

# MAURICEVILLE SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

**Ministry Number:** 2911

**Principal:** Kim Lupo

**School Address:** 1378 Opaki Kaiparoro Road

**School Postal Address:** 1378 Opaki Kaiparoro Road RD 2, Masterton, 5882

**School Phone:** 06 372 5800

**School Email:** [office@mauriceville.school.nz](mailto:office@mauriceville.school.nz)

**Accountant / Service Provider:**

**Education  Services.**  
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# MAURICEVILLE SCHOOL

Annual Report - For the year ended 31 December 2021

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Members of the Board

Kiwisport

Analysis of Variance

# Mauriceville School

## Statement of Responsibility

For the year ended 31 December 2021

The Presiding Member 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 Presiding Member) 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 Presiding Member and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Presiding Member.

*Signed by LSM*

*Elizabeth Janet Millar*

Full Name of Presiding Member

Signature of Presiding Member

Date:

*31 May 2022*

Kim Lupo

Full Name of Principal

Signature of Principal

31 May 2022

Date:

# Mauriceville School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	398,673	474,372	502,622
Locally Raised Funds	3	12,588	10,800	12,153
Interest Income		945	1,000	2,318
Gain on Sale of Property, Plant and Equipment		2,939	-	-
		<u>415,145</u>	<u>486,172</u>	<u>517,093</u>
<b>Expenses</b>				
Locally Raised Funds	3	728	1,017	679
Learning Resources	4	260,383	341,075	303,177
Administration	5	81,474	57,091	69,039
Finance		585	119	711
Property	6	54,311	81,327	76,724
Depreciation	10	15,363	12,000	14,874
Loss on Disposal of Property, Plant and Equipment		-	-	497
Transport		8,265	5,000	7,355
		<u>421,109</u>	<u>497,629</u>	<u>473,056</u>
<b>Net Surplus / (Deficit) for the year</b>		(5,964)	(11,457)	44,037
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(5,964)</u>	<u>(11,457)</u>	<u>44,037</u>

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

**Mauriceville School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		176,874	137,089	132,192
Total comprehensive revenue and expense for the year		(5,964)	(11,457)	44,037
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		8,891	-	645
<b>Equity at 31 December</b>		179,801	125,632	176,874
Retained Earnings		179,801	125,632	176,874
<b>Equity at 31 December</b>		179,801	125,632	176,874

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.

# Mauriceville School Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	19,191	11,607	66,133
Accounts Receivable	8	15,421	17,032	24,728
GST Receivable		3,377	-	6,130
Prepayments		1,212	1,159	1,420
Investments	9	109,092	95,592	79,092
Funds owed for Capital Works Projects	15	-	-	6,190
		<u>148,293</u>	<u>125,390</u>	<u>183,693</u>
<b>Current Liabilities</b>				
GST Payable		-	8,651	-
Accounts Payable	11	24,530	32,915	31,223
Revenue Received in Advance	12	-	90	-
Provision for Cyclical Maintenance	13	7,111	13,943	39,728
Finance Lease Liability	14	3,649	2,784	4,800
Funds held for Capital Works Projects	15	379	-	-
		<u>35,669</u>	<u>58,383</u>	<u>75,751</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>112,624</u>	<u>67,007</u>	<u>107,942</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	74,045	65,763	79,049
		<u>74,045</u>	<u>65,763</u>	<u>79,049</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	4,400	-	4,000
Finance Lease Liability	14	2,468	7,138	6,117
		<u>6,868</u>	<u>7,138</u>	<u>10,117</u>
<b>Net Assets</b>		<u>179,801</u>	<u>125,632</u>	<u>176,874</u>
<b>Equity</b>		<u>179,801</u>	<u>125,632</u>	<u>176,874</u>

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

**Mauriceville School**  
**Statement of Cash Flows**  
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		159,627	145,387	174,908
Locally Raised Funds		12,727	10,600	11,894
Goods and Services Tax (net)		2,753	-	(14,781)
Payments to Employees		(116,708)	(103,138)	(96,941)
Payments to Suppliers		(76,163)	(79,440)	(39,638)
Interest Paid		(585)	(119)	(711)
Interest Received		913	1,000	2,632
Net cash from/(to) Operating Activities		(17,436)	(25,710)	37,363
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,939	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(10,360)	-	(7,679)
Purchase of Investments		(30,000)	-	-
Proceeds from Sale of Investments		-	-	16,500
Net cash from/(to) Investing Activities		(37,421)	-	8,821
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		8,891	-	645
Finance Lease Payments		(3,750)	(5,266)	(3,796)
Funds Administered on Behalf of Third Parties		2,774	-	(19,483)
Net cash from/(to) Financing Activities		7,915	(5,266)	(22,634)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(46,942)</b>	<b>(30,976)</b>	<b>23,550</b>
Cash and cash equivalents at the beginning of the year	7	66,133	42,583	42,583
<b>Cash and cash equivalents at the end of the year</b>	7	<b>19,191</b>	<b>11,607</b>	<b>66,133</b>

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.

# Mauriceville School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Mauriceville 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

##### *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.

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

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

##### **Other Grants**

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 recorded as revenue when their receipt is formally acknowledged by the School.

##### **Interest Revenue**

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

#### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for 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.

**h) Inventories**

Inventories are consumable items held for sale and 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.

**i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

**j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



## **k) Intangible Assets**

### *Software costs*

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 or licensing of software 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.

## **l) 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. 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.

## **m) 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.

## **n) 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.

### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve 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.

## **o) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

#### **p) Funds Held in Trust**

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

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

#### **q) Shared Funds**

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

#### **r) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

#### **s) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

#### **t) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

#### **u) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **v) Budget Figures**

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

#### **w) Services received in-kind**

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

## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	119,351	114,827	105,950
Teachers' Salaries Grants	176,957	268,601	261,080
Use of Land and Buildings Grants	47,128	60,384	57,415
Other MoE Grants	52,934	27,170	74,022
Other Government Grants	2,303	3,390	4,155
	398,673	474,372	502,622

The school has opted in to the donations scheme for this year. Total amount received was \$2,850.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	6,040	5,000	6,052
Fees for Extra Curricular Activities	6,548	5,800	5,601
Fundraising & Community Grants	-	-	500
	12,588	10,800	12,153
<b>Expenses</b>			
Extra Curricular Activities Costs	712	1,017	679
Fundraising & Community Grant Costs	16	-	-
	728	1,017	679
<i>Surplus for the year Locally raised funds</i>	11,860	9,783	11,474

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	6,731	9,550	7,728
Library Resources	240	290	-
Employee Benefits - Salaries	246,566	327,735	292,073
Staff Development	6,846	3,500	3,376
	260,383	341,075	303,177

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,350	4,523	4,223
Board Fees	3,061	5,000	-
Board Expenses	1,945	1,985	2,200
Intervention Costs & Expenses	12,870	500	16,174
Communication	952	940	907
Consumables	1,679	1,880	1,777
Other	2,741	2,559	2,750
Employee Benefits - Salaries	38,426	35,504	36,625
Insurance	164	-	183
Service Providers, Contractors and Consultancy	4,200	4,200	4,200
Healthy School Lunch Programme	11,086	-	-
	81,474	57,091	69,039

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	1,031	1,100	1,645
Cyclical Maintenance Provision	(10,233)	5,143	(2,729)
Grounds	1,007	1,000	1,183
Heat, Light and Water	3,016	3,600	3,647
Repairs and Maintenance	1,449	1,600	2,425
Use of Land and Buildings	47,128	60,384	57,415
Employee Benefits - Salaries	10,913	8,500	13,138
	54,311	81,327	76,724

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	19,191	11,607	66,133
Cash and cash equivalents for Statement of Cash Flows	19,191	11,607	66,133

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

Of the \$19,191 Cash and Cash Equivalents \$2,988 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.

## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	30	776	256
Banking Staffing Underuse	-	-	9,378
Interest Receivable	157	439	125
Teacher Salaries Grant Receivable	15,234	15,817	14,969
	<u>15,421</u>	<u>17,032</u>	<u>24,728</u>
Receivables from Exchange Transactions	187	1,215	381
Receivables from Non-Exchange Transactions	15,234	15,817	24,347
	<u>15,421</u>	<u>17,032</u>	<u>24,728</u>

## 9. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	109,092	95,592	79,092
Total Investments	<u>109,092</u>	<u>95,592</u>	<u>79,092</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Building Improvements	21,737	-	-	-	(1,422)	<b>20,315</b>
Furniture and Equipment	16,292	10,272	-	-	(5,575)	<b>20,988</b>
Information and Communication Technolog	9,176	48	-	-	(1,092)	<b>8,132</b>
Motor Vehicles	20,055	-	-	-	(2,434)	<b>17,621</b>
Leased Assets	11,424	-	-	-	(4,705)	<b>6,719</b>
Library Resources	365	40	-	-	(135)	<b>270</b>
<b>Balance at 31 December 2021</b>	<u>79,049</u>	<u>10,360</u>	<u>-</u>	<u>-</u>	<u>(15,363)</u>	<u><b>74,045</b></u>

The net carrying value of equipment held under a finance lease is \$6,719 (2020: \$11,424)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	56,893	(36,578)	<b>20,315</b>	56,893	(35,156)	<b>21,737</b>
Furniture and Equipment	85,823	(64,835)	<b>20,988</b>	81,122	(64,830)	<b>16,292</b>
Information and Communication Technolog	24,525	(16,393)	<b>8,132</b>	24,478	(15,302)	<b>9,176</b>
Motor Vehicles	24,343	(6,722)	<b>17,621</b>	24,343	(4,288)	<b>20,055</b>
Leased Assets	16,819	(10,100)	<b>6,719</b>	16,819	(5,395)	<b>11,424</b>
Library Resources	9,739	(9,469)	<b>270</b>	9,699	(9,334)	<b>365</b>
<b>Balance at 31 December</b>	<u>218,142</u>	<u>(144,097)</u>	<u><b>74,045</b></u>	<u>213,354</u>	<u>(134,305)</u>	<u><b>79,049</b></u>

**11. Accounts Payable**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Creditors	1,956	12,340	10,630
Accruals	3,697	4,100	4,223
Banking Staffing Overuse	2,632	-	-
Employee Entitlements - Salaries	15,234	15,817	14,969
Employee Entitlements - Leave Accrual	1,011	658	1,401
	<u>24,530</u>	<u>32,915</u>	<u>31,223</u>
Payables for Exchange Transactions	24,530	32,915	31,223
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>24,530</u>	<u>32,915</u>	<u>31,223</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Income In Advance	-	90	-
	<u>-</u>	<u>90</u>	<u>-</u>

**13. Provision for Cyclical Maintenance**

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	43,728	8,800	46,457
Increase to the Provision During the Year	4,561	5,143	4,672
Adjustment to the Provision	(14,794)	-	(7,401)
Use of the Provision During the Year	(21,984)	-	-
Provision at the End of the Year	<u>11,511</u>	<u>13,943</u>	<u>43,728</u>
Cyclical Maintenance - Current	7,111	13,943	39,728
Cyclical Maintenance - Term	4,400	-	4,000
	<u>11,511</u>	<u>13,943</u>	<u>43,728</u>



#### 14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	4,123	2,784	5,385
Later than One Year and no Later than Five Years	2,932	7,138	7,055
Future finance charges	(938)	-	(1,523)
	6,117	9,922	10,917

#### Represented by

Finance lease liability - Current	3,649	2,784	4,800
Finance lease liability - Term	2,468	7,138	6,117
	6,117	9,922	10,917

#### 15. Funds Held (Owed) for Capital Works Projects

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

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
<b>2021</b>						
	New Universal Bathroom	(2,590)	76,012	(70,434)	-	2,988
	SCF Solar Panels	-	1,617	(1,617)	-	-
	SIP Classroom Upgrade	(3,600)	47,476	(46,485)	-	(2,609)
	New Boundary Fence	-	39,471	(39,471)	-	-
	Totals	(6,190)	164,576	(158,007)	-	379

#### Represented by:

Funds Held on Behalf of the Ministry of Education	2,988
Funds Due from the Ministry of Education	(2,609)
	379

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
<b>2020</b>						
	New Universal Bathroom	6,902	204,313	(213,805)	-	(2,590)
	SCF Solar Panels	-	14,557	(14,557)	-	-
	SIP Classroom Upgrade	-	-	(3,600)	-	(3,600)
	Totals	6,902	218,870	(231,962)	-	(6,190)

## 16. 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.

## 17. Remuneration

### Key management personnel compensation

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

	<b>2021 Actual</b>	<b>2020 Actual</b>
	\$	\$
<i>Board Members</i>		
Remuneration	3,061	-
<i>Leadership Team</i>		
Remuneration	109,034	111,571
Full-time equivalent members	1.00	1.00
<b>Total key management personnel remuneration</b>	<b>112,095</b>	<b>111,571</b>

There are 6 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board does not have separate Property or Finance Committees. 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:

	<b>2021 Actual</b>	<b>2020 Actual</b>
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	1 - 2	0 - 5
Termination Benefits	-	-

### Other Employees

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

	<b>2021</b>	<b>2020</b>
<b>Remuneration</b>	<b>FTE Number</b>	<b>FTE Number</b>
<b>\$000</b>		
100 - 110	-	-
	0.00	0.00

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

## 18. 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$311,755 contract for the New Universal Bathroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$299,085 has been received of which \$296,097 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$50,000 contract for the SIP Classroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$47,476 has been received of which \$50,085 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$311,755 contract for the New Universal Bathroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$223,073 has been received of which \$225,663 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$50,000 contract for the SIP Classroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$3,600 has been spent on the project to balance date. This project has been approved by the Ministry.)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

## 21. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	19,191	11,607	66,133
Receivables	15,421	17,032	24,728
Investments - Term Deposits	109,092	95,592	79,092
Total Financial assets measured at amortised cost	143,704	124,231	169,953

### Financial liabilities measured at amortised cost

Payables	24,530	32,915	31,223
Finance Leases	6,117	9,922	10,917
Total Financial Liabilities Measured at Amortised Cost	30,647	42,837	42,140

## 22. Events After Balance Date

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

## 23. Comparatives

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

## 24. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

## Mauriceville School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Elizabeth Brown	Presiding Member	Elected	Sep 2022
Kim Lupo	Principal		
Rebecca Stevens	Parent Representative	Elected	Sep 2022
Rochaelle Dorbeck	Parent Representative	Elected	Sep 2022
Alan Stuart	Parent Representative	Elected	Sep 2022
Brigitte Sims	Staff Representative	Elected	Sep 2022
Elizabeth Millar	Limited Statutory Manager	Appointed	2023

## **Mauriceville School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$253 (excluding GST). The funding was spent on sporting endeavours.



Mauriceville School  
School Number: 2911  
Analysis of Variance  
2021

Principal's Endorsement:

*D Marshall*

Board of Trustees Endorsement:

*[Signature]*

Submission date to Ministry of Education: 1 March 2022

**Strategic Goal 1:****Student Achievement**

Our school provides the best possible environment for students to access the New Zealand Curriculum and all students are achieving at or above curriculum expectations in reading, writing and mathematics.

**Target: Writing****Target 1:**

For the 9 students working well below and below expectations to make accelerated progress towards writing 'At' curriculum expectations.

**Target 1: Writing****Whole School**

	Well Below	Below	At	Above
Term 4 2019 (14)	42.85% (6)	35.68 %(5)	14.28 %(2)	7.14% (1)
Term 4, 2020 (16)	43.75% (7)	12.5% (2)	18.75 % (3)	25% (4)
Term 4, 2021	47% (8)	23.4% (4)	29.3% (5)	0%

Data includes all students, including ORS students.



**Target 2: Writing - Maori Students**

**by Ethnicity**

		Well Below			Below			At			Above		
	st	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE
Term 4	14	42.85%	28.57% (4)	14.28% (2)	35.71%	7.14% (1)	28.57% (4)	14.28%	0%	14.28% (2)	7.14%	0%	7.14% (1)
Term 4,	16	43.75%	18.75% (3)	25% (4)	12.5%	0%	12.5% (2)	18.75%	6.25% (1)	12.5% (2)	25%	6.25% (1)	18.75% (3)
Term 4,	17	47% (8)	17.6% (3)	29.4% (5)	23.4% (4)	11.7% (2)	11.7% (2)	29.3% (5)	11.7% (2)	17.6% (3)	0	0	0

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>
PLD will be supported by an external Literacy Facilitator & Principal.	Worked with PLD facilitator in terms 2 and 3 of year.	Staff changes impacted the consistency of the PLD.
Quality teaching practice will implemented across the school in writing	Junior focus was on teaching phonemic awareness and letter formation so that students were able to record ideas. Good improvement in letter sound knowledge and letter ID over the course of the year. Senior students' focus was on developing greater awareness of the structure of writing, how to craft introductions, write correct paragraphs, conclusions. Early words programme established for junior students, supported by RTLB.	
Teachers will integrate literacy in cross curriculum contexts.	Reading and writing was cross curricular, linking these with topics being taught. House of Science kits used - explanations, instructions, writing up experiments.	Difficult to find examples of texts, especially in writing, that linked with topics.

Student interests will be used as a context for learning where possible	Students identified their own interests and were able to research and learn about areas of personal interest. Students completed written reports which demonstrated their knowledge, but also how they applied the different components of writing. Teachers chose texts for reading and topics for writing based on interest and student need.	
Students will know where they are academically, what they need to do next, and how to do it.	Students are still learning about the different aspects of writing, at different levels, and this was quite complex for some of them. Teachers conferenced individually with students and provided specific feedback/feedforward.	
Track and monitor the progress of students in writing, identifying strength, next steps	Investigated the use of the PACT tool in writing as it has good exemplars to support teacher judgements. Used PACT mid/end of year to identify where students were achieving and next steps.	

### Planning for next year:

Decide if PACT, e-asTTle or another platform will be used to assess student writing.

Research how to motivate boys to write, especially with a boy heavy class.

Continue to use programmes to develop phonemic awareness for junior students and those with needs in this area (Seniors).

Ensure authentic contexts for writing.

- Teaching and Learning focus for 2022
- Term 1 - Ko wai au? Who am I. Learning about our whānau, whakapapa, where we came from, our strengths and talents.
- Term 2 - Ko wai tātou? (as a local community) Who are we? Learning about our Mauriceville community. History of Mauriceville, the early settlers, pre Europeans, myths, legends and stories of the area. Learn about the economy of the area - farming, limeworks etc.
- Term 3 - Ko wai tātou (as a country). What makes NZ unique in the world, sports people, famous musicians, artists, scientists, inventors.



**Strategic Aim:****Student Achievement**

Our school provides the best possible environment for students to access the New Zealand Curriculum and all students are achieving at or above curriculum expectations in reading, writing and mathematics.

**Target 3 & 4:****Target 2:**

For the 11 students working well below and below expectations to make accelerated progress towards being 'At' curriculum expectations in Mathematics.

**Target 3: Whole School Mathematics****Whole School**

	Well Below	Below	At	Above
Term 4, 2020 (14)	12.5% (2)	56.25% (9)	18.75% (3)	12.5% (2)
Term 4, 2021 (17)	23.6% (4)	29.4% (5)	47% (8)	0

**By Ethnicity**

		Well Below			Below			At			Above		
	St	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE
<b>Term 4, 2020</b>	<b>16</b>	12.5% (2)	0%	12.5% (2)	56.25% (7)	25% (4)	18.75% (3)	18.75% (3)	6.25% (1)	12.5% (2)	12.5% (2)	0%	12.5% (2)
<b>Term 4, 2021</b>	<b>17</b>	23.6% (4)	11.8% (2)	11.8% (2)	29.4% (5)	11.8% (2)	17.6% (3)	47% (8)	17.6% (3)	29.4% (5)	0	0	0

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>
<p>Reliable, robust student achievement data will be used to identify where students are, where to next and track progress over time.</p>	<p>Basic facts data was tracked termly to identify progress and next steps.            Achievement data showed significant improvement in basic facts knowledge for students.            Gloss and JAM assessments completed mid and end of year demonstrated that students made progress, closing the gap between where they were and the expectation for their level.</p>	
<p>Quality teaching practices will be implemented in mathematics across all year groups.</p>	<p>Investigated mathematics programmes that could be used in a multi-level class to achieve greater progress. No one programme seemed appropriate.            Focus on basic facts for year 4-8 students resulted in students quicker recall of known facts and greater focus on developing strategy knowledge.            Junior teacher used Numicon teaching and learning practices to improve number knowledge and understanding.</p>	<p>New Mathematics curriculum is due out in 2022 and the decision was made to wait and see what recommendations were made in that document.</p>
<p>Students will know where they are academically, what they need to do next, and how to do it.</p>	<p>Students voiced greater confidence in themselves and their abilities.            Students could identify what basic facts they needed to work on and steps to help improve their achievement level.</p>	<p>Still a need to continue to work with students so they understand expectations and can identify their own next steps.</p>
<p>Track and monitor the progress of students in mathematics, identifying strength, next steps</p>	<p>JAM/Gloss testing demonstrated shifts in achievement and areas of need.            Teachers used this knowledge to plan and deliver appropriate programmes based on individual student need.</p>	

## Planning for next year:

Continue to have Mathematics targets for 2022.

Students' understanding of Place Value needs to be a focus early in the year.

Investigate the Numicon programme - how this might work for older students, as there has been good progress with junior number knowledge.



<b>Strategic Aim:</b>	Students are engaged in and becoming the 'drivers' of their learning through student voice/ agency
<b>Baseline Data:</b>	In 2020 the Education Review Office completed a review of the school and found that "Mauriceville School has made good progress in relation to the areas for improvement identified in the June 2018 ERO report. The principal and recently appointed board of trustees are developing processes and practices to sustain and continue to improve the school's performance and raise student achievement". Further improving student achievement through quality teacher practice continues to be a significant focus for teachers and leadership. The next step is for teachers to focus on support students to become more actively involved in their learning.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>
<ul style="list-style-type: none"> <li>● Teachers will unpack Tataiako to improve their understanding of strategies to achieve success with Maori students. <ul style="list-style-type: none"> <li>○ Maori contexts for learning will be included in planning.</li> <li>○ Culturally responsive teaching and learning strategies will be evident in teachers planning and teaching.</li> </ul> </li> <li>○ PLD meetings will unpack Tataiako.</li> </ul>	This continues to be an area of need.	Significant staff changes/absences across the course of the year impacted PLD meetings.
<ul style="list-style-type: none"> <li>● Embed a strong learning culture through improved pedagogical practice, use of data and partnerships with students and parents/whanau.</li> </ul>	Learning conversations involved both students and parents occurred mid year. Data was shared with parents/whanau/students mid and end of year through written reports and mid year learning conversations.	

<ul style="list-style-type: none"> <li>● Reflect the cultural identities of our students in our teaching and learning.</li> </ul>	<p>Cultural identity was reflected in teaching and learning through:</p> <ul style="list-style-type: none"> <li>● Including maori contexts in our learning e.g. science included Maori world view</li> <li>● Te Reo and Tikanga Maori woven through the day to day practices - greetings, myths legends, Maori mindfulness, te reo lessons, waiata, art, planting cycles, matariki etc.</li> </ul>	
<ul style="list-style-type: none"> <li>● Assessment data will be shared with the community</li> <li>● Assessment processes and data collection will focus on ensuring that teaching is targeted to address individual learning needs, <ul style="list-style-type: none"> <li>○ effective strategies are used to accelerate learning</li> <li>○ We will sustain the progress and achievement of students at risk over time.</li> </ul> </li> </ul>	<p>Mid and end of year assessment data shared with the community via school newsletters. Teachers' identified next steps for individual students in Reading, Writing and Mathematics and tracked progress across the year.</p>	
<p><b>Planning for next year:</b></p>		

<b>Strategic Aim:</b>	Strengthen community connections and work in partnership with parents, families/whānau, Kāhui Ako; and community to support student learning in connected communities.
<b>Baseline Data:</b>	COVID impacted some of our community connections, with a number of events within the school and wider community being impacted by COVID restrictions. Consultation around the local curriculum continued in 2021 and new school values created for implementation in 2022. 2021 was a more challenging year in regard to making links with parents and whānau and I believe this was the impact of COVID.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>
School and community are engaged in learning centred relationships.	Learning Conversations with students/parents/teacher. Mid/End of year written reports..	
Leadership develops a new school vision and values in consultation with the school and wider communities.	Community consultation via Survey Monkey. New values established for implementation in 2022.	
<ul style="list-style-type: none"> <li>Engage family/whanau, students and the wider community in consultation regarding the content and foci of the Mauriceville School Curriculum.</li> </ul>	Community consultation via Survey Monkey completed. BOT analysis of responses used to develop new strategic plan. Community identified areas of importance for the school curriculum which form the basis for teaching and learning.	



- Create opportunities to connect with our school and local community and work in partnership, including as part of initiatives like Rural Kids, sports and cultural exchanges/initiatives and Kahui Ako/Community of Learning.

Very few opportunities for partnership and working with the community occurred as a result of COVID.

Significantly impacted by COVID but where possible our students participated in events with the Kahui Ako. Many of the events planned to take place were cancelled due to COVID requirements and a general sense of needed to be cautious about interacting outside of our school environment.

### Planning for next year:

Make links with the wider community and ensure that students have opportunities to participate in Kahui-Ako, Rural Kids, Interschool sports and events.

Teaching and Learning focus for 2022

Term 1 - Ko wai au? Who am I. Learning about our whānau, whakapapa, where we came from, our strengths and talents.

Term 2 - Ko wai tātou? (as a local community) Who are we. Learning about our Mauriceville community. History of Mauriceville, the early settlers, pre Europeans, myths, legends and stories of the area. Learn about the economy of the area - farming, limeworks etc.

Term 3 - Ko wai tātou (as a country). What makes NZ unique in the world, sports people, famous musicians, artists, scientists, inventors.