learning	<ul style="list-style-type: none"> • Deepen understanding of mātauranga Māori • Correct pronunciation by all staff - learning programmes to support this. • All teachers and support staff using te reo Māori • Increased Māori staff numbers 	<p>School karakia <i>Te karakia tīmata māmā o Pakuranga</i> and waiata <i>Whakataka te hau</i> lead staff briefing & Board meetings</p> <p>Continuing to build awareness and understanding of Mātauranga Māori through TTNE and pedagogical foci</p> <p>Addition Māori teacher appointed at the end of 2023, for 2024</p> <p>Tuakana teina model embedded in the Whānau Group Programme (reciprocal learning relationship, peer-to-peer mentors)</p>
Hapū	<ul style="list-style-type: none"> • Establish relationship with Ngāi Tai Ki Tamaki 	<p>Inaugural meeting of local kura at Umupuia Marae (October 2023)</p> <p>Ongoing kōrero with Ngāi Tai Ki Tamaki - building connections and relationships.</p> <p>Extended invitations to Ngāi Tai Ki Tamaki representatives to significant school events</p>

Whānau	<ul style="list-style-type: none"> ● Authentic communication channels ● Input into strategic planning ● Create a groundswell of support ● Whānau support 	<p>Māori Development Team and staff hosted Whānau Hui once a term. Whānau voice collected and taken back to the Māori. Development team to unpack and follow up</p> <p>Whānau invitations to school and parent events and Māori Development initiatives.</p> <p>Māori Liaison staff connected with whānau throughout 2023.</p>
Governance	<ul style="list-style-type: none"> ● Tikanga Māori practises ● Representation on BOT 	<p>SLT & Pakuranga College Board visit to Waitangi Treaty Grounds.</p> <p>Pakuranga College Board hui start with the school karakia.</p> <p>Māori parent representative on the Board.</p>
Physical	<ul style="list-style-type: none"> ● Bilingual signage ● Māori mural ● Reception area - phone greeting 	<p>Creatives in Schools mural: <i>Ka puta ki te whaiao ki Te Ao Mārama</i> - step into the world of light</p> <p>Phone greetings in Te Reo Māori.</p> <p>Increasing bilingual signage around the school campus and on posters.</p>

Pakuranga College

Statement of KiwiSport

For the year ended 31 December 2023

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$53,417.38 (excluding GST). The funding was spent on additional staffing.

Section 2

Pakuranga College

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the group.

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

Nicola Troughear

Full Name of Presiding Member

DocuSigned by:
Nicola Troughear
3B6D4AC13DEE458...

Signature of Presiding Member

30 May 2024

Date:

Billy Merchant

Full Name of Principal

DocuSigned by:
Billy Merchant
D3BD99AF4A41435...

Signature of Principal

30 May 2024

Date:

Pakuranga College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants	2	23,203,504	20,634,330	21,175,518	23,203,504	20,634,330	21,175,518
Locally Raised Funds	3	2,690,089	1,892,781	1,515,281	2,706,924	1,892,781	1,515,357
Interest		362,603	105,285	100,491	362,603	105,285	100,735
Total Revenue		26,256,196	22,632,396	22,791,290	26,273,031	22,632,396	22,791,610
Locally Raised Funds	3	1,500,815	1,425,346	927,213	1,501,268	1,425,346	927,213
Learning Resources	4	17,403,721	15,935,172	15,833,691	17,403,721	15,935,172	15,833,691
Administration	5	935,144	917,266	911,268	935,164	917,266	911,310
Interest		11,269	12,052	18,107	11,269	12,052	18,107
Property	6	5,992,277	4,914,392	4,827,833	5,992,277	4,914,392	4,827,833
Loss on Disposal of Property, Plant and Equipment		-	-	134,877	-	-	134,877
Total expense		25,843,226	23,204,228	22,652,989	25,843,699	23,204,228	22,653,031
Net Surplus / (Deficit) for the year		412,970	(571,832)	138,301	429,332	(571,832)	138,579
Other Comprehensive Revenue and Expense		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		412,970	(571,832)	138,301	429,332	(571,832)	138,579

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

Pakuranga College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023	School	2022	2023	Group	2022
	Actual	2023 Budget (Unaudited)	Actual	Actual	2023 Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Equity at 1 January	11,240,944	10,446,155	10,996,489	11,268,213	10,446,155	11,023,480
Total comprehensive revenue and expense for the year	412,970	(571,832)	138,301	429,332	(571,832)	138,579
Contribution - School Network Upgrade Project	229,544	-	-	229,544	-	-
Contribution - Furniture and Equipment Grant	-	-	106,154	-	-	106,154
Equity at 31 December	11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213
Accumulated comprehensive revenue and expense	11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213
Reserves	-	-	-	-	-	-
Equity at 31 December	11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	11,240,944	10,446,155	10,996,489	11,268,213	10,446,155	11,023,480
School Network Upgrade Project	229,544	-	-	229,544	-	-
Furniture & Equipment grant	-	-	106,154	-	-	106,154
Surplus/(deficit) for the year	412,970	(571,832)	138,301	429,332	(571,832)	138,579
Balance 31 December	11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213
Total equity	11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Pakuranga College
Statement of Financial Position
As at 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets							
Cash and Cash Equivalents	7	4,445,177	2,121,892	2,322,441	4,488,808	2,121,892	2,349,710
Accounts Receivable	8	1,266,434	1,201,711	1,263,476	1,266,434	1,201,711	1,263,476
Prepayments		87,510	75,000	61,497	87,510	75,000	61,497
Inventories	9	2,442	2,000	1,933	2,442	2,000	1,933
Investments	10	4,000,000	4,100,000	5,000,000	4,000,000	4,100,000	5,000,000
Funds receivable for Capital Works Projects	16	81,323	-	-	81,323	-	-
		9,882,886	7,500,603	8,649,347	9,926,517	7,500,603	8,676,616
Current Liabilities							
GST Payable		3,729	15,476	8,855	3,729	15,476	8,855
Accounts Payable	12	1,744,871	1,890,845	1,683,486	1,744,871	1,890,845	1,683,486
Revenue Received in Advance	13	2,717,033	2,717,124	1,743,754	2,717,033	2,717,124	1,743,754
Provision for Cyclical Maintenance	14	196,444	383,914	401,547	196,444	383,914	401,547
Finance Lease Liability	15	54,100	56,065	94,678	54,100	56,065	94,678
Funds held for Capital Works Projects	16	-	50,000	232,680	-	50,000	232,680
		4,716,177	5,113,424	4,165,000	4,716,177	5,113,424	4,165,000
Working Capital Surplus/(Deficit)		5,166,709	2,387,179	4,484,347	5,210,340	2,387,179	4,511,616
Non-current Assets							
Property, Plant and Equipment	11	7,376,941	7,962,797	7,374,569	7,376,941	8,152,707	7,374,569
Work in Progress		334,096	189,910	88,118	334,096	-	88,118
		7,711,037	8,152,707	7,462,687	7,711,037	8,152,707	7,462,687
Non-current Liabilities							
Provision for Cyclical Maintenance	14	954,005	627,914	619,360	954,005	627,914	619,360
Finance Lease Liability	15	40,283	37,649	86,730	40,283	37,649	86,730
		994,288	665,563	706,090	994,288	665,563	706,090
Net Assets		11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213
Equity:							
Accumulated comprehensive revenue and expense		11,653,914	9,874,323	11,240,944	11,697,545	9,874,323	11,268,213
Contribution from MOE		229,544	-	-	229,544	-	-
Total equity		11,883,458	9,874,323	11,240,944	11,927,089	9,874,323	11,268,213

Pakuranga College

Statement of Cash Flows

For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities							
Government Grants		5,782,602	5,066,206	5,634,934	5,782,602	5,066,206	5,634,934
Locally Raised Funds		1,022,864	684,860	666,127	1,039,699	684,860	666,203
International Students		2,803,835	2,770,739	1,520,385	2,803,835	2,770,739	1,520,385
Goods and Services Tax (net)		(5,126)	(3,000)	24,267	(5,126)	(3,000)	24,267
Payments to Employees		(2,824,986)	(3,095,652)	(2,581,875)	(2,824,986)	(3,095,652)	(2,581,875)
Payments to Suppliers		(4,744,037)	(3,332,333)	(3,525,636)	(4,744,510)	(3,332,333)	(3,525,678)
Interest Paid		(11,269)	(12,052)	(18,107)	(11,269)	(12,052)	(18,107)
Interest Received		332,068	96,765	49,629	332,068	96,765	49,873
Net cash from / (to) the Operating Activities		2,355,951	2,175,533	1,769,724	2,372,313	2,175,533	1,770,002
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-	-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(1,061,731)	(693,816)	(539,202)	(1,061,731)	(693,816)	(539,202)
Purchase of Investments		-	(1,600,000)	(3,000,000)	-	(1,600,000)	(2,973,010)
Proceeds from Sale of Investments		1,000,000	-	-	1,000,000	-	-
Net cash from / (to) the Investing Activities		(61,731)	(2,293,816)	(3,539,202)	(61,731)	(2,293,816)	(3,512,212)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	106,154	-	-	106,154
Contributions from / Distributions to Ministry of Education		229,544	-	-	229,544	-	-
Finance Lease Payments		(87,025)	(90,000)	(81,216)	(87,025)	(90,000)	(81,216)
Painting Contract payments		-	-	(115,437)	-	-	(115,437)
Funds Administered on Behalf of Other Parties		(314,003)	100,000	(345)	(314,003)	100,000	(345)
Net cash from / (to) Financing Activities		(171,484)	10,000	(90,844)	(171,484)	10,000	(90,844)
Net increase/(decrease) in cash and cash equivalents		2,122,736	(108,283)	(1,860,322)	2,139,098	(108,283)	(1,833,054)
Cash and cash equivalents at the beginning of the year	7	2,322,441	2,230,175	4,182,763	2,349,710	2,230,175	4,182,764
Cash and cash equivalents at the end of the year	7	4,445,177	2,121,892	2,322,441	4,488,808	2,121,892	2,349,710

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

Pakuranga College

Notes to the Group Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Pakuranga College 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 Pakuranga College (the 'Group') consists of Pakuranga College and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 24.

c) Revenue Recognition**Government Grants**

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

Other grants are recorded as revenue when the Group 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. Interest revenue is accrued using the effective interest method.

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

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

h) 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.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings and improvements	50 years
Furniture and equipment	10 years
Ground improvement	20 years
Information and communication technology	3 years
Motor vehicles	5 years
Music equipment	20 years
Sports equipment	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

k) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the Group 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 Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

m) 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 Consolidated 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.

n) 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 Group sites 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, 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.

o) Financial Instruments

The Group'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 Group'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.

p) 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.

q) Goods and Services Tax (GST)

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	4,345,114	4,267,479	4,213,438	4,345,114	4,267,479	4,213,438
Teachers' Salaries Grants	13,521,152	12,040,000	12,447,919	13,521,152	12,040,000	12,447,919
Use of Land and Buildings Grants	3,867,005	3,500,000	3,143,165	3,867,005	3,500,000	3,143,165
Other Government Grants	1,470,233	826,851	1,370,996	1,470,233	826,851	1,370,996
	23,203,504	20,634,330	21,175,518	23,203,504	20,634,330	21,175,518

The school has opted in to the donations scheme for this year. Total amount received was \$311,631.

3. Locally Raised Funds

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Donations and Bequests	37,593	25,000	20,174	42,593	25,000	20,250
Fundraising & Community Grants	155,000	-	30,000	155,000	-	30,000
Curriculum related activities - Purchase of goods and services	15,631	9,846	21,779	15,631	9,846	21,779
Other Revenue	-	-	53,883	-	-	53,883
Trading	176,834	164,024	179,327	188,669	164,024	179,327
Fees for Extra Curricular Activities	552,444	354,346	405,613	552,444	354,346	405,613
International Student Fees	1,752,587	1,339,565	804,505	1,752,587	1,339,565	804,505
	2,690,089	1,892,781	1,515,281	2,706,924	1,892,781	1,515,357
Expenses						
Extra Curricular Activities Costs	696,010	773,222	510,315	696,010	773,222	510,315
Trading	20,240	17,500	37,869	20,240	17,500	37,869
Other Locally Raised Funds Expenditure	-	-	-	453	-	-
International Student - Student Recruitment	19,423	15,000	2,895	19,423	15,000	2,895
International Student - Employee Benefit - Salaries	294,612	263,664	193,551	294,612	263,664	193,551
International Student - Other Expenses	470,530	355,960	182,583	470,530	355,960	182,583
	1,500,815	1,425,346	927,213	1,501,268	1,425,346	927,213
	1,189,274	467,435	588,068	1,205,656	467,435	588,144

Surplus/ (Deficit) for the year Locally Raised Funds

During the year ended December 2023, the Director of International Students travelled to South America, Vietnam, Hong Kong and Europe at a cost of \$53,783 for the purpose of recruiting new students for the school. The Marketing Manager Asia travelled to Hong Kong and China at a cost of \$16,272 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Learning Resources

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	711,324	645,021	568,862	711,324	645,021	568,862
Equipment Repairs	9,825	22,450	14,030	9,825	22,450	14,030
Information and Communication Technology	210,502	232,121	237,531	210,502	232,121	237,531
Extra Curricular Activities	174,294	56,667	151,160	174,294	56,667	151,160
Library Resources	7,884	10,520	7,230	7,884	10,520	7,230
Employee Benefits - Salaries	15,280,832	14,072,073	13,996,298	15,280,832	14,072,073	13,996,298
Staff Development	195,679	96,320	80,175	195,679	96,320	80,175
Depreciation	813,381	800,000	778,405	813,381	800,000	778,405
	17,403,721	15,935,172	15,833,691	17,403,721	15,935,172	15,833,691

5. Administration

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	13,750	13,750	13,340	13,750	13,750	13,340
Board Fees	4,020	6,000	5,160	4,020	6,000	5,160
Board Expenses	6,480	9,000	18,850	6,480	9,000	18,850
Communication	74,485	82,444	39,626	74,485	82,444	39,626
Consumables	9,429	9,064	13,699	9,429	9,064	13,699
Legal Fees	4,134	10,000	10,259	4,134	10,000	10,259
Other	93,112	74,744	88,717	93,132	74,744	88,759
Employee Benefits - Salaries	674,939	657,635	676,221	674,939	657,635	676,221
Insurance	54,795	54,629	45,396	54,795	54,629	45,396
	935,144	917,266	911,268	935,164	917,266	911,310

6. Property

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	368,343	350,085	326,703	368,343	350,085	326,703
Cyclical Maintenance Provision	273,437	100,000	(27,341)	273,437	100,000	(27,341)
Grounds	121,326	126,788	118,999	121,326	126,788	118,999
Heat, Light and Water	334,903	313,775	265,071	334,903	313,775	265,071
Repairs and Maintenance	862,573	339,363	831,310	862,573	339,363	831,310
Use of Land and Buildings	3,867,005	3,500,000	3,143,165	3,867,005	3,500,000	3,143,165
Security	16,716	19,000	16,893	16,716	19,000	16,893
Employee Benefits - Salaries	147,974	165,381	153,033	147,974	165,381	153,033
	<u>5,992,277</u>	<u>4,914,392</u>	<u>4,827,833</u>	<u>5,992,277</u>	<u>4,914,392</u>	<u>4,827,833</u>

The use of land and buildings figure represents 5% of the School's total property value. This is used as a 'proxy' for the market rental of the property. 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 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	4,445,177	2,121,892	2,322,441	4,488,808	2,121,892	2,349,710
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	<u>4,445,177</u>	<u>2,121,892</u>	<u>2,322,441</u>	<u>4,488,808</u>	<u>2,121,892</u>	<u>2,349,710</u>

8. Accounts Receivable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	16,520	20,000	147,106	16,520	20,000	147,106
Interest Receivable	85,501	12,624	54,966	85,501	12,624	54,966
Teacher Salaries Grant Receivable	1,164,413	1,169,087	1,061,404	1,164,413	1,169,087	1,061,404
	<u>1,266,434</u>	<u>1,201,711</u>	<u>1,263,476</u>	<u>1,266,434</u>	<u>1,201,711</u>	<u>1,263,476</u>
Receivables from Exchange Transactions	102,021	32,624	202,072	102,021	32,624	202,072
Receivables from Non-Exchange Transactions	1,164,413	1,169,087	1,061,404	1,164,413	1,169,087	1,061,404
	<u>1,266,434</u>	<u>1,201,711</u>	<u>1,263,476</u>	<u>1,266,434</u>	<u>1,201,711</u>	<u>1,263,476</u>

9. Inventories

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,442	2,000	1,933	2,442	2,000	1,933
	<u>2,442</u>	<u>2,000</u>	<u>1,933</u>	<u>2,442</u>	<u>2,000</u>	<u>1,933</u>

10. Investments

The Group and School's investments are classified as follows:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset						
Short-term Bank Deposits	4,000,000	4,100,000	5,000,000	4,000,000	4,100,000	5,000,000
	<u>4,000,000</u>	<u>4,100,000</u>	<u>5,000,000</u>	<u>4,000,000</u>	<u>4,100,000</u>	<u>5,000,000</u>
Total Investments	<u>4,000,000</u>	<u>4,100,000</u>	<u>5,000,000</u>	<u>4,000,000</u>	<u>4,100,000</u>	<u>5,000,000</u>

11. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings and Building Improvements	5,471,916	47,508	-	-	(143,743)	5,375,681
Furniture and Equipment	1,023,274	61,914	-	-	(196,692)	888,496
Grounds Improvements	158,484	227,551	-	-	(20,530)	365,505
Information and Communication Technology	333,906	342,979	-	-	(273,345)	403,540
Motor Vehicles	6,734	64,807	-	-	(10,794)	60,747
Music Equipment	55,107	4,031	-	-	(4,387)	54,751

Sports Equipment	47,636	24,174	-	-	(22,491)	49,319
Textbooks	20,173	13,001	-	-	(11,409)	21,765
Leased Assets	124,790	9,436	-	-	(112,149)	22,077
Library Resources	132,549	20,352	-	-	(17,841)	135,060

Balance at 31 December 2023	7,374,569	815,753	-	-	(813,381)	7,376,941
------------------------------------	------------------	----------------	----------	----------	------------------	------------------

GROUP	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Buildings and Building Improvements	6,672,154	(1,296,473)	5,375,681	6,624,646	(1,152,730)	5,471,916
Furniture and Equipment	3,235,080	(2,346,584)	888,496	3,173,166	(2,149,892)	1,023,274
Grounds Improvements	526,479	(160,974)	365,505	298,928	(140,444)	158,484
Information and Communication Technology	3,581,589	(3,178,049)	403,540	3,238,610	(2,904,704)	333,906
Motor Vehicles	275,661	(214,914)	60,747	210,854	(204,120)	6,734
Music Equipment	179,438	(124,687)	54,751	175,407	(120,300)	55,107
Sports Equipment	220,651	(171,332)	49,319	196,477	(148,841)	47,636
Textbooks	250,388	(228,623)	21,765	237,387	(217,214)	20,173
Leased Assets	687,102	(665,025)	22,077	677,666	(552,876)	124,790
Library Resources	454,692	(319,632)	135,060	434,340	(301,791)	132,549
Balance at 31 December	16,083,234	(8,706,293)	7,376,941	15,267,481	(7,892,912)	7,374,569

SCHOOL	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building and Improvements	5,471,916	47,508	-	-	(143,743)	5,375,681
Furniture and Equipment	1,023,274	61,914	-	-	(196,692)	888,496
Ground Improvements	158,484	227,551	-	-	(20,530)	365,505
Information and Communication Technology	333,906	342,979	-	-	(273,345)	403,540
Motor Vehicles	6,734	64,807	-	-	(10,794)	60,747
Music Equipment	55,107	4,031	-	-	(4,387)	54,751
Sports Equipment	47,636	24,174	-	-	(22,491)	49,319
Textbooks	20,173	13,001	-	-	(11,409)	21,765
Leased Assets	124,790	9,436	-	-	(112,149)	22,077
Library Resources	132,549	20,352	-	-	(17,841)	135,060
Balance at 31 December 2023	7,374,569	815,753	-	-	(813,381)	7,376,941

SCHOOL	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Buildings and Improvements	6,672,154	(1,296,473)	5,375,681	6,624,646	(1,152,730)	5,471,916
Furniture and Equipment	3,235,080	(2,346,584)	888,496	3,173,166	(2,149,892)	1,023,274
Grounds Improvements	526,479	(160,974)	365,505	298,928	(140,444)	158,484
Information and Communication Technology	3,581,589	(3,178,049)	403,540	3,238,610	(2,904,704)	333,906
Motor Vehicles	275,661	(214,914)	60,747	210,854	(204,120)	6,734
Music Equipment	179,438	(124,687)	54,751	175,407	(120,300)	55,107
Sports Equipment	220,651	(171,332)	49,319	196,477	(148,841)	47,636
Textbooks	250,388	(228,623)	21,765	237,387	(217,214)	20,173
Leased Assets	687,102	(665,025)	22,077	677,666	(552,876)	124,790
Library Resources	454,692	(319,632)	135,060	434,340	(301,791)	132,549
Balance at 31 December	16,083,234	(8,706,293)	7,376,941	15,267,481	(7,892,912)	7,374,569

12. Accounts Payable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	171,197	253,294	267,829	171,197	253,294	267,829
Accruals	216,309	214,363	213,520	216,309	214,363	213,520
Employee Entitlements - Salaries	1,314,300	1,370,057	1,149,006	1,314,300	1,370,057	1,149,006
Employee Entitlements - Leave Accrual	43,065	53,131	53,131	43,065	53,131	53,131
	1,744,871	1,890,845	1,683,486	1,744,871	1,890,845	1,683,486
Payables for Exchange Transactions	1,744,871	1,890,845	1,683,486	1,744,871	1,890,845	1,683,486
	1,744,871	1,890,845	1,683,486	1,744,871	1,890,845	1,683,486

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	53,816	10,000	86,561	53,816	10,000	86,561
International Student Fees in Advance	2,580,875	2,579,000	1,529,627	2,580,875	2,579,000	1,529,627
Other revenue in Advance	82,342	128,124	127,566	82,342	128,124	127,566
	<u>2,717,033</u>	<u>2,717,124</u>	<u>1,743,754</u>	<u>2,717,033</u>	<u>2,717,124</u>	<u>1,743,754</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	School and Group 2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	1,020,907	1,161,828	1,092,793
Increase to the Provision During the Year	266,706	50,000	83,411
Use of the Provision During the Year	(137,164)	(200,000)	(155,297)
Provision at the End of the Year	<u>1,150,449</u>	<u>1,011,828</u>	<u>1,020,907</u>
Cyclical Maintenance - Current	196,444	383,914	401,547
Cyclical Maintenance - Non current	954,005	627,914	619,360
	<u>1,150,449</u>	<u>1,011,828</u>	<u>1,020,907</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools painting schedule.

15. Finance Lease Liability

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	58,721	67,334	105,481	58,721	67,334	93,402
Later than One Year and no Later than Five Years	41,854	37,649	92,037	41,854	37,649	86,730
Future Finance Charges	(6,192)	(11,269)	(16,110)	(6,192)	(11,269)	(16,082)
	<u>94,383</u>	<u>93,714</u>	<u>181,408</u>	<u>94,383</u>	<u>93,714</u>	<u>164,050</u>
Represented by						
Finance lease liability - Current	54,100	56,065	94,678	54,100	56,065	93,402
Finance lease liability - Non-current	40,283	37,649	86,730	40,283	37,649	86,730
	<u>94,383</u>	<u>93,714</u>	<u>181,408</u>	<u>94,383</u>	<u>93,714</u>	<u>180,132</u>

16. Funds Held for Capital Works Projects

During the year the School and Group 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 per note 7.

School and Group

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution	Closing Balances \$
Nelson Block Upgrades	232,680	595,349	(1,239,742)	411,713	0
Nelson Blocks Moisture Issues	-	-	(53,863)	-	(53,863)
Performing Arts Development	-	-	(27,460)	-	(27,460)
Totals	<u>232,680</u>	<u>595,349</u>	<u>(1,321,065)</u>	<u>411,713</u>	<u>(81,323)</u>

Represented by:

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

-
(81,323)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution \$	Closing Balances \$
Roofing Replacements	156,441	34,615	193,766	-	-
Student Toilet Blocks	54,384	43,000	286,686	-	-
Dust Extraction System	(15,154)	15,154	-	-	-
Montrose Box Replacements	7,790	-	7,790	-	-
O Block Window Replacement	27,558	-	32,400	-	-
Nelson Blocks Upgrade	(33,520)	329,800	63,600	-	232,680
Totals	<u>197,499</u>	<u>422,569</u>	<u>584,242</u>	<u>-</u>	<u>232,680</u>

Represented by:

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

232,680
-

17. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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 (School)*

Key management personnel of the Group include all School Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,020	5,040
<i>Leadership Team</i>		
Remuneration	1,272,774	1,204,023
Full-time equivalent members	8	8
Total key management personnel remuneration	1,276,794	1,209,063

There are nine members of the Board excluding the Principal. The Board has held nine full meetings of the Board in the year. The Board also has one Finance and Property committee that met nine times in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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:	260-270	260-270
Salary and Other Payments	15-20	15-20
Benefits and Other Emoluments		

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	27.00	20.00
110-120	17.00	11.00
120-130	14.00	1.00
130-140	1.00	5.00
140-150	3.00	-
150-160	2.00	1.00
	64.00	38.00

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 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:

	2023 Actual \$0	2022 Actual \$0
School		
Total	0	0
Number of People		

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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 school 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.

21. Commitments**(a) Capital Commitments**

At 31 December 2023, the Board had capital commitments of \$251,207 (2022:\$1,494,522) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining
New Era IT	\$251,207	0	\$251,207
			-
Total	\$251,207	\$0	\$251,207

(b) Operating Commitments

As at 31 December 2023 the School Board has entered into the following contracts:

(a) Nil

No later than One Year

2023 Actual \$	2022 Actual \$
-	4,360
-	4,360

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 \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	4,445,177	2,121,892	2,322,441	4,488,808	2,121,892	2,349,710
Receivables	1,266,434	1,201,711	1,263,476	1,266,434	1,201,711	1,263,476
Investments - Term Deposits	4,000,000	4,100,000	5,000,000	4,000,000	4,100,000	5,000,000
Total financial assets measured at amortised cost	9,711,611	7,423,603	8,585,917	9,755,242	7,423,603	8,613,186

Financial liabilities measured at amortised cost

Payables	1,744,871	1,890,845	1,683,486	1,744,871	1,890,845	1,683,486
Finance Leases	94,383	93,714	181,408	94,383	93,714	181,408
Total financial liabilities measured at amortised cost	1,839,254	1,984,559	1,864,894	1,839,254	1,984,559	1,864,894

23. Events After Balance Date

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

24. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$000	
			2023	2022	2023	2022
Pakuranga College Foundation Trust	Raising Funds	Auckland, New Zealand	100%	100%	-	-

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

25. Comparatives

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



Independent Auditor's Report

To the readers of Pakuranga College's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Pakuranga College (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

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

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

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

THE POWER OF BEING UNDERSTOOD
ASSURANCE | TAX | CONSULTING



Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, evaluation of the school's students' progress and achievement, how we have given effect to Te Tiriti o Waitangi and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

