

MAURICEVILLE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

MAURICEVILLE SCHOOL

Annual Report - For the year ended 31 December 2022

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Mauriceville 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.

Elizabeth Brown

Full Name of Presiding Member



Signature of Presiding Member

22.5.2023

Date:

Kim Lupo

Full Name of Principal



Signature of Principal

22.5.2023

Date:

Mauriceville 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	468,512	445,146	398,673
Locally Raised Funds	3	12,703	9,980	12,588
Interest Income		2,565	1,000	945
Gain on Sale of Property, Plant and Equipment		1,684	-	2,939
		<u>485,464</u>	<u>456,126</u>	<u>415,145</u>
Expenses				
Locally Raised Funds	3	974	1,060	728
Learning Resources	4	303,543	318,004	275,746
Administration	5	90,819	51,866	81,474
Finance		720	474	585
Property	6	76,949	79,997	54,311
Other Expenses	7	7,665	5,900	8,265
		<u>480,670</u>	<u>457,301</u>	<u>421,109</u>
Net Surplus / (Deficit) for the year		4,794	(1,175)	(5,964)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>4,794</u></u>	<u><u>(1,175)</u></u>	<u><u>(5,964)</u></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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		179,801	166,761	176,874
Total comprehensive revenue and expense for the year		4,794	(1,175)	(5,964)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,561	(1,290)	8,891
Equity at 31 December		193,156	164,296	179,801
Accumulated comprehensive revenue and expense		193,156	164,296	179,801
Equity at 31 December		193,156	164,296	179,801

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 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	50,425	38,353	19,191
Accounts Receivable	9	16,363	24,728	15,421
GST Receivable		-	6,130	3,377
Prepayments		2,740	1,420	1,212
Investments	10	109,092	79,092	109,092
Funds Receivable for Capital Works Projects	16	2,609	-	2,609
		<u>181,229</u>	<u>149,723</u>	<u>150,902</u>
Current Liabilities				
GST Payable		9,437	-	-
Accounts Payable	12	23,025	31,223	24,530
Revenue Received in Advance	13	507	-	-
Provision for Cyclical Maintenance	14	7,200	9,543	7,111
Finance Lease Liability	15	2,701	4,800	3,649
Funds held for Capital Works Projects	16	-	-	2,988
		<u>42,870</u>	<u>45,566</u>	<u>38,278</u>
Working Capital Surplus/(Deficit)		138,359	104,157	112,624
Non-current Assets				
Property, Plant and Equipment	11	65,854	66,256	74,045
		<u>65,854</u>	<u>66,256</u>	<u>74,045</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	8,072	-	4,400
Finance Lease Liability	15	2,985	6,117	2,468
		<u>11,057</u>	<u>6,117</u>	<u>6,868</u>
Net Assets		<u><u>193,156</u></u>	<u><u>164,296</u></u>	<u><u>179,801</u></u>
Equity		<u><u>193,156</u></u>	<u><u>164,296</u></u>	<u><u>179,801</u></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 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		189,697	144,198	159,627
Locally Raised Funds		13,240	9,980	12,727
Goods and Services Tax (net)		12,814	-	2,753
Payments to Employees		(138,318)	(99,145)	(116,708)
Payments to Suppliers		(49,093)	(71,728)	(76,163)
Interest Paid		(720)	(474)	(585)
Interest Received		2,215	1,000	913
Net cash from/(to) Operating Activities		29,835	(16,169)	(17,436)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,739	-	2,939
Purchase of Property Plant & Equipment (and Intangibles)		(2,085)	(6,207)	(10,360)
Purchase of Investments		-	-	(30,000)
Net cash from/(to) Investing Activities		(346)	(6,207)	(37,421)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,561	(1,290)	8,891
Finance Lease Payments		(3,828)	(4,114)	(3,750)
Funds Administered on Behalf of Third Parties		(2,988)	-	2,774
Net cash from/(to) Financing Activities		1,745	(5,404)	7,915
Net increase/(decrease) in cash and cash equivalents		31,234	(27,780)	(46,942)
Cash and cash equivalents at the beginning of the year	8	19,191	66,133	66,133
Cash and cash equivalents at the end of the year	8	50,425	38,353	19,191

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 2022

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 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 14.

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

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) 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 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.

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 (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 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 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.

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. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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.

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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

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 Expense.

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

q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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.

t) 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.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

u) 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.

v) 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.

w) Budget Figures

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

x) 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	224,672	144,198	172,285
Teachers' Salaries Grants	188,711	243,533	176,957
Use of Land and Buildings Grants	54,886	57,415	47,128
Other Government Grants	243	-	2,303
	468,512	445,146	398,673

The school has opted in to the donations scheme for this year. Total amount received was \$2,550.

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	7,512	5,000	6,040
Fees for Extra Curricular Activities	5,191	4,480	6,548
Fundraising & Community Grants	-	500	-
	12,703	9,980	12,588
Expenses			
Extra Curricular Activities Costs	974	1,060	712
Fundraising & Community Grant Costs	-	-	16
	974	1,060	728
<i>Surplus for the year Locally raised funds</i>	11,729	8,920	11,860

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	4,714	5,350	6,731
Library Resources	254	304	240
Employee Benefits - Salaries	278,770	298,450	246,566
Staff Development	3,616	3,900	6,846
Depreciation	16,189	10,000	15,363
	303,543	318,004	275,746

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,480	4,480	4,350
Board Fees	3,047	3,800	3,061
Board Expenses	6,575	2,075	1,945
Intervention Costs & Expenses	11,832	-	12,870
Communication	905	930	952
Consumables	1,506	1,310	1,679
Other	2,521	2,243	2,741
Employee Benefits - Salaries	38,194	32,828	38,426
Insurance	137	-	164
Service Providers, Contractors and Consultancy	4,260	4,200	4,200
Healthy School Lunch Programme	17,362	-	11,086
	<u>90,819</u>	<u>51,866</u>	<u>81,474</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	812	1,060	1,031
Cyclical Maintenance Provision	3,761	4,672	(10,233)
Grounds	2,647	1,600	1,007
Heat, Light and Water	2,356	2,950	3,016
Repairs and Maintenance	1,696	900	1,449
Use of Land and Buildings	54,886	57,415	47,128
Employee Benefits - Salaries	10,791	11,400	10,913
	<u>76,949</u>	<u>79,997</u>	<u>54,311</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 \$
Transport	7,665	5,900	8,265
	<u>7,665</u>	<u>5,900</u>	<u>8,265</u>

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	50,425	38,353	19,191
Cash and cash equivalents for Statement of Cash Flows	<u>50,425</u>	<u>38,353</u>	<u>19,191</u>

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

9. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	256	30
Banking Staffing Underuse	-	9,378	-
Interest Receivable	507	125	157
Teacher Salaries Grant Receivable	15,856	14,969	15,234
	<u>16,363</u>	<u>24,728</u>	<u>15,421</u>
Receivables from Exchange Transactions	507	381	187
Receivables from Non-Exchange Transactions	15,856	24,347	15,234
	<u>16,363</u>	<u>24,728</u>	<u>15,421</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	109,092	79,092	109,092
Total Investments	<u>109,092</u>	<u>79,092</u>	<u>109,092</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	20,315	-	-	-	(1,422)	18,893
Furniture and Equipment	20,988	3,891	(55)	-	(6,074)	18,752
Information and Communication Technology	8,132	-	-	-	(1,098)	7,034
Motor Vehicles	17,621	-	-	-	(2,434)	15,186
Leased Assets	6,719	4,161	-	-	(5,083)	5,797
Library Resources	270	-	-	-	(78)	192
Balance at 31 December 2022	74,045	8,052	(55)	-	(16,189)	65,854

The net carrying value of equipment held under a finance lease is \$5,797 (2021: \$6,719)

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	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	56,893	(38,000)	18,893	56,893	(36,578)	20,315
Furniture and Equipment	79,416	(60,664)	18,752	85,823	(64,835)	20,988
Information and Communication Technology	23,694	(16,660)	7,034	24,525	(16,393)	8,132
Motor Vehicles	24,343	(9,157)	15,186	24,343	(6,722)	17,621
Leased Assets	16,563	(10,766)	5,797	16,819	(10,100)	6,719
Library Resources	9,739	(9,547)	192	9,739	(9,469)	270
Balance at 31 December	210,648	(144,794)	65,854	218,142	(144,097)	74,045

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	1,118	10,630	1,956
Accruals	4,480	4,223	3,697
Banking Staffing Overuse	642	-	2,632
Employee Entitlements - Salaries	15,856	14,969	15,234
Employee Entitlements - Leave Accrual	929	1,401	1,011
	<u>23,025</u>	<u>31,223</u>	<u>24,530</u>
 Payables for Exchange Transactions	 23,025	 31,223	 24,530
	<u>23,025</u>	<u>31,223</u>	<u>24,530</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income In Advance	500	-	-
FOMS Clearing	7	-	-
	<u>507</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	11,511	4,871	43,728
Increase to the Provision During the Year	4,472	4,672	4,561
Use of the Provision During the Year	-	-	(21,984)
Other Adjustments	(711)	-	(14,794)
Provision at the End of the Year	<u>15,272</u>	<u>9,543</u>	<u>11,511</u>
 Cyclical Maintenance - Current	 7,200	 9,543	 7,111
Cyclical Maintenance - Non current	8,072	-	4,400
	<u>15,272</u>	<u>9,543</u>	<u>11,511</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

15. 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,185	4,800	4,123
Later than One Year and no Later than Five Years	3,316	6,117	2,932
Future Finance Charges	(815)	-	(938)
	5,686	10,917	6,117

Represented by

Finance lease liability - Current	2,701	4,800	3,649
Finance lease liability - Non current	2,985	6,117	2,468
	5,686	10,917	6,117

16. 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. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Universal Bathroom		216697	2,988	-	(2,988)	-	-
SIP Classroom Upgrade		222374	(2,609)	-	-	-	(2,609)
Totals			379	-	(2,988)	-	(2,609)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(2,609)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Universal Bathroom		216697	(2,590)	76,012	(70,434)	-	2,988
SCF Solar Panels		221385	-	1,617	(1,617)	-	-
SIP Classroom Upgrade		222374	(3,600)	47,476	(46,485)	-	(2,609)
New Boundary Fence		226098	-	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 Receivable from the Ministry of Education	(2,609)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,047	3,061
 <i>Leadership Team</i>		
Remuneration	106,354	109,034
Full-time equivalent members	1.00	1.00
 Total key management personnel remuneration	109,401	112,095

There are 5 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (n/a members) and Property (n/a members) that met n/a and n/a times respectively. 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	100 - 110	100 - 110
Benefits and Other Emoluments	0 - 1	1 - 2
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	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

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.

21. Commitments

(a) Capital Commitments

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

\$48,188 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 2021:

\$299,085 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.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	50,425	38,353	19,191
Receivables	16,363	24,728	15,421
Investments - Term Deposits	109,092	79,092	109,092
Total Financial assets measured at amortised cost	175,880	142,173	143,704

Financial liabilities measured at amortised cost

Payables	23,025	31,223	24,530
Finance Leases	5,686	10,917	6,117
Total Financial Liabilities Measured at Amortised Cost	28,711	42,140	30,647

23. Events After Balance Date

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

24. Comparatives

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

Mauriceville School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Elizabeth Brown	Presiding Member	Elected	Sep 2025
Kim Lupo	Principal	ex Officio	
Rebecca Stevens	Parent Representative	Elected	Feb 2022
Rochelle Dorbeck	Parent Representative	Elected	Sep 2025
Alan Stuart	Parent Representative	Elected	Sep 2025
Jacqui Turner	Parent Representative	Appointed	Sep 2022
Gemma Williams	Parent Representative	Elected	Sep 2025
Brigitte Sims	Staff Representative	Elected	Sep 2025

Mauriceville School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$214 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Mauriceville School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Mauriceville School
School Number: 2911
Analysis of Variance
2022

Principal's Endorsement:

Board of Trustees Endorsement:

Submission date to Ministry of Education: 31 March 2023

Strategic Goal 1:	<p><u>Student Achievement</u></p> <p>The Mauriceville curriculum is reflective of our local character, needs and environment, engaging for our students and provides equitable opportunities for all to learn and achieve success. Our practice is creative and innovative to meet student interests and needs.</p>																														
Target: Literacy	<p><u>Target 1:</u></p> <p>To accelerate the achievement of learners (including Maori students) in Literacy to be working at or above expectations for their year level.</p>																														
Target 1: Literacy	<p>Whole School - Writing</p> <table border="1" data-bbox="436 610 1948 808"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Term 4, 2021 (17)</td> <td>47% (8)</td> <td>23.4% (4)</td> <td>29.3% (5)</td> <td>0</td> </tr> <tr> <td>Term 4, 2022 (14))</td> <td>28.5% (4)</td> <td>28.5% (4)</td> <td>42.8% (6)</td> <td>0</td> </tr> </tbody> </table> <p>Data includes all students, including ORS students.</p> <p>Whole School - Reading</p> <table border="1" data-bbox="436 930 1948 1128"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Term 4, 2021 (17)</td> <td>35.2% (6)</td> <td>29% (5)</td> <td>23.4% (4)</td> <td>11.7% (2)</td> </tr> <tr> <td>Term 4, 2022 (14)*</td> <td>28.5% (4)</td> <td>21.3% (3)</td> <td>36.6% (5)</td> <td>14.2% (2)</td> </tr> </tbody> </table> <p>* Ex ORS Students</p>		Well Below	Below	At	Above	Term 4, 2021 (17)	47% (8)	23.4% (4)	29.3% (5)	0	Term 4, 2022 (14))	28.5% (4)	28.5% (4)	42.8% (6)	0		Well Below	Below	At	Above	Term 4, 2021 (17)	35.2% (6)	29% (5)	23.4% (4)	11.7% (2)	Term 4, 2022 (14)*	28.5% (4)	21.3% (3)	36.6% (5)	14.2% (2)
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Target 2: Writing - By Ethnicity

2022 excludes ORS students

By Ethnicity - Writing

	Well Below			Below			At			Above		
	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE
Term 4, 2021 (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
Term 4, 2022 (14) *	28.56% (4)	14.28% (2)	14.28% (2)	28.56% (4)	0	28.56% (4)	42.84% (6)	28.57% (4)	14.28% (2)	0	0	0

* ex ORS

By Ethnicity - Reading

	Well Below			Below			At			Above		
	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE
Term 4, 2021 (17)	35.2% (6)	11.8% (2)	23.4% (4)	33.3% (5)	13.32% (2)	19.98% (3)	26.66% (4)	6.66% (1)	19.99% (3)	13.33% (2)	6.65% (1)	6.65% (1)
Term 4, * 2022 (14)	28.5% (4)	7.12% (1)	21.36% (3)	21.3% (3)	7.1% (1)	14.2% (2)	36.6% (4)	14.64% (2)	21.96% (3)	14.2% (2)	14.2% (2)	0

* ex ORS

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<p>Reading</p> <ul style="list-style-type: none"> ● Better Start Literacy Approach Implemented in year 0 - 3 class ● TA's providing additional reading support for students in need ● Nightly home reading for Juniors, greater parent engagement with this. ● Early Words programme implemented ● Reading to every day (Big books/picture books) ● Reading Recovery practice transferred to classroom programme ● Explicit links made between reading and writing ● Reading tasks focused on developing comprehension knowledge (Seniors) ● Using a variety of text types/structures in senior reading programme ● Literacy task board for independent activities (Juniors) ● Careful selection of texts for seniors; related to interest 	<p>Reading</p> <ul style="list-style-type: none"> ● Students are choosing to read a wider variety of books, choosing novels to read from the library, seeking out books by particular authors and talking about what books interest them. ● Phonemic awareness has improved significantly for juniors, who are now tackling a greater number of words ● Comprehension of texts is improving ● Senior students can work independently on a range of tasks ● Some students are choosing texts to read during reading group sessions - in consultation with teachers. ● Contexts for reading link with students experiences and prior knowledge ● Better Start Literacy Approach is <ul style="list-style-type: none"> ○ supporting students to decode a greater number of words ○ Develop improved vocabulary knowledge ○ Improving oral language skills ○ Leading to more discussion about picture books - language, structure, characters, setting, plot ○ Providing a structured phonics scope ● Parents are supporting junior students reading via the home reading programme. 	<p>40.8% of students are reading at/above the expected curriculum level.</p> <p>Overall junior students continue to come to school with very low literacy levels and need a lot of experiences to get them ready for learning. This is an ongoing issue. We provide a print rich environment, with lots of focus on developing early literacy skills, 1-1 matching, reading left to right, knowing the sounds that letters make.</p> <p>We continue to experience student absence due to illness which impacts continuity of teaching, especially with the BSLA initiative. Students who miss several days need to catch up.</p> <p>BSLA implementation didn't begin until the start of term 3.</p> <p>Attendance continues to be a concern for one particular student which is impacting their achievement. We have taken all steps possible to improve attendance.</p>
<p>Writing Seniors:</p> <ul style="list-style-type: none"> ● Taught a variety of genres - persuasive arguments, information reports, narratives, explanations, poetry. ● Vocabulary focus - investigating 	<p>Writing</p> <p>Students have a greater understanding of the different genres and how to structure writing.</p> <p>More letter sound/phonemic awareness knowledge which is allowing younger students to approximate a greater number of words. Older students are</p>	<p>Overall junior students continue to come to school with very low literacy levels and need a lot of experiences to get them ready for learning. This is an ongoing issue. We provide a print rich environment, with lots of focus on developing early literacy skills, 1-1</p>

<p>word origins and understanding of root words, origins of words</p> <ul style="list-style-type: none"> • Visit from an author's group who spoke to students and a guest from Duffy Books who talked about his love of reading and writing. • Focus on teaching spelling and grammatical rules, children knowing what consonants and vowels are, how they work in words • Modeling writing, 1 -1 conferencing, making links between reading and writing more explicit. • Students continued to use anchor charts and different planning formats to support them as writers. (Independently use these now) • Teaching handwriting - 3 x week; letter formation, shape, size, moving from linking to cursive writing. <p>Juniors:</p> <ul style="list-style-type: none"> • Better Start Literacy Approach Term 2 onwards • Resource Teacher of Literacy working with 1 student • Focus on developing/expanding vocabulary through picture books and follow up activities • Developed phonemic awareness - listening for and recording sounds in words • Modeling writing, 1-1 conferencing, feedback to students • Teaching handwriting daily. Letter formation, shape, sounds etc. 	<p>using better approximations when spelling unknown words</p> <p>Junior students are using their increasing phonemic knowledge when recording sounds that make up words.</p> <p>Junior students doing the Early Words programme have a greater bank of known words to call on when writing.</p> <p>Seniors have enjoyed having a focus on authentic reasons to write; which has motivated them more.</p> <p>Overall junior students continue to come to school with very low literacy levels and need a lot of experiences to get them ready for learning. This is an ongoing issue. We provide a print rich environment, with lots of focus on developing early literacy skills, 1-1 matching, reading left to right, knowing the sounds that letters make.</p>	<p>matching, reading left to right, knowing the sounds that letters make.</p> <p>Students completing the Early Words programme made good progress. One student completed EW 1 and was working on EW 2 in term 4. We began to see the transfer of skills between EW and writing in particular.</p> <p>A high ratio of boys compared with girls impacts writing data. Nationally boys are more reluctant writers and we have experienced this with some of our boys.</p>
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- | | | |
|--|--|--|
| <ul style="list-style-type: none">● Early Words programme implemented with up to 4 students at a time. | | |
|--|--|--|

Planning for next year:

- Cross curriculum links need to be made more explicit
- Students being able to self and peer assess writing - greater ownership, less reliance on the teacher. Continue to implement Better Start Literacy Approach with junior students
- Research how a structured literacy approach could be used to support struggling senior readers
- Continue to focus on further improving senior students comprehension and confidence when reading a variety of text types.
- Purchase/access high interest texts for struggling readers
- Purchase more junior readers
- Research how we can encourage boys to write more often, be engaged in writing more than they currently are.

Mathematics

Strategic Aim:	<p><u>Student Achievement</u> The Mauriceville curriculum is reflective of our local character, needs and environment, engaging for our students and provides equitable opportunities for all to learn and achieve success. Our practice is creative and innovative to meet student interests and needs.</p>																																																																																			
Target 2:	<p><u>Target 2:</u> To accelerate the achievement of learners (including Maori students) in Mathematics to be working at or above expectations for their year level.</p>																																																																																			
Target 2: Whole School Mathematics	<p><u>Whole School - Mathematics</u></p> <table border="1" data-bbox="436 651 1948 849"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Term 4, 2021 (17)</td> <td>23.6 % (4)</td> <td>29.4% (5)</td> <td>47% (8)</td> <td>0</td> </tr> <tr> <td>Term 4, 2022 (14) *</td> <td>21.42% (3)</td> <td>0%</td> <td>78.56% (11)</td> <td>0</td> </tr> </tbody> </table> <p>* EX ORS</p> <p><u>By Ethnicity - Mathematics</u></p> <table border="1" data-bbox="436 930 1948 1263"> <thead> <tr> <th></th> <th></th> <th colspan="3">Well Below</th> <th colspan="3">Below</th> <th colspan="3">At</th> <th colspan="3">Above</th> </tr> <tr> <th></th> <th>St</th> <th>ALL</th> <th>NZM</th> <th>NZE</th> <th>ALL</th> <th>NZM</th> <th>NZE</th> <th>ALL</th> <th>NZM</th> <th>NZE</th> <th>ALL</th> <th>NZM</th> <th>NZE</th> </tr> </thead> <tbody> <tr> <td>Term 4, 2021</td> <td>17</td> <td>23.6% (4)</td> <td>11.8% (2)</td> <td>11.8% (2)</td> <td>29.4% (5)</td> <td>11.8% (2)</td> <td>17.6% (3)</td> <td>47% (8)</td> <td>17.6% (3)</td> <td>29.4% (5)</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Term 4, 2022 *</td> <td>14</td> <td>21.42 % (3)</td> <td>7.14% (1)</td> <td>14.28 % (2)</td> <td>0</td> <td>0</td> <td>0</td> <td>78.56 % (11)</td> <td>35.71 % (5)</td> <td>42.85 % (6)</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>														Well Below	Below	At	Above	Term 4, 2021 (17)	23.6 % (4)	29.4% (5)	47% (8)	0	Term 4, 2022 (14) *	21.42% (3)	0%	78.56% (11)	0			Well Below			Below			At			Above				St	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	Term 4, 2021	17	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	Term 4, 2022 *	14	21.42 % (3)	7.14% (1)	14.28 % (2)	0	0	0	78.56 % (11)	35.71 % (5)	42.85 % (6)	0	0	0
	Well Below	Below	At	Above																																																																																
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	St	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE	ALL	NZM	NZE																																																																							
Term 4, 2021	17	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																																																																							
Term 4, 2022 *	14	21.42 % (3)	7.14% (1)	14.28 % (2)	0	0	0	78.56 % (11)	35.71 % (5)	42.85 % (6)	0	0	0																																																																							

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<p>Seniors:</p> <ul style="list-style-type: none"> ● Focus on improving basic facts knowledge to bring it into line with strategy stage expectations ● Greater focus on linking number and strand topics (Geometry, Measurement, Statistics) ● Use of both ability and mixed ability grouping ● More focused planning of daily maths lessons based on identified student needs <p>Juniors:</p> <ul style="list-style-type: none"> ● Number recognition and counting activities ● Introduction of Numicon equipment ● Ability groupings ● Teaching and consolidating number bonds to 5, then 10 	<p>7/10 year 3 - 8 students are working either 'at' or 'above' the basic facts level expected of them. (knowledge and strategy stages are now equal)</p> <p>Number knowledge is recalled quicker, allowing students to now focus on developing strategy knowledge.</p> <p>Students are able to articulate how they solved equations, the strategies they use and why.</p> <p>Greater engagement in learning through authentic contexts</p> <p>Increased self efficacy</p> <p>Some students are driving their own learning - asking for help to learn things they are interested in.</p> <p>Teachers have consistently high expectations of students</p> <p>Significantly increased number of students 'at' expectation</p> <p>Students from 'below' category have moved to be 'at'</p> <p>Basic facts knowledge has improved significantly and is more in line with strategy stages they are at.</p>	<p>78.5% of students are at/above expectations for Mathematics at the end of 2022 compared to 47% at the end of 2021.</p> <p>Our actions contributed to a significant shift in achievement for students. Teachers were focused and deliberate about their teaching of Mathematics.</p>

Planning for next year:

- Ensure MS Mathematics teaching is inline with the NZ Curriculum Refresh in this area.
- Mathematics PLD - applied to MOE for 80 hours PD for 2023 (received - working with Gillian Kissling from Cognition Education, starting April 2023)
- Continue to get student voice in relation to what they feel they need or want to learn about during Mathematics sessions.
- Move to mixed ability grouping rather than ability grouping.
- Move more into rich and authentic mathematics tasks that engage students.

- Questions
- How do we support students to transfer knowledge and strategies taught into independent tasks?
 - How can we develop rich learning tasks that are relevant, interesting and connected to cross curricular topics?

Strategic Aim:	Partner with whanau, community and agencies to deliver education that responds to the student's needs and sustains their identities, language, culture and wellbeing.
Baseline Data:	The impact of COVID over 2019 and 2020 has resulted in some students and families experiencing more anxiety and greater issues with general wellbeing. In 2021 Mauriceville School was invited to be part of the Awhi Mau Awhi Atu counseling in schools initiative and this began in term 4, 2021. The school now has a Wellbeing Facilitator working with them 1 day per fortnight. There are a number of other initiatives that the school uses to focus on Wellbeing/Hauora and these include being a PB4L school, using the Zones of Regulation programme, doing Yoga, M3 Mindfulness, introducing the Garden to Table programme etc. The school receives support from Kids Can with food, shoes and coats, is part of the Lunches in Schools and Fruit in Schools programme. We are well supported by the Public Health Nurse, Resource Teachers of Learning and Behaviour and other agencies

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<ul style="list-style-type: none"> ● Promote Awhi Atu, Awhi Mai programme in the school and wider community. ● M3 Mindfulness for students. ● Online Kapahaka through VLN Schools from term 3 onwards. ● Senior students participate in the Te Rerenga Ake programme facilitated by Rangitane, Whaiora and the NZ Police. The programme is focused on improving leadership skills, self efficacy and students knowing who they are, where they come from and make contributions to the local environment/community. 	<p>Awhi Atu, Awhi Mai was continued for terms 1 - 3 of 2022. Only one family took up the opportunity to engage with the Wellbeing Facilitator. In term 3 we met with those responsible for implementing the programme and made the decision to discontinue it as the school community wasn't engaging with the facilitator. Continued absences by the facilitator led to inconsistency when working with teachers and students in class.</p> <p>Students enjoyed participating in the M3 Mindfulness sessions and after doing this each morning were settled and ready for learning.</p>	<p>Awhi Atu, Awhi Mai was discontinued due to lack of engagement from the parent community.</p> <p>Students began to use mindfulness practices to self-regulate behaviour.</p> <p>Kapahaka via VLN gave students an opportunity to participate in regular Te Reo sessions, learn Waiata and have feedback from an expert.</p> <p>Te Rerenga Ake lead to improved knowledge and understanding of Maori culture and traditions.</p>

<ul style="list-style-type: none"> ● Continue with the Lunches in Schools Programme. ● Continue to receive support for students via Fruit in School, Kids Can (shoes, coats, food etc0 ● Ensure we access support for student learning and wellbeing by working with external agencies - RTLB, RTLit, Health Nurse, CAMHS, OT, School dental service etc ● Promote healthy living and eating through the Garden to Table programme. 	<p>Online Kapahaka was successful and contributed to a sense of pride in their culture for our Maori students. All students enjoyed the weekly sessions.</p> <p>8 Students participated in Te Rerenga Ake. This programme increased students' knowledge of the local area, places of significance to Maori, Maori culture and language. Maori students showed an increased sense of pride in themselves. Several displayed leadership qualities which we hadn't seen at school.</p> <p>Programmes like Lunches in School and Fruit in School continued to support our students and whānau with providing healthy food.</p> <p>We continued to be supported by the Learning Support Coordinator (LSC), RTLB, RTLit etc to ensure we met the needs of our students.</p> <p>We implemented the Garden to Table programme across the school. Children participated in regular gardening and cooking sessions. Teachers attended professional development.</p>	<p>The school was able to meet the needs of students through providing a range of programmes to support with healthy food, learning opportunities and experiences which in turn led to students who were happy being at school, felt valued for who they are and what they bring to school.</p> <p>RTLit began to work with one student during the year to support them with improving their literacy achievement levels.</p> <p>RTLB/LSC ensured we were able to access support for students with high needs.</p>
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Planning for next year:

Virtual Learning Network - how can we access other learning programmes to extend students experiences and opportunities. E.g. languages.
 Science Kits - subscribe to these again.
 Continue to access support through external agencies in order to support students' and whānau.

Strategic Aim:	The environment, outside and inside, supports wellbeing, effective teaching and learning and our focus on environmental action and sustainability.
Baseline Data:	The wider school and local environment provides many spaces that lend themselves to EOTC learning and activities. Over the last three years there has been a focus on improving the look and feel of the school from the outside. Both flower and vegetable gardens have been established, along with the planting of fruit trees. In 2020 solar panels were installed on the roof to help provide a sustainable source of power for the school, this has helped to reduce our energy bill. Mauriceville School is an Enviro-School and takes action to limit the impact on our environment by recycling paper, cardboard and plastic products, children take any rubbish from lunches home with them, and we compost or feed left over food waste to the school chooks. The area to the rear of the main school building has been planted with native trees in an attempt to provide a safe place for flora and fauna, that we can also use for teaching and learning purposes. We partner with the Ruamahanga Reforestation Trust and Pūkaha for planting and also tracking and trapping pests in our environment.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
<ul style="list-style-type: none"> ● Maintain native garden areas and develop this area into a habitat for native flora and fauna. ● Work with Ruamahanga Restoration Trust around planting of native areas, inside and outside of the school. ● Collaborate with the Enviro-Schools co-ordinator and plan how we can move to being a Silver level enviroschool. ● Undertake action to move to a Silver level enviroschool. 	<p>Native garden was maintained. Met with Trevor Thompson QEII Trust/Ruamahanga Restoration Trust in term 4 about extending native planting around the school. This will be done in 2023.</p> <p>Not completed</p> <p>Not completed</p>	<p>Time was a contributing factor to the things that weren't completed this year.</p>

<ul style="list-style-type: none"> ● Implement the Garden to Table programme. ● Re-establish vegetable gardens and continue to tend too and plant more fruit trees. ● Learn about the local area's history, economy and development then use this as a basis to identify ways we can contribute to the community. 	<p>Programme implemented from term 2 onwards. Gardens re-established and weekly gardening/cooking sessions took place.</p> <p>Not completed</p>	
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Planning for next year:

Revisit Enviro-Schools and how this and other programmes can be integrated so that we best meet the needs of the school, especially with limited full time staff to implement these.