

Dannevirke South School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



School Directory

Ministry Number:	2553
Principal:	Caroline Transom
School Address:	Stairs Street, Dannevirke
School Postal Address:	P O Box 77, Dannevirke, 4942
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Accountant / Service Provider:	Eclipse Solutions 4 Schools Ltd
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Dannevirke South School

Annual Financial Statements - For the year ended 31 December 2024

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Dannevirke South School

Statement of Responsibility

For the year ended 31 December 2024

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

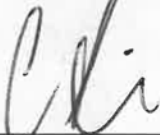
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Cole Simmons.

Full Name of Presiding Member



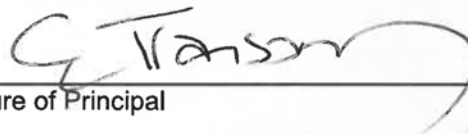
Signature of Presiding Member

12-5-25.

Date:

Caroline Transon

Full Name of Principal



Signature of Principal

12/5/25

Date:

Dannevirke South School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,551,310	3,014,278	3,364,443
Locally Raised Funds	3	126,601	33,950	32,142
Interest		25,860	12,000	19,730
Total Revenue		3,703,771	3,060,228	3,416,315
Expense				
Locally Raised Funds	3	24,830	9,800	10,297
Learning Resources	4	2,496,098	2,104,838	2,210,527
Administration	5	490,142	483,525	482,983
Interest		2,193	2,053	2,712
Property	6	554,902	464,616	531,936
Other Expense	7	373	-	2,808
Loss on Disposal of Property, Plant and Equipment		666	-	779
Total Expense		3,569,204	3,064,832	3,242,042
Net Surplus / (Deficit) for the Year		134,567	(4,604)	174,273
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		134,567	(4,604)	174,273

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



Dannevirke South School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		877,686	870,000	687,345
Total Comprehensive Revenue and Expense for the Year		134,567	(4,604)	174,273
Contributions from MOE - Te Mana Tūhono		25,140	-	-
Distributions to MOE - Property Project		(19,804)	-	-
Contributions from MOE - Furniture and Equipment Grant		-	-	16,068
Equity at 31 December		1,017,589	865,396	877,686
Accumulated Comprehensive Revenue and Expense		1,017,589	865,396	877,686
Equity at 31 December		1,017,589	865,396	877,686

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



Dannevirke South School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	575,589	128,000	742,759
Accounts Receivable	9	191,931	150,000	152,672
GST Receivable		15,056	20,951	8,669
Prepayments		7,304	12,000	19,371
Inventories	10	7,273	4,000	3,657
Investments	11	146,741	400,000	89,676
Funds Receivable for Capital Works Projects	17	22,617	-	33,984
		966,511	714,951	1,050,788
Current Liabilities				
Accounts Payable	13	253,192	186,000	217,843
Revenue Received in Advance	14	13,418	8,000	18,604
Provision for Cyclical Maintenance	15	-	15,555	83,361
Finance Lease Liability	16	18,508	25,000	26,267
Funds Held for Capital Works Projects	17	-	-	55,767
Funds Held on Behalf of School Clusters	18	85,728	-	82,731
		370,846	234,555	484,573
Working Capital Surplus/(Deficit)		595,665	480,396	566,215
Non-current Assets				
Property, Plant and Equipment	12	465,958	400,000	345,214
		465,958	400,000	345,214
Non-current Liabilities				
Provision for Cyclical Maintenance	15	32,284	-	17,048
Finance Lease Liability	16	11,750	15,000	16,695
		44,034	15,000	33,743
Net Assets		1,017,589	865,396	877,686
Equity		1,017,589	865,396	877,686

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



Dannevirke South School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash Flows from Operating Activities				
Government Grants		823,404	989,575	1,213,242
Locally Raised Funds		130,626	33,950	37,744
Goods and Services Tax (net)		(6,388)	1,440	10,429
Payments to Employees		(406,158)	(416,892)	(360,675)
Payments to Suppliers		(436,332)	(484,020)	(625,726)
Interest Paid		(2,193)	(2,053)	(2,712)
Interest Received		25,267	12,000	19,771
Net Cash from/(to) Operating Activities		128,226	134,000	292,073
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(157,290)	(75,000)	(53,799)
Purchase of Investments		(57,065)	(50,000)	94,600
Net Cash from/(to) Investing Activities		(214,355)	(125,000)	40,801
Cash Flows from Financing Activities				
Furniture and Equipment Grant		-	-	16,068
Finance Lease Payments		(19,834)	7,000	20,151
Funds Administered on Behalf of Other Parties		(61,207)	-	5,716
Net Cash from/(to) Financing Activities		(81,041)	7,000	41,935
Net Increase/(Decrease) in Cash and Cash Equivalents		(167,170)	16,000	374,809
Cash and Cash Equivalents at the Beginning of the Year	8	742,759	112,000	367,950
Cash and Cash Equivalents at the End of the Year	8	575,589	128,000	742,759

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

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



Dannevirke South School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



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 16. Future operating lease commitments are disclosed in note 23.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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 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 financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Land and Building Improvements	10–50 years
Furniture and Equipment	4–10 years
Information and Communication Technology	3 years
Intangible Assets	4 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 School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

k) Employee Entitlements

Short-term employee entitlements

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



Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

l) Revenue Received in Advance

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

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 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) Shared Funds

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

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services Received In-Kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	836,337	803,888	846,838
Teachers' Salaries Grants	1,984,479	1,579,008	1,793,047
Use of Land and Buildings Grants	379,350	283,747	362,716
Ka Ora, Ka Ako - Healthy School Lunches Programme	349,517	347,635	347,635
Other Government Grants	1,627	-	14,207
	<u>3,551,310</u>	<u>3,014,278</u>	<u>3,364,443</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	41,593	20,650	4,666
Fees for Extra Curricular Activities	5,929	6,000	7,305
Trading	7,143	7,300	7,700
Fundraising and Community Grants	70,760	-	3,180
Other Revenue	1,176	-	9,291
	<u>126,601</u>	<u>33,950</u>	<u>32,142</u>
Expense			
Extra Curricular Activities Costs	970	2,500	2,180
Trading	6,923	7,300	7,522
Fundraising and Community Grant Costs	16,937	-	595
	<u>24,830</u>	<u>9,800</u>	<u>10,297</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>101,771</u>	<u>24,150</u>	<u>21,845</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	148,654	127,000	87,115
Information and Communication Technology	15,870	20,000	16,886
Employee Benefits - Salaries	2,227,551	1,840,338	2,014,870
Staff Development	28,322	37,500	20,184
Depreciation	73,154	75,000	68,311
Other Learning Resources	2,547	5,000	3,161
	<u>2,496,098</u>	<u>2,104,838</u>	<u>2,210,527</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,304	5,500	5,181
Board Fees and Expenses	13,939	12,900	12,455
Other Administration Expenses	21,536	25,752	32,290
Employee Benefits - Salaries	83,400	78,082	72,056
Insurance	5,046	5,256	5,166
Service Providers, Contractors and Consultancy	8,400	8,400	8,200
Ka Ora, Ka Ako - Healthy School Lunches Programme	349,517	347,635	347,635
	<u>490,142</u>	<u>483,525</u>	<u>482,983</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	24,724	13,609	12,529
Heat, Light and Water	22,327	20,500	19,243
Rates	11,591	12,000	9,548
Repairs and Maintenance	15,190	26,080	36,325
Use of Land and Buildings	379,350	283,747	362,716
Employee Benefits - Salaries	80,626	82,480	68,003
Other Property Expenses	21,094	26,200	23,572
	<u>554,902</u>	<u>464,616</u>	<u>531,936</u>

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

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Transport	373	-	2,808
	<u>373</u>	<u>-</u>	<u>2,808</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	575,589	128,000	742,759
Cash and cash equivalents for Statement of Cash Flows	<u>575,589</u>	<u>128,000</u>	<u>742,759</u>

Of the \$575,589 Cash and Cash Equivalents, \$13,418 of Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$575,589 Cash and Cash Equivalents, \$3,627 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$575,589 Cash and Cash Equivalents, \$85,728 is held by the School on behalf of various Clusters. See note 18 for details of how the funding received for the Clusters has been spent in the year.



9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	931	-	403
Receivables from the Ministry of Education	2,992	-	3,175
Interest Receivable	1,572	-	979
Teacher Salaries Grant Receivable	186,436	150,000	148,115
	<u>191,931</u>	<u>150,000</u>	<u>152,672</u>
Receivables from Exchange Transactions	2,503	-	1,382
Receivables from Non-Exchange Transactions	189,428	150,000	151,290
	<u>191,931</u>	<u>150,000</u>	<u>152,672</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	6,939	2,500	2,527
School Uniforms	334	1,500	1,130
	<u>7,273</u>	<u>4,000</u>	<u>3,657</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	146,741	400,000	89,676
Total Investments	<u>146,741</u>	<u>400,000</u>	<u>89,676</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Land and Building Improvements	209,217	101,822	-	-	(7,373)	303,666
Furniture and Equipment	57,806	46,931	(666)	-	(20,019)	84,052
Information and Communication Technology	23,206	33,677	-	-	(18,848)	38,035
Leased Assets	40,921	12,134	-	-	(25,156)	27,899
Library Resources	14,064	-	-	-	(1,758)	12,306
	<u>345,214</u>	<u>194,564</u>	<u>(666)</u>	<u>-</u>	<u>(73,154)</u>	<u>465,958</u>

The net carrying value of furniture and equipment held under a finance lease is \$27,899 (2023: \$40,921)

Restrictions

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



	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated	Net Book	Cost or	Accumulated	Net Book
	\$	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land and Building Improvements	408,444	(104,778)	303,666	306,622	(97,405)	209,217
Furniture and Equipment	371,872	(287,820)	84,052	327,160	(269,354)	57,806
Information and Communication Technology	293,853	(255,818)	38,035	260,177	(236,971)	23,206
Intangible Assets	2,000	(2,000)	-	2,000	(2,000)	-
Leased Assets	77,576	(49,677)	27,899	77,133	(36,212)	40,921
Library Resources	79,104	(66,798)	12,306	79,104	(65,040)	14,064
	1,232,849	(766,891)	465,958	1,052,196	(706,982)	345,214

13. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	54,957	30,000	61,993
Accruals	8,304	6,000	5,181
Employee Entitlements - Salaries	186,436	150,000	148,115
Employee Entitlements - Leave Accrual	3,495	-	2,554
	253,192	186,000	217,843
Payables for Exchange Transactions	252,954	186,000	217,726
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	238	-	117
	253,192	186,000	217,843

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	2,627	-	12,366
Other revenue in Advance	10,791	8,000	6,238
	13,418	8,000	18,604



15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	100,409	12,800	99,434
Increase to the Provision During the Year	25,831	13,609	12,529
Use of the Provision During the Year	(92,849)	(10,854)	(11,554)
Other Adjustments	(1,107)	-	-
Provision at the End of the Year	32,284	15,555	100,409
Cyclical Maintenance - Current	-	15,555	83,361
Cyclical Maintenance - Non current	32,284	-	17,048
	32,284	15,555	100,409

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan, actual painting prices for buildings painted in 2024, price increase of 3% for buildings not painted in 2024.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	18,508	25,000	26,321
Later than One Year and no Later than Five Years	14,200	17,000	19,400
Future Finance Charges	(2,450)	(2,000)	(2,759)
	30,258	40,000	42,962
Represented by:			
Finance lease liability - Current	18,508	25,000	26,267
Finance lease liability - Non current	11,750	15,000	16,695
	30,258	40,000	42,962

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Flood Damage Remedial Work - 216043	17,567	9,233	(26,800)	-	-
AMS Block A Classroom - 226350	(19,804)	-	-	19,804	-
LSM Site Fencing - 235928	(14,180)	-	(7,852)	-	(22,032)
Urgent Drainage Replacement - 245462	38,200	595	(39,380)	-	(585)
Totals	21,783	9,828	(74,032)	19,804	(22,617)

Represented by:

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

-
(22,617)



Where project costs exceed Ministry funding, and therefore, the Board provide funding to complete and close out the project from retained surpluses. The Board contribution is treated as a donation to the Ministry of Education via a distribution through equity.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Flood Damage Remedial Work - 216043	17,567	-	-	-	17,567
AMS Block A Classroom - 226350	(30,070)	26,295	(16,029)	-	(19,804)
LSM Site Fencing - 235928	23,464	-	(37,644)	-	(14,180)
Block A Replacement Boiler & Heat Pumps - 237116	4,045	5,230	(9,275)	-	-
Urgent Drainage Replacement - 245462	-	40,000	(1,800)	-	38,200
Totals	15,006	71,525	(64,748)	-	21,783

Represented by:

Funds Held on Behalf of the Ministry of Education	55,767
Funds Receivable from the Ministry of Education	(33,984)

18. Funds Held on Behalf of TLIF Cluster, Rapid Response Cluster and Tāmaki-nui-a-Rua Kahui Ako

Dannevirke South School is the lead school funded by the Ministry of Education to provide Teacher Lead Innovation Fund Cluster services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	53,792	-	53,792
Funds Received from MOE	-	-	-
Total funds received	-	-	-
Funds remaining	53,792	-	53,792
Funds Held at Year End	53,792	-	53,792

Dannevirke South School is the lead school funded by the Ministry of Education to provide Regional Response Cluster services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	18,143	-	30,000
Funds Received from MOE	-	-	-
Total Funds Received	-	-	-
Funds Spent on Behalf of the Cluster	-	-	11,857
Funds Remaining	18,143	-	18,143
Funds Held at Year End	18,143	-	18,143



Dannevirke South School is the lead school funded by the Ministry of Education for Tāmaki-nui-a-Rua Kahui Ako.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	10,796	-	-
Funds Received from Cluster Members	4,847	-	13,796
Funds Received from Other Sources	-	-	600
Total Funds Received	4,847	-	14,396
Funds Spent on Behalf of the Cluster	1,850	-	3,600
Funds Remaining	13,793	-	10,796
Funds Held at Year End	13,793	-	10,796

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,646	5,775
<i>Leadership Team</i>		
Remuneration	305,217	395,027
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	310,863	400,802

There are 7 members of the Board excluding the Principal. The Board has held 12 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6.00	4.00
110 - 120	1.00	0.00
120 - 130	2.00	1.00
	9.00	5.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$0	2023 Actual \$0
Total Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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



23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$35,573 (2023:\$74,953) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Urgent Drainage Replacement - 245462	\$ 35,573
Total	35,573

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any operating commitments.

(Operating commitments at 31 December 2023: \$nil)

24. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	575,589	128,000	742,759
Receivables	191,931	150,000	152,672
Investments - Term Deposits	146,741	400,000	89,676
Total Financial Assets Measured at Amortised Cost	914,261	678,000	985,107

Financial Liabilities Measured at Amortised Cost

Payables	252,954	186,000	217,726
Finance Leases	30,258	40,000	42,962
Total Financial Liabilities Measured at Amortised Cost	283,212	226,000	260,688

25. Events After Balance Date

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

26. Comparatives

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





Dannevirke South Annual Plan 2024

Statement of variance: progress against annual plan to Lift the Lid for Impact

Strategic Goal 1:
As per the strategic plan

Annual Target/Goal: As per the annual implementation plan				
Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action One: Lifting the lid for he Tāngata Target Three: To Lift the lid for whānau engagement by increasing assembly attendance by 30%	<div>1. The ownership and running of both Kapa Haka and Pōhiri process has become school focused.</div> <div>2. Our Whānau Hui meets regularly and has a much larger voice in our school.</div>	<div>1) We have developed skills in our own staff to enable us to start to embed these as part of the South way.</div> <div>2) Kapa Haka became a weekly whole school event run by staff in terms one to three. This session creates a real sense of belonging amongst both staff and students and is a great way to start a week.</div> <div>3) We competed in the Kapa Haka festival and performed at a high level and won multiple awards. This was predominately run by 3 teachers with the support of an expert.</div> <div>4) Our Whānau Hui meets in week 4 of every term and we have a core collective of members. Information shared and examined has become more involved and strategic and they are a key part of our collaborative complex problem solving.</div>	<div>The reason why the growth in this area continues is that it has become part of who we are and what we do at DSS.</div> <div>Staff see the positive impact of these changes and value it enough to take ownership.</div>	<div>Embed the standard way of welcoming and thanking visitors including singing the school song. Creating a set routine for when we run competitive Kapa Haka and when we run whole school.</div> <div>Planning in opportunities to engage with our community and whānau.</div> <div>Book in Marae visits every 2 years.</div>

	<p>3. We have had at least 2 staff members involved in upskilling their te reo per term.</p> <p>4. We focused in term three on developing our understanding and knowledge of our whenua at school.</p> <p>5. We changed our assemblies from staff led to ones celebrating learning in our teams. The attendance of our families went from 2-3 per assembly to a minimum of 10-20 each week.</p> <p>6. Create a process for welcoming and thanking guests.</p>	<p>5) The group has created 2 leadership roles, class awards and a cup for Te Ao Māori at DSS</p> <p>6) We had multiple students apply for both the new Poho Kererū Cup and Cultural leader roles (students of a range of ethnicities) reflecting that these goals are also valued by our Tamariki.</p> <p>7) This continues to be a focus but is challenging as the government has removed all funding for this.</p> <p>8) Term three was focused on learning about our native area and stream and the tikanga and history of the area.</p> <p>9) We co-worked with Rangitāne to create units of learning about our whenua and the history and tikanga that connects to it. Each team had a different focus meaning it is learning we can repeat every 2-3 years.</p> <p>10) Assemblies became focused in sharing learning and parents were messaged if their child was receiving an award. This has led to an immediate and consistent increase in parental attendance.</p> <p>11) This is only in its infancy and will need to continue in 2025</p>		
<p>Action 2 Lifting the lid for Kaiako</p> <p>Target One: To improve our maths to 70% of all students At or above</p>	<p>1. Continue Assessment for Learning PLD- this has moved to a focus of building the capability of the leadership team to plan and lead this.</p>	<p>1. There have been large shifts in the way staff view the gathering of data and the importance of accuracy. Staff chose to change their own judgements of Tamariki (to lower) as they realised they had been too optimistic.</p> <p>2. Data has dropped due to this but staff are now much clearer about what is expected for each curriculum level (although this will change with the new curriculums).</p>	<p>We have completed a lot of work on Assessment for Learning. What has changed this year has been a real shift in how staff see data gathering and the importance of being as accurate as possible.</p> <p>This has resulted in data dropping further (and closer to our summative nationally normed tests) as we strive for accuracy rather than data that is sometimes influenced by emotion.</p>	<p>In 2025 we are working the huge process of Complex collaborative problem solving. We have started this based on the problem “Too many of our students are not making a year’s progress in a year”.</p> <p>This has identified multiple factors and we have collated them into 5 groups-</p> <ul style="list-style-type: none"> • Assessment and planning • Relationships • Use of time

		<p>3. Staff are having more robust discussions about how OTJ have been made and have started to go back to colleagues who previous data they disagree with.</p> <p>4. Staff now meet with the Team Leader above them if they wish to mark a child as above and present information about why. This has been a really powerful process but this has resulted in a lowering of our data.</p>	<p>It also highlighted that all our work had not truly changed people's beliefs until we used double loop thinking rather than single loop. We have also focused heavily on the progress of our learners and tracked those who have remained stagnant for over 18 months.</p>	<ul style="list-style-type: none"> • Behaviour and neuro diversity • Teacher Aides <p>In 2025 we start creating solutions and the strategies required to make these successful. This will be a large undertaking and we need to balance this with the pressure on staff of learning two new curriculums and also the Structured Literacy approach.</p>
	<p>2. Moderation practices are beginning to be developed with summative nationally normed assessments being used as part of evidence to reduce inconsistencies around data judgements.</p> <p>3. Data is being used to measure the impact of practices and discussions about HOW to measure impact are more common.</p> <p>4. Coaching , appraisal and Growth cycle were linked by the addition of Team leader observations.</p>	<p>5. Both Easttle and PAT tests are being used to give nationally normed data that teachers can incorporate into their OTJ</p> <p>6. Our Complex collaborative problem solving process has identified a clear understanding on why using data to measure impact is important. Staff have identified areas that could lead to an improvement in our progress and achievement data and this will be our focus in 2025.</p> <p>7. This is an area we need to refresh and grow in. Next year we will take a break from coaching pairs and the Team Leader, Literacy and Maths experts will be the observer/ coaches who will hold the coaching conversations. This is especially important as we move into our new curriculums and structured literacy. These will be based around our core beliefs as identified in our Complex collaborative problem solving process.</p>		

	<p>5. We did not reach our target of 70% of students achieving at maths. 51% met their end of year expectation.</p> <p>6. Agreed planning expectations</p>	<p>8. Our more robust data meant that some students were moved back to better reflect their actual abilities whilst others on the cusp of the next level were 'kept back' to better show their true independent abilities.</p> <p>9. This did not occur but it has been raised as part of our Complex collaborative problem solving process so will be covered in 2025.</p>		
<p>Action 3 Lifting the lid for Ākonga Target Two: To Lift the lid for all by improving regular attendance to 60%</p>	<p>1. We have focused on widening our curriculum in 2024</p> <p>2. Our school values have been integrated into all learning.</p> <p>3. We participated in multiple PLD on Trauma informed practice</p>	<p>1. Widening our curriculum was a key area identified in our community consultations. This year we have focused on different sports (skateboarding and ice skating), the Arts (Production), Science and NZ history (Water unit). This has helped our students to experience things that were new to them, build resilience and allow Tamariki to shine that may not have had the chance before.</p> <p>2. Giving a unit to a staff member to build the sense of Belonging (including our values) helped with the integration of our values. To ensure better coverage school values will be allocated to each term by the start of the year.</p> <p>3. Both teachers and support staff were involved in at least two professional learning courses on Trauma. One of these was a Kahui Ako day that also encouraged the sharing of practice across our schools.</p>	<p>The widening of our curriculum has helped the attendance at school and the culture. By providing a wider range of opportunities for our Tamariki students have built their levels of resilience and risk taking, their sense of belonging and their desire to be at school. This and our focus on our school values and building student leadership is reflected in a positive and calm school culture.</p> <p>Our upskilling in trauma-based approaches has been invaluable as the complexities of our Tamariki and the things they experience increased. We are lucky to have great support from our Wellington Learning Support team to help us keep challenging learners in school in a safe way. Building a collaborative and connected Kahui Ako is also helping us to better build the connections between sectors so our students can succeed once they go to High School.</p>	<p>In 2025 we will continue our work on building a culture of Lifting the lid for impact- be it in data, the exposure our students have to different curriculums and experiences, the level of collaboration across schools in our area, our attendance or in the way we understand and deal with students with trauma.</p>

	4. Collaboration across the school to prepare for High School	4. As we have had robust conversations about data it has actually led to more cohesion between teams. The Kahui Ako work on Common Assessments has also built a shared ownership of the need to improve data from as soon as students enter our school right up to year 8.		
	5. Student Leadership has developed and grown	5. The Kahui Ako has appointed an Across School Leader from the High School to start in 2025 which will help build this area further.		
	6. Regular attendance has increased from 50% in 2023 to 66% at the end of the year (but was sitting at 70% until mid-term 4).	6. Our Within school teacher worked hard to develop our leaders to take ownership over the roles, to be more involved and independent in their roles. 7. Leaders were more involved in Fun Days and School events. 8. We have worked hard to share the importance of student ts attending school regularly. 9. We have created a very robust attendance system involving teachers, office staff, Deputy Principal, Principal, attendance service and Oranga Tamariki (if required). 10. Sadly our attendance really dropped in the later part of Term 4 so this will be a focus in 2025.		

Evaluation and analysis of the school’s students’ progress and achievement



2024 Term 4 End of year data

Writing

Writing Term 2 - 2024 - Student Percentages

Search:

T1	Well Below	T1	Below	T1	At	T1	Above	T1
	38%		40%		18%		4%	

Writing Term 4 - 2024 - Student Percentages

Search:

T1	Well Below	T1	Below	T1	At	T1	Above	T1
	17%		29%		36%		18%	

Writing Term 2 - 2024 - Student Percentages

Split By: Year Level

Search:

T1	Well Below	T1	Below	T1	At	T1	Above	T1
2	0%		43%		43%		13%	
3	9%		64%		27%		0%	
4	37%		48%		15%		0%	
5	36%		36%		20%		8%	
6	70%		19%		11%		0%	
7	54%		41%		5%		0%	
8	50%		32%		12%		6%	

Writing Term 4 - 2024 - Student Percentages

Split By: Year Level

Search:

T1	Well Below	T1	Below	T1	At	T1	Above	T1
1	0%		0%		100%		0%	
2	0%		16%		45%		39%	
3	9%		9%		32%		50%	
4	17%		28%		45%		10%	
5	22%		26%		30%		22%	
6	7%		52%		37%		4%	
7	28%		35%		33%		5%	

Writing Term 4 - 2024 - Student Percentages

Split By: Gender

Search:

	Well Below	Below	At	Above
Female / Wahine	9%	28%	43%	20%
Male / Tane	23%	30%	31%	16%

Writing Term 4 - 2024 - Student Percentages

Split By: Ethnicity

Search:

	Well Below	Below	At	Above
Asian	17%	17%	17%	50%
Maori	18%	32%	34%	16%
MELAA	0%	17%	50%	33%
NZ European/Pakeha/Other European	16%	30%	39%	16%
Pacific Peoples	40%	0%	60%	0%

Reading

Reading Term 2 - 2024 - Student Percentages

Search:

	Well Below	Below	At	Above
	27%	39%	21%	13%

Reading Term 4 - 2024 - Student Percentages

Search:

	Well Below	Below	At	Above
	13%	25%	40%	22%

Reading Term 4 - 2024 - Student Percentages

Split By: Year Level

Search:

	Well Below	Below	At	Above
1	0%	0%	100%	0%
2	0%	32%	35%	32%
3	18%	27%	27%	27%
4	10%	21%	55%	14%
5	26%	7%	37%	30%
6	15%	37%	37%	11%
7	16%	30%	32%	22%
8	7%	21%	50%	21%

Reading Term 2 - 2024 - Student Percentages

Split By: Year Level

Search:

	Well Below	Below	At	Above
1	0%	0%	100%	0%
2	3%	73%	10%	13%
3	36%	27%	23%	14%
4	41%	41%	19%	0%
5	31%	23%	27%	19%
6	15%	56%	22%	7%
7	34%	29%	20%	17%
8	27%	27%	27%	18%

Reading Term 4 - 2024 - Student Percentages

Split By: Gender

Search:

	Well Below	Below	At	Above
Female / Wahine	10%	26%	40%	24%
Male / Tane	15%	24%	40%	21%

Reading Term 4 - 2024 - Student Percentages

Split By: Ethnicity

Search:

	Well Below	Below	At	Above
Asian	17%	17%	17%	50%
Maori	13%	29%	36%	22%
MELAA	0%	0%	67%	33%
NZ European/Pakeha/Other European	14%	24%	44%	18%
Pacific Peoples	0%	40%	40%	20%

Maths

Math Term 4 - 2024 - Student Percentages

Search:

T↓	Well Below	T↓	Below	T↓	At	T↓	Above	T↓
	14%		27%		37%		22%	

Math Term 2 - 2024 - Student Percentages

Search:

T↓	Well Below	T↓	Below	T↓	At	T↓	Above	T↓
	30%		34%		25%		11%	

Math Term 4 - 2024 - Student Percentages

Split By: Year Level

Search:

	T↓	Well Below	T↓	Below	T↓	At	T↓	Above	T↓
2		0%		24%		55%		21%	
3		9%		45%		18%		27%	
4		10%		28%		45%		17%	
5		7%		22%		44%		26%	
6		4%		48%		33%		15%	
7		27%		22%		22%		29%	
8		29%		15%		38%		18%	

Math Term 2 - 2024 - Student Percentages

Split By: Year Level

Search:

	T↓	Well Below	T↓	Below	T↓	At	T↓	Above	T↓
2		0%		55%		31%		14%	
3		23%		45%		27%		5%	
4		30%		33%		30%		7%	
5		31%		35%		19%		15%	
6		33%		37%		30%		0%	
7		41%		22%		20%		17%	
8		41%		24%		24%		12%	

Math Term 4 - 2024 - Student Percentages

Split By: Gender

Search:

	↑↓	Well Below	↑↓	Below	↑↓	At	↑↓	Above	↑↓
Female / Wahine		12%		33%		34%		22%	
Male / Tane		16%		22%		40%		22%	

Math Term 4 - 2024 - Student Percentages

Split By: Ethnicity

Search:

	↑↓	Well Below	↑↓	Below	↑↓	At	↑↓	Above	↑↓
Asian		8%		25%		33%		33%	
Maori		21%		26%		38%		16%	
MELAA		0%		17%		50%		33%	
NZ European/Pakeha/Other European		11%		28%		37%		24%	
Pacific Peoples		20%		20%		20%		40%	

How we have given effect to Te Tiriti o Waitangi

- Please see reflections on our first goal.

Statement of compliance with employment policy

Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2024

The Dannevirke South School Board:

- Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- Meets all EEO requirements.

Kiwisport funding

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$4,035. (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Dannevirke South School

2024 Board of Trustees

Caroline Transom	Principal
Cole Simmon	Presiding Member
Lee Lee Teller	Board Member
Mick Wheeler	Board Member
Trina Paewai	Board Member
Jaclyn Hartridge	Board Member
Jenna Hutchings	Staff Representation