

MARAEKAKAHO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



School Directory

Ministry Number: 566
Principal: Alexander (Sandy) Crawford
School Address: 68 Kereru Road, Maraekakaho
School Postal Address: 68 Kereru Road, R D 1, Hastings
School Phone: 06 874 9700, 027 8749700
School Email: office@mkk.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Leigh Smith	Presiding Member	Elected June 2019	Sept 2022
Jared Maloney	Presiding Member	Elected	Sept 2025
Jared Maloney	Member	Cas Vacancy Dec 2020	Oct 2022
Alexander (Sandy) Crawford	Principal ex Officio	Principal	
Rebekah Whittaker	Member	Cas Vacancy Oct 2020	Sept 2022
Sam Golden	Member of Staff	Re-elected	Sept 2025
Sandy Mowat	Member	Elected June 2019	Sept 2022
Jenny Foote	Member	Elected April 2021	Dec 2023
Nicola Nelson	Member	Elected	Sept 2025
Diana Bezares	Member	Elected	Sept 2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

MARAEKAKAHO SCHOOL

Annual Report - For the year ended 31 December 2022

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Maraekakaho School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

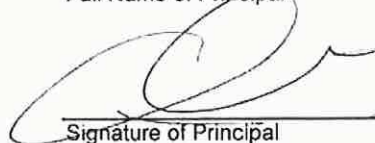
The School's 2022 financial statements are authorised for issue by the Board.

JARED LAWRENCE
Full Name of Presiding Member


Signature of Presiding Member

9 May 2023
Date:

Alexander DG Crawford.
Full Name of Principle


Signature of Principal

9 May 2023
Date:

Maraekakaho School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,334,107	1,342,033	1,341,918
Locally Raised Funds	3	67,965	113,248	90,818
Interest Income		2,452	500	465
Other Revenue		240	240	230
Total Revenue		1,404,764	1,456,021	1,433,431
Expenses				
Locally Raised Funds	3	18,962	16,550	13,955
Learning Resources	4	926,640	974,716	957,373
Administration	5	132,349	102,346	118,086
Finance		924	1,035	1,091
Property	6	353,270	344,105	339,306
Other Expenses	7	1,088	1,088	1,088
Loss on Disposal of Property, Plant and Equipment		2,099	-	2,825
		1,435,332	1,439,840	1,433,724
Net Surplus / (Deficit) for the Year		(30,568)	16,181	(293)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(30,568)	16,181	(293)

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

Maraekakaho School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		360,351	325,000	356,705
Total Comprehensive Revenue and Expense for the Year		(30,568)	16,181	(293)
Contributions from the Ministry of Education		-	-	3,939
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		329,783	341,181	360,351
Accumulated Comprehensive Revenue and Expense		329,783	341,181	360,351
Reserves		-	-	-
Equity at 31 December		329,783	341,181	360,351

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.

Maraekakaho School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	289,534	65,000	214,642
Accounts Receivable	9	62,038	60,000	76,865
GST Receivable		13,625	3,941	3,495
Prepayments		6,436	6,000	6,615
Inventories	10	1,320	3,000	2,149
Investments	11	55,436	55,000	54,885
Funds Receivable for Capital Works Projects	19	3,746	-	-
		432,135	192,941	358,651
Current Liabilities				
Accounts Payable	14	138,997	75,000	72,297
Revenue Received in Advance	15	36,757	3,000	37,568
Finance Lease Liability	17	9,407	12,000	11,992
Funds Held in Trust	18	39,322	-	-
Funds Held for Capital Works Projects	19	65,052	-	98,666
		289,535	90,000	220,523
Working Capital Surplus/(Deficit)		142,600	102,941	138,128
Non-current Assets				
Property, Plant and Equipment	12	215,537	270,000	244,433
Intangible Assets	13	2,357	2,500	3,444
		217,894	272,500	247,877
Non-current Liabilities				
Provision for Cyclical Maintenance	16	27,260	27,260	18,553
Finance Lease Liability	17	3,451	7,000	7,101
		30,711	34,260	25,654
Net Assets		329,783	341,181	360,351
Equity		329,783	341,181	360,351

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

Maraekakaho School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash Flows from Operating Activities				
Government Grants		335,582	248,582	266,788
Locally Raised Funds		62,821	114,488	105,157
Goods and Services Tax (net)		(10,130)	(1,154)	360
Payments to Employees		(175,541)	(153,100)	(149,894)
Payments to Suppliers		(121,385)	(181,693)	(170,679)
Interest Paid		(924)	(1,035)	(1,091)
Interest Received		2,127	500	467
Net Cash from/(to) Operating Activities		92,550	26,588	51,108
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(6,800)	(53,588)	(22,418)
Purchase of Investments		(551)	5,000	(283)
Net Cash from/(to) Investing Activities		(7,351)	(48,588)	(22,701)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,939
Finance Lease Payments		(12,269)	(3,000)	(12,260)
Funds Administered on Behalf of Third Parties		1,962	-	90,368
Net Cash from/(to) Financing Activities		(10,307)	(3,000)	82,047
Net increase/(decrease) in cash and cash equivalents		74,892	(25,000)	110,454
Cash and Cash Equivalents at the Beginning of the Year	8	214,642	90,000	104,188
Cash and Cash Equivalents at the End of the Year	8	289,534	65,000	214,642

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Maraekakaho School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 17.

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 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 comprised of stationery, school uniforms and canteen. 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 not trivial.

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 & Building Improvements	50 years
Furniture & Equipment	3–20 years
Information & Communication Technology	3–5 years
Leased Assets Held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Intangible Assets

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

k) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

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

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

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

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	316,248	278,587	278,472
Teachers' Salaries Grants	739,982	782,606	782,606
Use of Land and Buildings Grants	275,268	278,231	278,231
Other Government Grants	2,609	2,609	2,609
	<u>1,334,107</u>	<u>1,342,033</u>	<u>1,341,918</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	36,109	83,298	58,612
Fees for Extra Curricular Activities	4,720	4,200	3,543
Trading	17,682	14,000	15,326
Fundraising & Community Grants	5,335	6,700	8,588
Other Revenue	4,119	5,050	4,749
	<u>67,965</u>	<u>113,248</u>	<u>90,818</u>
Expenses			
Extra Curricular Activities Costs	4,406	4,700	3,421
Trading	14,023	11,500	10,355
Fundraising and Community Grant Costs	315	200	-
Other Locally Raised Funds Expenditure	218	150	179
	<u>18,962</u>	<u>16,550</u>	<u>13,955</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>49,003</u>	<u>96,698</u>	<u>76,863</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	38,267	37,940	33,847
Equipment Repairs	521	300	323
Information and Communication Technology	2,660	3,000	2,175
Library Resources	490	800	798
Employee Benefits - Salaries	837,033	879,476	864,541
Staff Development	8,039	11,200	14,036
Depreciation	39,630	42,000	41,653
	<u>926,640</u>	<u>974,716</u>	<u>957,373</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,375	5,375	5,218
Board Fees	2,875	3,700	3,960
Board Expenses	7,999	5,000	4,767
Communication	1,135	2,705	2,261
Consumables	8,087	8,050	9,043
Other	11,620	9,537	10,980
Employee Benefits - Salaries	83,559	56,230	70,013
Insurance	4,643	4,729	5,024
Service Providers, Contractors and Consultancy	7,056	7,020	6,820
	<u>132,349</u>	<u>102,346</u>	<u>118,086</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	8,429	6,000	5,814
Consultancy and Contract Services	21,822	22,824	16,829
Cyclical Maintenance Provision	8,707	9,000	9,481
Grounds	2,860	2,350	2,312
Heat, Light and Water	17,913	15,500	16,325
Repairs and Maintenance	17,889	9,900	10,194
Use of Land and Buildings	275,268	278,231	278,231
Security	382	300	120
	<u>353,270</u>	<u>344,105</u>	<u>339,306</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 Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Amortisation of Intangible Assets	1,088	1,088	1,088
	<u>1,088</u>	<u>1,088</u>	<u>1,088</u>

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	289,534	65,000	214,642
Cash and cash equivalents for Statement of Cash Flows	<u>289,534</u>	<u>65,000</u>	<u>214,642</u>

Of the \$289,534 Cash and Cash Equivalents, \$65,052 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$289,534 Cash and Cash Equivalents, \$35,500 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 \$289,534 Cash and Cash Equivalents, \$39,322 is held on behalf of the Friends of Maraekakaho School.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	6,631	-	2,058
Interest Receivable	416	-	91
Banking Staffing Underuse	-	-	16,725
Teacher Salaries Grant Receivable	54,991	60,000	57,991
	<u>62,038</u>	<u>60,000</u>	<u>76,865</u>
Receivables from Exchange Transactions	7,047	-	2,149
Receivables from Non-Exchange Transactions	54,991	60,000	74,716
	<u>62,038</u>	<u>60,000</u>	<u>76,865</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	865	1,500	1,359
School Uniforms	414	1,500	790
Canteen	41	-	-
	<u>1,320</u>	<u>3,000</u>	<u>2,149</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	55,436	55,000	54,885
Total Investments	55,436	55,000	54,885

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	76,983	-	-	-	(2,371)	74,612
Furniture & Equipment	127,061	4,831	(571)	-	(20,888)	110,433
Information & Communication Technology	3,235	-	-	-	(2,490)	745
Leased Assets	18,150	6,033	-	-	(12,025)	12,158
Library Resources	19,004	1,969	(1,528)	-	(1,856)	17,589
Balance at 31 December 2022	244,433	12,833	(2,099)	-	(39,630)	215,537

The net carrying value of furniture and equipment held under a finance lease is \$12,158 (2021: \$18,150)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	118,570	(43,958)	74,612	118,570	(41,587)	76,983
Furniture & Equipment	348,592	(238,159)	110,433	346,726	(219,665)	127,061
Information & Communication Technology	38,252	(37,507)	745	38,252	(35,017)	3,235
Leased Assets	40,671	(28,513)	12,158	49,845	(31,695)	18,150
Library Resources	96,097	(78,508)	17,589	96,762	(77,758)	19,004
Balance at 31 December	642,182	(426,645)	215,537	650,155	(405,722)	244,433

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2021	6,587	-	6,587
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2021 / 1 January 2022	6,587	-	6,587
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022	6,587	-	6,587
Accumulated Amortisation and impairment losses			
Balance at 1 January 2021	2,055	-	2,055
Amortisation expense	1,088	-	1,088
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2021 / 1 January 2022	3,143	-	3,143
Amortisation expense	1,087	-	1,087
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022	4,230	-	4,230
Carrying amounts			
At 1 January 2021	4,532	-	4,532
At 31 December 2021 / 1 January 2022	3,444	-	3,444
At 31 December 2022	2,357	-	2,357

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

14. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	71,488	10,000	8,014
Accruals	5,375	5,000	4,218
Banking Staffing Overuse	4,689	-	-
Employee Entitlements - Salaries	54,991	60,000	57,991
Employee Entitlements - Leave Accrual	2,454	-	2,074
	<u>138,997</u>	<u>75,000</u>	<u>72,297</u>
Payables for Exchange Transactions	138,997	75,000	72,297
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>138,997</u>	<u>75,000</u>	<u>72,297</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other Revenue in Advance	36,757	3,000	37,568
	<u>36,757</u>	<u>3,000</u>	<u>37,568</u>

16. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	18,553	18,553	9,072
Increase to the Provision During the Year	8,707	9,000	9,481
Other Adjustments	-	(293)	-
Provision at the End of the Year	<u>27,260</u>	<u>27,260</u>	<u>18,553</u>
Cyclical Maintenance - Non current	27,260	27,260	18,553
	<u>27,260</u>	<u>27,260</u>	<u>18,553</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 10 Year Property plan / Property consultant review.

17. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	9,407	12,000	11,992
Later than One Year and no Later than Five Years	4,235	8,000	8,015
Future Finance Charges	(784)	(1,000)	(914)
	<u>12,858</u>	<u>19,000</u>	<u>19,093</u>
Represented by			
Finance Lease Liability - Current	9,407	12,000	11,992
Finance Lease Liability - Non current	3,451	7,000	7,101
	<u>12,858</u>	<u>19,000</u>	<u>19,093</u>

18. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	39,322	-	-
	<u>39,322</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent for Maraekakaho Friends of School. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Outdoor Permanent Cover - 221883	98,666	-	(43,065)	-	55,601
A E Partial DQLS & ILE Upgrade - 228966	-	27,231	(17,780)	-	9,451
Carpark Safety Project	-	-	(3,746)	-	(3,746)
Totals	<u>98,666</u>	<u>27,231</u>	<u>(64,591)</u>	<u>-</u>	<u>61,306</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	65,052
Funds Receivable from the Ministry of Education	(3,746)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Outdoor Permanent Cover - 221883	8,298	100,368	(10,000)	-	98,666
Totals	<u>8,298</u>	<u>100,368</u>	<u>(10,000)</u>	<u>-</u>	<u>98,666</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	98,666
Funds Receivable from the Ministry of Education	-

20. 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.

21. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,875	3,960
<i>Leadership Team</i>		
Remuneration	297,958	342,515
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>300,833</u>	<u>346,475</u>

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90 - 100	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	130 - 140
Benefits and Other Emoluments	-	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2.00	1.00
	<u>2.00</u>	<u>1.00</u>

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

22. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$0.00	\$0.00
Number of People	-	-

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$157,913 contract for SIP A: Shade Structure as agent for the Ministry of Education. The project is partially funded by the Ministry and \$111,456 has been received of which \$55,855 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$145,123)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2022 Actual \$	2021 Actual \$
No later than One Year	-	554
	-	554

The total lease payments incurred during the period were \$nil (2021: \$554).

25. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	289,534	65,000	214,642
Receivables	62,038	60,000	76,865
Investments - Term Deposits	55,436	55,000	54,885
Total Financial Assets Measured at Amortised Cost	407,008	180,000	346,392

Financial Liabilities Measured at Amortised Cost

Payables	138,997	75,000	72,297
Finance Leases	12,858	19,000	19,093
Total Financial Liabilities Measured at Amortised Cost	151,855	94,000	91,390

26. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay/Tairāwhiti regions and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

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

27. Comparatives

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

Maraekakaho School

Kiwisport Report

For the year ended 31 December 2022

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 2022 the school received total Kiwisport funding of \$1,783 (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.

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

For the year ended 31 December 2022

The Maraekakaho School Board:

- 1 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;
- 2 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;
- 3 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;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.

Analysis of Variance Report – Mathematics 2022

School Name:	Maraekakaho School	School Number:	566
Strategic Aim:	<ul style="list-style-type: none"> Happy, healthy, successful learners who reach their potential Skilled, confident and motivated staff who collaborate to provide quality teaching and learning experiences A positive school community where all stakeholders work together to support learners to achieve their goals 		
Annual Aim:	Strategic Target 1. a) Develop a strong local curriculum with clear expectations of learning pathways for students and delivery for teachers b) Create an environment that enables all students to reach their full potential c) Provide professional development to enhance staff capability		
Targets:	<ul style="list-style-type: none"> 100% of learners in Year 2-6 make learning progress in core curriculum Mathematics - To accelerate the progress of 60% of our target group by a minimum of 3 curriculum sublevels in number 		
Baseline Data:	Baseline data against the National Curriculum Feb 2022: <ul style="list-style-type: none"> 2% of students achieving above end of year expectation already 40% of students achieving at or above the end of year expectation already 65% of students working towards are sitting one sub level below expectation 6/14 Maori students are meeting expectation already 2 students are high needs and have specific MOE support 1 student has a chronic illness and has away from school for a term Teachers have identified these students in their class Needs Analysis and are developing specific teaching and learning strategies to help them make accelerated progress 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Class Needs Analysis completed by each teacher to identify specific needs to support priority learners in target group.</p> <p>Staff reviewed the Maraekakaho Mathematics Implementation plan.</p> <p>We used Teacher Aide support to help students improve specific Mathematics Knowledge and practice strategies.</p> <p>Teachers teach guided maths sessions. Modelling then explicitly teaching concepts using materials across all classes.</p> <p>Specific learning activities used to improve students basic facts knowledge and recall.</p> <p>Developed individual learning programmes for the students who are well below.</p> <p>Used data from knowledge tests, Gloss and PATs, other formative strand assessments to identify specific areas that need more development.</p> <p>Students highlighted knowledge areas they have improved in and areas they need to develop.</p> <p>Assessment gap analysis through HERO</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> 26% of students achieved above NZ Curriculum expectation 84% of students achieved at or above NZ Curriculum expectation 100% of students working towards are sitting one sub level below expectation 98% of students made progress 99% of Year 2 – 6 students have made progress in Mathematics 11/14 Maori students have reached the NZ Curriculum expectation 14/14 Maori students made progress Year 6 moved from 31% at or above to 69% 2 students are high needs and have specific MOE support 1 student has not been attending school regular because of chronic illness and her data has been removed <p><u>Target Group Students</u></p> <ul style="list-style-type: none"> 26/29 – 90% of target students have made progress 11/29 of target students have achieved NZ Curriculum end of year expectation 2 target students made accelerated progress 5/5 target Maori students made progress 	<p>The data was an OTJ with a weighting on numeracy understanding.</p> <p>The COVID-19 restrictions in Term 1 was again managed well but caused disruption to class learning programmes.</p> <p>The majority of target students made progress because they were being taught specific numeracy strategies.</p> <p>Guided sessions using modelling and explicit teaching using materials made a difference. More games were being used in the classes to support the students knowledge learning.</p> <p>Needs Analysis of each class were done at mid year to look for specific areas to support students.</p> <p>Students highlighted knowledge areas to improve in the knowledge tests and worked on these specific areas. Students set their own targets and accessed activities that would support learning in specific areas.</p> <p>Junior class continuing to use materials to support learning of number knowledge and solidify concepts. Senior classes used Mathletics as a support as it gives specific reinforcement activities.</p> <p>Sharing knowledge gaps with families and children's goals. Shared basic facts games with families for children to work on at home.</p>	<p>Introduce the use of Rich tasks in the classes where students apply the strategies they have learned and discuss these with peers, consolidating their thinking. Students self-assess against a rubric based on the focus task.</p> <p>Classes working collaboratively, giving the opportunity to group students for specific needs and run workshops on specific areas that need focus.</p> <p>Analyse Knowledge data to find students specific gaps they need to focus on.</p> <p>Identify gaps in Basic Facts knowledge and utilise games to teach these gaps.</p> <p>Using Hero goals to inform planning for groups.</p> <p>Class Needs Analysis completed by each teacher Term 1 and Term 3 to identify specific needs to support priority learners in target group.</p> <p>HERO strand goals need to be developed</p> <p>Senior classes continuing to focus on fast facts.</p> <p>Year 4 and 7 focus group for 2023</p>

Planning for next year:			
Annual plan goals <ul style="list-style-type: none">• 85% of all students working at or above the expected level in Mathematics• 50% of our target students making accelerated progress in Mathematics• 80% of Maori students working at or above the expected level in Mathematics			

School Name:	Maraekakaho School	School Number:	566
Strategic Aim:	<ul style="list-style-type: none"> Happy, healthy, successful learners who reach their potential Skilled, confident and motivated staff who collaborate to provide quality teaching and learning experience A positive school community where all stakeholders work together to support learners to achieve their goals 		
Annual Aim:	Strategic Target 1 <ul style="list-style-type: none"> a) Develop a strong local curriculum with clear expectations of learning pathways for students and delivery for teachers b) Create an environment that enables all students to reach their full potential c) Provide professional development to enhance staff capability 		
Target:	<ul style="list-style-type: none"> 100% of learners in Year 2-6 make learning progress in core curriculum Mathematics - To accelerate the progress of 60% of our target group by a minimum of 3 curriculum sublevels in number 		
Baseline Data:	Baseline data against the National Curriculum Feb 2022 <ul style="list-style-type: none"> 3% of students achieving above end of year expectation already 37% of students achieving at or above the end of year expectation already 68% of students working towards are sitting one sub level below expectation 7/14 Maori students are meeting expectation already 4 Year 2 students are on Reading Recovery Teachers have identified these students in their class Needs Analysis and are developing specific teaching and learning strategies to help them make accelerated progress 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continued with Reading Recovery. 3 students started the programme and another 2 come on in the second half of the year.</p> <p>RTLB set up Structured literacy in Senior classes in Term 1 and 2. Analysis done in Term 4.</p> <p>Structured Literacy lessons in the Junior rooms and The Code utilised in Senior Rooms and tracking of the gaps.</p> <p>Teachers TAI focus was vocabulary and we discussed and trialled various strategies to help students unpack new vocabulary.</p> <p>Developing the teaching of specific comprehension strategies in Year 4 – 8. Looking at gaps using Hero goals.</p> <p>Constant monitoring of students progress in Junior classes with Running records.</p> <p>Big focus in Junior school on Heart Words and continued Structured literacy.</p> <p>Chunking words into meaningful pieces</p> <p>Goal setting and knowing next steps</p>	<p><u>School wide data</u></p> <ul style="list-style-type: none"> 34% of students achieving above NZ Curriculum end of year expectation already 89% of students achieving at or above the NZ Curriculum end of year expectation 100% of students working towards are sitting one sub level below expectation 99% of students have made progress 100% of Year 2 – 6 students have made progress in Reading Reading Recovery had 2/4 students accelerate off and complete programme. Two students did not complete it because of constant absences which meant the teacher was unable to provide the consistent support required. They were referred to RTLit 14/14 Maori students made progress 12/14 Maori students have met NZ Curriculum expectation 1 student has not been attending school regular because of chronic illness and her data has been removed <p><u>Target Students</u></p> <ul style="list-style-type: none"> 100% of target students have made progress 11/22 target students achieved NZ Curriculum end of year expectations 27% of target students have made accelerated progress 	<p>The COVID-19 restrictions in Term 1-2 caused some disruption to class learning programmes. Structured Literacy sessions were used in the Explorers supporting those students in need.</p> <p>Most target students are reading with a great deal more confidence and have made significant progress because;</p> <ul style="list-style-type: none"> Reading Recovery provided structured 1:1 support for those students on it They were reading every day Teacher aides working with targeted groups for Term 1 Structured literacy and made great progress High expectations for all students Reading strategies feeding into the writing Prompting students to activate their prior knowledge Learning what the physical expectations for good learning are and practicing it Teachers knew exactly where the students were at and constantly used running records to monitor the students throughout the year Teachers used reading material that was appealing to their students and engaged their interest Teachers were developing specific reading strategies that were appropriate to the target students Students developed their understanding of what they were 	<ul style="list-style-type: none"> Year 6 is a cohort to focus on who need to be monitored with specific strategies Continue with Reading Recovery to support Junior students. This includes the new Early Literacy support by RR teacher in the Junior class with 5.5-6 year olds daily for 30 minutes sessions Literacy rotations in the Explorers with an adult with each group which will assist laying the foundations to learning Students taking ownership of their learning and being able to identify the reading strategies they are learning and how it supports their ability to read or understand Continue with Structured literacy programmes in place Spelling patterns work in the Navigators Continue to develop the teaching of specific comprehension strategies in Year 5 - 8 Increase high frequency word banks for Year 2 -3 students Supporting new entrant students coming into the school to acclimatise to a new learning environment

	<ul style="list-style-type: none"> 2/4 Reading Recovery students made accelerated progress 	<p>reading by retelling the main ideas or facts they had read</p> <ul style="list-style-type: none"> Teachers completed needs analysis for their students to start the year and redid it after mid-year. They thought about the specific needs their learnings had and what they could do to meet those needs 	
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Planning for next year:

Annual plan goals

- 85% of all students working at or above the expected level in Reading
- 80% of Maori students working at or above the expected level in Reading
- 50% of target students make accelerated progress in Reading
- Implement new Early Literacy programme with Explorers group



School Name:	Maraekakaho School	School Number:	566
Strategic Aim:	<ul style="list-style-type: none"> • Happy, healthy, successful learners who reach their potential • Skilled, confident and motivated staff who collaborate to provide quality teaching and learning experience • A positive school community where all stakeholders work together to support learners to achieve their goals 		
Annual Aim:	<p>Strategic Target 1.</p> <ul style="list-style-type: none"> a) Develop a strong local curriculum with clear expectations of learning pathways for students and delivery for teachers b) Create an environment that enables all students to reach their full potential c) Provide professional development to enhance staff capability 		
Target:	<ul style="list-style-type: none"> • 100% of learners in Year 2-6 make learning progress in core curriculum • Mathematics - To accelerate the progress of 60% of our target group by a minimum of 3 curriculum sublevels in number 		
Baseline Data:	<p>Baseline data against the National Curriculum Year 2 – 8 Feb 2022</p> <ul style="list-style-type: none"> • 3% of students achieving above end of year expectation already • 24% of students achieving at or above the end of year expectation already • 70% of students working towards are sitting one sub level below expectation • 3/12 Maori students are meeting expectation already • 21% of students are in target groups and need to be monitored to make accelerated progress • Teachers have identified these students in their class Needs Analysis and are developing specific teaching and learning strategies to help them make accelerated progress 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continued to utilise MKK writing matrix and student goals on HERO, to level students writing and for them to self-assess.</p> <p>Teachers individually conference with students on their HERO writing goals and next steps.</p> <p>Structured Literacy sessions using the Code run daily in Senior classes to improve children's confidence with spelling.</p> <p>Teacher aides run daily phonics programmes in Junior classes.</p> <p>Term 1 – 3 Deputy Principal ran Structured literacy sessions with target groups to accelerate progress.</p> <p>RTLit support for target group of Year 3 students.</p> <p>Writing moderation as a staff to make sure we were making correct judgements and to share ideas.</p> <p>Developed specific learning focuses students could concentrate on and aspire to.</p> <p>Endeavoured to use real-life experiences to engage students in the writing process.</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> 19% of students achieved above end of year NZ Curriculum expectation 79% of students achieving at or above NZ Curriculum expectation 85% of students working towards are sitting one sub level below expectation 94% of students made progress 94% of Year 2 – 6 students made progress in Writing 9/12 Maori students reached NZ Curriculum expectation 11/12 Maori students made progress in Writing 2 students are high needs and have specific MOE support 1 student has not been attending school regular because of chronic illness and her data has been removed Year 4 and 7 are areas to focus on in 2023 <p><u>Target Students</u></p> <ul style="list-style-type: none"> 97% of target students made progress 12/34 target students achieved the NZ Curriculum end of year expectation 5/5 target Maori students made progress 1/5 target Maori students reached NZ Curriculum expectation 	<p>COVID-19 cases and prevention protocols in Term 1 -2 caused disruptions to class learning programmes.</p> <p>Utilised Seesaw and writing dictator on the Chromebooks for students who struggle with spelling to get their ideas down faster and ensure they weren't feeling discouraged.</p> <p>Teachers conferenced with students individually or during group sessions on their writing, giving them specific feedback based on our writing goals</p> <p>Students were continually given the opportunity to share their writing with a learning buddy, teacher, other adults. They were given the opportunity to share writing with their class, other classes and at whole school gatherings.</p> <p>Teachers writing needs analysis had specific strategies to try with target group. They discussed with colleagues the strategies tried to get their feedback and other ideas on how to support these students. These sessions occurred frequently throughout the year.</p> <p>Teachers did a needs analysis for their students in Term 2 thinking about the specific needs their learnings had and what they could do to support their target students.</p>	<p>Years 2 and 3 are groups that need to be monitored with specific strategies moving forward.</p> <p>Continue to use the MKK Writing matrix and HERO goals with students to monitor what they can do in writing, where they are at and what they need to learn to do next.</p> <p>Students to share on Seesaw what they have been learning to do in writing and their next steps at least once a week.</p> <p>Analyse end of year data with staff and look at who we need to move and how we can do it.</p> <p>Staff do 5,5,5 reflection on target writing groups each term.</p> <p>Continue to moderate writing as a staff and look to do it with neighbouring school staff.</p> <p>Create exemplars of good writing at each level for the students as models.</p> <p>Deliberate acts of teaching spelling patterns, blends and chunks using Structured literacy</p> <p>Students share with parents/caregivers in Term 1 and Term 3 the goals and progress made against the MKK Writing matrix.</p>

<p>Students exposed to models of quality writing that they can aspire to.</p> <p>Developed the students ability to re-craft their writing and respond to feedback.</p> <p>Teachers ensure students have the opportunity to share their writing with an audience and can hear what their writing sounds like.</p> <p>Shared with parents/caregivers in Term 1 and 3 the goals and progress made in writing.</p>			<p>Develop at each level expectations for what independent writing looks like and create success criteria. 3-4 bullet points for Explorers, Pathfinders and Navigators.</p> <p>Students writing together across the classes.</p> <p>Using Inquiry and other experiences as a provocation for writing.</p> <p>Use Seesaw effectively for students to share their writing.</p>
Planning for next year:			
Target for 2023 <ul style="list-style-type: none"> 85% of students achieving at or above expectation by the end of the year in Writing 70% of Maori students working at or above the expected level in Writing by the end of the year 50% of target students make accelerated progress in Writing 			

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARAEKAKAHO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Maraekakaho School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 Standards, Reduced Disclosure Regime.

Our audit was completed on 9 May 2023. 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 for our 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.

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 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, arise from section 87 of the Education Act 1989.

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 Novopay 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 is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees and Statement of Compliance with Employment Policy and Statement of Responsibility, 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 the School.



Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand