

MAURICEVILLE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2911

Principal: Megan Roberts

School Address: 1378 Opaki Kaiparoro Road

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Accountant / Service Provider:

Education  *Services.*
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MAURICEVILLE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Mauriceville School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Elizabeth Clare Brown

Full Name of Presiding Member



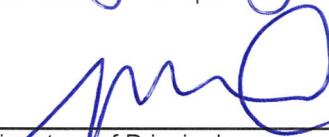
Signature of Presiding Member

19/5/25

Date:

Megaleigh Roberts

Full Name of Principal



Signature of Principal

19-05-25

Date:

Mauriceville School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	444,400	405,989	479,929
Locally Raised Funds	3	7,207	5,160	13,480
Interest		11,147	7,810	8,187
Total Revenue		462,754	418,959	501,596
Expense				
Locally Raised Funds	3	1,073	2,060	1,619
Learning Resources	4	288,416	284,349	323,673
Administration	5	72,005	45,885	69,846
Interest		407	395	484
Property	6	102,677	82,464	94,156
Other Expenses	7	2,349	3,500	3,015
Total Expense		466,927	418,653	492,793
Net Surplus / (Deficit) for the year		(4,173)	306	8,803
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(4,173)	306	8,803

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		204,100	195,191	193,156
Total comprehensive revenue and expense for the year		(4,173)	306	8,803
Contribution - Furniture and Equipment Grant		-	-	2,141
Equity at 31 December		199,927	195,497	204,100
Accumulated comprehensive revenue and expense		199,927	195,497	204,100
Equity at 31 December		199,927	195,497	204,100

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	17,613	50,766	35,771
Accounts Receivable	9	28,138	16,363	22,973
Prepayments		2,844	2,740	1,819
Investments	10	144,266	109,092	149,266
Funds Receivable for Capital Works Projects	16	91	-	2,500
		192,952	178,961	212,329
Current Liabilities				
GST Payable		4,075	9,437	9,337
Accounts Payable	12	29,575	23,025	30,328
Revenue Received in Advance	13	3,507	507	1,252
Provision for Cyclical Maintenance	14	14,125	7,200	6,048
Finance Lease Liability	15	1,570	2,701	2,596
Funds held for Capital Works Projects	16	1,940	-	15,561
		54,792	42,870	65,122
Working Capital Surplus/(Deficit)		138,160	136,091	147,207
Non-current Assets				
Property, Plant and Equipment	11	79,203	71,924	71,221
		79,203	71,924	71,221
Non-current Liabilities				
Provision for Cyclical Maintenance	14	11,975	9,533	13,939
Finance Lease Liability	15	5,461	2,985	389
		17,436	12,518	14,328
Net Assets		199,927	195,497	204,100
Equity		199,927	195,497	204,100

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 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		168,283	159,581	182,874
Locally Raised Funds		2,707	6,360	14,262
Goods and Services Tax (net)		(5,262)	-	(100)
Payments to Employees		(115,687)	(101,988)	(130,963)
Payments to Suppliers		(54,162)	(61,608)	(44,493)
Interest Paid		(407)	(395)	(484)
Interest Received		10,678	7,810	6,719
Net cash from/(to) Operating Activities		6,150	9,760	27,815
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(17,558)	(6,500)	(21,017)
Purchase of Investments		(15,000)	-	(40,174)
Proceeds from Sale of Investments		20,000	-	-
Net cash from/(to) Investing Activities		(12,558)	(6,500)	(61,191)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,141
Finance Lease Payments		(1,926)	(2,919)	(1,964)
Funds Administered on Behalf of Other Parties		(9,824)	-	18,545
Net cash from/(to) Financing Activities		(11,750)	(2,919)	18,722
Net increase/(decrease) in cash and cash equivalents		(18,158)	341	(14,654)
Cash and cash equivalents at the beginning of the year	8	35,771	50,425	50,425
Cash and cash equivalents at the end of the year	8	17,613	50,766	35,771

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

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

Mauriceville School

Notes to the Financial Statements

For the year ended 31 December 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale. 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 material.

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	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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 surplus or deficit.

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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 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.



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.

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 statement 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	166,789	160,550	188,337
Teachers' Salaries Grants	179,997	189,353	203,408
Use of Land and Buildings Grants	74,391	54,886	65,595
Ka Ora, Ka Ako - Healthy School Lunches Programme	21,567	-	21,307
Other Government Grants	1,656	1,200	1,282
	444,400	405,989	479,929

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	6,875	5,100	114
Fees for Extra Curricular Activities	332	60	2,735
Fundraising and Community Grants	-	-	10,631
	7,207	5,160	13,480
Expense			
Extra Curricular Activities Costs	1,073	2,060	1,619
	1,073	2,060	1,619
<i>Surplus for the year Locally Raised Funds</i>	6,134	3,100	11,861

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	8,557	6,475	7,916
Employee Benefits - Salaries	252,892	250,553	295,487
Staff Development	10,209	17,000	4,041
Depreciation	16,404	10,000	15,650
Other Learning Resources	354	321	579
	288,416	284,349	323,673

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,584	4,800	4,615
Board Fees and Expenses	7,106	4,956	4,757
Other Administration Expenses	4,520	4,659	4,598
Employee Benefits - Salaries	27,318	27,030	29,907
Insurance	170	-	222
Service Providers, Contractors and Consultancy	4,740	4,440	4,440
Ka Ora, Ka Ako - Healthy School Lunch Programme	21,567	-	21,307
	<u>72,005</u>	<u>45,885</u>	<u>69,846</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	6,113	4,900	4,715
Heat, Light and Water	2,501	3,030	3,611
Repairs and Maintenance	5,016	4,550	5,227
Use of Land and Buildings	74,391	54,886	65,595
Employee Benefits - Salaries	13,195	13,758	13,490
Other Property Expenses	1,461	1,340	1,518
	<u>102,677</u>	<u>82,464</u>	<u>94,156</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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	2,349	3,500	3,015
	<u>2,349</u>	<u>3,500</u>	<u>3,015</u>

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	17,613	50,766	35,771
Cash and cash equivalents for Statement of Cash Flows	<u>17,613</u>	<u>50,766</u>	<u>35,771</u>

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

Of the \$17,613 Cash and Cash Equivalents, \$1,940 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$17,613 Cash and Cash Equivalents, \$3,507 of Revenue Received in Advance is held by the school, as disclosed in note 13.



9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	5,000	-	-
Receivables from the Ministry of Education	3,265	-	2,845
Interest Receivable	2,444	507	1,975
Teacher Salaries Grant Receivable	17,429	15,856	18,153
	<u>28,138</u>	<u>16,363</u>	<u>22,973</u>
Receivables from Exchange Transactions	7,444	507	1,975
Receivables from Non-Exchange Transactions	20,694	15,856	20,998
	<u>28,138</u>	<u>16,363</u>	<u>22,973</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	137,000	109,092	142,040
Short-term Non-Bank Deposits	7,266	-	7,226
Total Investments	<u>144,266</u>	<u>109,092</u>	<u>149,266</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	17,470	-	-	-	(1,422)	16,048
Furniture and Equipment	27,063	17,558	-	-	(6,266)	38,355
Information and Communication Technology	10,667	-	-	-	(3,029)	7,638
Motor Vehicles	12,752	-	-	-	(2,434)	10,318
Leased Assets	2,769	6,828	-	-	(3,164)	6,433
Library Resources	500	-	-	-	(89)	411
	71,221	24,386	-	-	(16,404)	79,203

The net carrying value of equipment held under a finance lease is \$6,433 (2023: \$2,769)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	56,893	(40,845)	16,048	56,893	(39,423)	17,470
Furniture and Equipment	110,069	(71,714)	38,355	92,512	(65,449)	27,063
Information and Communication Technology	28,424	(20,786)	7,638	28,839	(18,172)	10,667
Motor Vehicles	24,343	(14,025)	10,318	24,343	(11,591)	12,752
Leased Assets	10,990	(4,557)	6,433	10,893	(8,124)	2,769
Library Resources	7,386	(6,975)	411	10,165	(9,665)	500
	238,105	(158,902)	79,203	223,645	(152,424)	71,221

12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	4,661	1,118	4,021
Accruals	6,584	4,480	7,213
Banking Staffing Overuse	-	642	-
Employee Entitlements - Salaries	17,429	15,856	18,153
Employee Entitlements - Leave Accrual	901	929	941
	<u>29,575</u>	<u>23,025</u>	<u>30,328</u>

Payables for Exchange Transactions	29,575	23,025	30,328
	<u>29,575</u>	<u>23,025</u>	<u>30,328</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income In Advance	500	507	-
FOMS Clearing	7	-	7
MOE - Income in Advance	3,000	-	1,245
	<u>3,507</u>	<u>507</u>	<u>1,252</u>

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	19,987	11,833	15,272
Increase to the Provision During the Year	5,389	4,900	4,873
Use of the Provision During the Year	-	-	-
Other Adjustments	724	-	(158)
Provision at the End of the Year	<u>26,100</u>	<u>16,733</u>	<u>19,987</u>
Cyclical Maintenance - Current	14,125	7,200	6,048
Cyclical Maintenance - Non current	11,975	9,533	13,939
	<u>26,100</u>	<u>16,733</u>	<u>19,987</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	2,020	2,701	2,919
Later than One Year and no Later than Five Years	6,220	2,985	397
Future Finance Charges	(1,209)	-	(331)
	<u>7,031</u>	<u>5,686</u>	<u>2,985</u>

Represented by

Finance lease liability - Current	1,570	2,701	2,596
Finance lease liability - Non current	5,461	2,985	389
	<u>7,031</u>	<u>5,686</u>	<u>2,985</u>

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing Replacement	239015	8,607	150	(8,757)	-	-
Classroom Upgrade	239014	(2,500)	54,231	(51,822)	-	(91)
LSM - Access Control Doors	237598	6,954	44,692	(49,706)	-	1,940
Totals		<u>13,061</u>	<u>99,073</u>	<u>(110,285)</u>	<u>-</u>	<u>1,849</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	1,940
Funds Receivable from the Ministry of Education	(91)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Classroom Upgrade	222374	(2,609)	-	2,609	-	-
Roofing Replacement	239015	-	73,117	(64,510)	-	8,607
Classroom Upgrade	239014	-	-	(2,500)	-	(2,500)
LSM - Access Control Doors	237598	-	14,695	(7,741)	-	6,954
Totals		<u>(2,609)</u>	<u>87,812</u>	<u>(72,142)</u>	<u>-</u>	<u>13,061</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	15,561
Funds Receivable from the Ministry of Education	(2,500)



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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,150	2,505
<i>Leadership Team</i>		
Remuneration	124,804	120,948
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	127,954	123,453

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	50 - 60	110 - 120
Benefits and Other Emoluments	0 - 1	1 - 2
Termination Benefits	-	-

Principal 2

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60 - 70	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
	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:

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$5,231 (2023: \$99,894) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Classroom Upgrade	2,678
LSM - Access Control Doors	2,553
Total	5,231

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	17,613	50,766	35,771
Receivables	28,138	16,363	22,973
Investments - Term Deposits	144,266	109,092	149,266
Total financial assets measured at amortised cost	190,017	176,221	208,010

Financial liabilities measured at amortised cost

Payables	29,575	23,025	30,328
Finance Leases	7,031	5,686	2,985
Total financial liabilities measured at amortised cost	36,606	28,711	33,313

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	Jul 2024
Megan Roberts	Principal	ex Officio	
Rochelle Dorbeck	Parent Representative	Elected	Sep 2025
Alan Stuart	Parent Representative	Elected	Sep 2025
Gemma Williams	Parent Representative	Elected	Sep 2025
Kelly Haywood	Parent Representative	Co-opted	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 2024, the school received total Kiwisport funding of \$197 (excluding GST). The funding was spent on sporting endeavours.

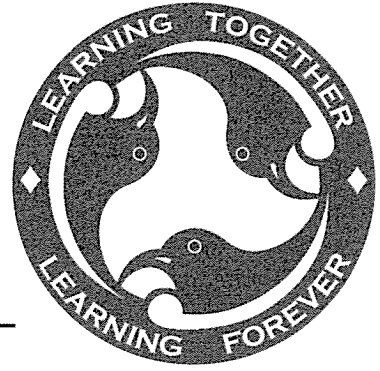
Statement of Compliance with Employment Policy

For the year ended 31st December 2024 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

1378 Opaki Kaiparoro Road
Mauriceville
RD 2
Masterton 5882



17 February 2025

EEO Policy Statement

Mauriceville School continues to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

In 2024 there were no concerns or issues raised by staff or job applicants with regards to our EEO policy.

Signed:



Principal



BOT Chairperson



Mauriceville School (2911)

Analysis of Variance Report 2024

Principal Endorsement:

Board of Trustees Endorsement:

Submission Date to Ministry of Education:

Statement of variance: Progress against targets

Strategic Goal 1: Ako (Learning)

Ākonga achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change. Teachers practice is creative and innovative to meet the interests and needs of ākonga.

Annual Goal: For all students to achieve success in Reading, Writing and Mathematics.

Targets: Target 1A: For the ten students working below expectations for their year level in reading, writing and Math, to make accelerated progress towards achieving 'at' expectations.

Targets: Target 1B: For the six students working below expectations for their year level in Reading to make accelerated progress towards achieving 'at' expectations.

Actions: What did we do?	Outcomes: What happened?	Reasons for the variances: Why did it happen?	Evaluation: Where to next? 2025
Use models of effective writing to demonstrate the different aspects required, with a focus on: planning vocabulary sentence structure and paragraphs.	<p>End of term assessment data shows that Ākonga (students) have increased in their ability to create writing pieces that have a variety of sentence structures.</p> <p>Ākonga (students) use a greater range of sentence types and structures, as well as craft effective writing.</p>	<p>Ākonga (students) have a better understanding and access to a variety of planning tools.</p> <p>Kaiako's confidence and capabilities have grown.</p> <p>Ākonga (students) have benefited from a structured programme and planning.</p>	<p>Continue to focus on the teaching and delivery of writing across the school.</p> <p>Continuation of Better Start to Literacy Programme (BSLA) which incorporates writing tools and skills.</p> <p>Explore and unpack the new and refreshed English curriculum and see what and how this looks for our ākonga (students) and kaiako (teachers) in 2025.</p> <p>Regular writing moderations and checkpoints to ensure we are capturing in time data.</p> <p>Access and continue PD where required to continue to upskill our school and staff.</p>
Introduction of Better Start to Literacy (BSLA) vocabulary knowledge through the use of picture/big books.	A wider range of vocabulary is evident in ākonga (students) written and oral language.	Developing teacher capabilities in our Better Start to Literacy Approach (BSLA).	Continue to refine this programme and access further PLD to consolidate in 2025.

		Utilising our Better Start to Literacy (BSLA) big picture books used in the classroom for our reading and writing programme to support rich language and vocab.	
		The implementation of new programmes into the classrooms takes time and support for kaiako (teachers) and ākonga (students).	
Use Steps Web (a Structured Literacy Approach) to support target students in year 3 - 8.	Steps Web implemented and utilised in 2024 to support targeted and identified ākonga (students).	Ākonga (students) became more confident in using this programme and the approaches taught.	Continue to analyse our structured literacy approaches we offer at our school to determine the best approach that works for us, and aligns to the new refreshed English curriculum.
	This programme was utilised by way of online and in class sessions.	A structured, detailed approach to literacy and access to an online platform were contributing factors.	
Reading Recovery teacher to be employed to take two students for Reading Recovery and Early Literacy Support.	In Term 1 and 2, regular sessions 1:1 with ākonga (students) and Reading Recovery teachers.	Ākonga (students) are more confident in reading and literacy sessions.	Identify ākonga (students) individualised needs to continue targeted learning programmes that meet the curriculum expectations.
	Progress for students on Reading Recovery.	Regular sessions have contributed to both growth and confidence for priority learners.	Next year we will be continuing on our Better Start to Literacy Approach (BSLA) learning programme.
		Reading Recovery intervention funding finished in 2024.	Targeted learning groups in Literacy for 2025.
Provide the Early Words Programme and Yolanda Soryl Phonics Programme for junior students.	Early Words and Phonics programmes provided to ākonga (students) who require them.	Improved reading and spelling skills.	In 2025, we need to continue with targeted literacy interventions and groups.
Teacher Assistant (TA) to undertake Professional Learning Development (PLD) training for the Phonics programme.	TA trained in the phonics programme and is able to facilitate lessons.	Increased confidence in reading, writing and spelling for ākonga (students).	
		Stronger vocab and pronunciation skills.	

Implement Better Start to Literacy Approach (BSLA) to support students in year 0 - 2 to develop their early reading, writing and oral language skills.

BSLA has been implemented for years 0-3.

Students phonemic knowledge, early reading and writing skills are developing in line with expectations.

We are noticing student engagement and excitement when learning using the BSLA programme.

Embedded new literacy programmes to our school which takes time and we are still on a journey for this in 2025.

Kaiako are (teachers) becoming more confident in utilising this teaching and learning programme.

Continuation of BSLA for 2025

Access PLD to consolidate this.

Undertake Ministry of Education PLD through Cognition Education for Mathematics.

Kaiako's (teacher) confidence and capabilities when thinking about Mathematics in context increased. Equally challenging the way we teach Mathematics and how and why we teach concepts.

The development of a Math implementation plan was not created due to a number of factors

In 2025 our school will begin to complement the PRIME Math programme as well as continue on our learning journey and strategies developed with Gillian from Cognition Education.

Develop a MS Mathematics Implementation plan.

Provided 1-1 support and staff Professional Development in Mathematics.

- new and refreshed curriculum draft and Ministry of Education programmes offered and ready for implementation in Mathematics for 2025
- Staff changes and focus

Increase pedagogical knowledge around the Mathematics and Statistics curriculum and progressions - Te Mātaiaho.

Increase pedagogical knowledge around the Mathematics & Statistics curriculum and progressions (Te Mātaiaho).

Higher levels of productive talk and group collaboration in mathematics.

Students are beginning to take more ownership and responsibility for their learning by self directing their learning and needs.

Planning for next year: 2025

Strengthen our Better Start to Literacy Programme (BSLA)
Implement the structured Mathematics programme PRIME Math
Undertake PLD as a school and community on

- Refreshed curriculum English and Mathematics
- PRIME Math and BSLA

Strategic Goal 2: Mana Tangata (Valuing Uniqueness)

Provide an environment where ākonga (students) can achieve their aspirations, celebrate their success and be confident in their educational journey.

Annual Goal: For students to feel valued for who they are and where they come from; and to participate in a range of experiences that engage and extend them.

Target 2: All students participate in activities in our wider community that are both interest and needs based, to develop their confidence, self esteem and sense of self.

Actions: What did we do?	Outcomes: What happened?	Reasons for the variances: Why did it happen?	Evaluation: Where to next? 2025
<p>Work with staff to grow understanding of teaching and learning for Ākonga Māori through the use of Niho Taniwha by Melanie Riwai-Couch.</p> <p>Attend Evaluation Associates Niho Taniwha course in June 2024.</p>	<p>Some staff completed Niho Taniwha PLD facilitated by Dr Melanie Riwai-Couch.</p> <p>An increase in Te Reo Māori is spoken in class. Students are understanding oral language in Te Reo Māori better as each day passes.</p> <p>Daily karakia, word of the day and waiata Māori in our programme.</p> <p>Introduction of the creation stories in Te Ao Māori and Nga Atua Māori in our learning programs.</p>	<p>A change in the way we think as a school and that our point of difference can be small but impactful.</p> <p>Developing kaiako capabilities and confidence to approach Te Ao Māori and Kaupapa Māori will confidence.</p>	<p>This will continue to be a focus for 2025. We intend to incorporate Te Ao Māori into our day to day programme so that aha ko te aha, no matter what nationality, all students have access to this.</p> <p>We have a goal to be involved in the Rural School Kapa Haka group alongside our local Rural Schools.</p>
<p>Provide opportunities for students to be engaged in a range of educational experiences and opportunities that grow their confidence and knowledge.</p> <p>Agrikids</p> <p>Designcraft</p> <p>Rural Kids Programme</p> <p>Life Education</p> <p>Swimming Instruction</p>	<p>Whānau engagement has increased and we have noticed that families are becoming more involved on trips, in activities and just being in the school space.</p> <p>Students have attended a range of activities and experiences across the year such as: Designcraft at Swimming lessons, Beach Education, Kōtui Ako online Te Reo Māori learning.</p>	<p>We were not able to attend Matharapa in 2024.</p> <p>At times, external factors can become barriers for us achieving our goals.</p>	<p>Bookings currently in place for 2025 are: Science Roadshow, Swimming lessons, Life Education, Zoo Education trip and Pūkaha.</p>

Beach Education

Matharapa

Kāhui Ako across school activities

Language programmes through Kōtui Ako

Planning for 2025

Implement Kupu o te ra into our classroom programme

Attend Kahui ako hui and connect with our new WSL

Continue to attend local activities

Increase community engagement

Engage with and be apart of our Southern and Northern Rural school activities

Strategic Goal 3: Whānaungatanga (Connectedness)

Create a safe, inclusive and supportive environment where ākonga develop a sense of connectedness with others and the physical environment.

Annual Goal: Students will know the history of the area and the importance of making connections between the past and present.

Target 3A: Students to know the history of the local area, and understand the connections between people and places.

Target 3B: Our students will know the importance of sustainable practices, understand how we can positively impact the environment and undertake actions to protect our local flora & fauna.

Actions: What did we do?	Outcomes: What happened?	Reasons for the variances: Why did it happen?	Evaluation: Where to next? 2025
<p>Provide opportunities for ākonga to be engaged in a range of educational experiences and opportunities that grow their confidence and knowledge.</p> <p>Agrikids</p> <p>Designcraft</p> <p>Rural Kids Programme</p> <p>Life Education</p> <p>Swimming Instruction</p> <p>Beach Education Matharapa</p> <p>Kāhui Ako across school activities</p>	<p>Ākonga (students) participated in Enviro-Schools workshops such as Tracking and Trapping, Ecological Building Workshops.</p> <p>Attended a range of activities and experiences across the year and made connections with students from other schools and links with the community.</p> <p>Attended group and individual workshops in other schools and learning spaces.</p> <p>Enhanced ākonga (students) engagement and positive attitudes to learning in these areas.</p>	<p>Stronger connections established and made by our kaiako (teachers) into the Enviro School community.</p> <p>New kaiako (teachers) that have a passion in this area.</p> <p>New resources and access to our facilitators platform helped bridge the gap.</p>	<p>This will be a continued focus for 2025.</p>

Re establish our EnviroSchools programme and connections with Enviro School facilitators.

Connected with our Enviro School regional facilitator.

Visited local school Enviro Gardens.

2 kaiako (teachers) participated in PLD provided by ENVIRO School and Garden to Table.

Regular planting, wedding and looking after our gardens.

Volunteers coming into our school on Fridays to help us manage our garden spaces and offer their expertise in this area.

Garden to Table representatives came to our school for a visit and gave us some ideas, gave their time and experiences and loved our gardens.

Working with the Ruamahanga Restoration group to continue with native tree planting at the school and in the reserve.

We did some planting in our own school space, but were not able to connect with the Ruamahanga Restoration group.

We have noticed that our tamariki have developed a deeper understanding of environmental issues and feel a stronger sense of responsibility for protecting and preserving our local, rural environment.

Better connections had been established by our kaiako into the Enviro School community.

New kaiako that have a passion in this area.

New resources and access to our facilitators platform helped bridge the gap.

We have achieved a better understanding of the EnviroSchools programme and the Garden to table program.

Donations of plants from a local space allowed us to plant at school.

Change in staff and Principal led to a focus of building relationships and connections in the school.

We did not meet this target action for 2024 as best as we would like to have.

Continue to build our community in the EnviroSchools space.

Visit other local schools and see their programmes and plans.

Have our local regional facilitator come to our school and support in class spaces.

Continue with this as a focus for 2025. We have both Garden to Table and EnviroSchools visiting us in Term 1 of 2025.

Continue for 2025. We are keen to keep building on this mahi in 2025 by working with other local rural spaces.

Develop links with local community members and groups including Iwi to help us learn more about the history and the uniqueness of our area and how we can positively impact.

Joe Potangaroa from Potangaroa Education visited and talked about local history and stories about our area.

Students know about and understand the history of Mauriceville and had opportunities to learn with and from members of the local community and Iwi.

Visited our local wildlife restoration centre Pūkaha.

Strengthen our Garden to Table and EnviroSchools in school programme
Visit local EnviroSchools as kaiako for PLD but also as a school for learning and connecting opportunities
Invite local generation school families to our space to share in historical knowledge and information

Planning for 2025.

Time, availability and people impact on our ability to be able to connect with community members.

Change in staffing brought a change in focus, which became whakawhānaungtanga.

In 2025 we will continue to build on these connections and connect with community members.



Mauriceville School (2911)

Evaluation and analysis of achievement for 2024.

Learning Together, Learning Forever

Evaluation and analysis of Mauriceville School's students' progress and achievement for 2024:

TE HUARAHĪ - OUR JOURNEY

- The 2024 Analysis of Variance includes data on the progress and achievement of all students, not just our target students, with the data categorized by ethnicity. Mauriceville School has a notable number of students with additional learning needs, including three ORS students in 2024. The progress made by these students is not always fully reflected in the achievement results, particularly for those who were well below expectations. However, we have observed accelerated progress for students involved in Reading Recovery and for Year 8 students in reading and writing.
- In 2024, we participated in mathematics professional development with an external facilitator, which resulted in positive outcomes.
 - In mathematics, 72% of students achieved their expected target, with both Māori and non-Māori students achieving at similar rates.
 - In Reading, 37% of students met their expected target.
 - Writing remains the greatest area of concern, with no students meeting their expected level and 63% working below expectation. Many of these students are close to meeting expectations, but the challenge lies in their ability to consistently write across the curriculum in various genres.

Looking ahead: For 2025, we have identified Structured Literacy and writing and oral as key areas of focus.

- Our priority learners have also made strong progress, with various interventions successfully supporting their growth. These interventions include Reading Recovery, the Better Start Literacy Approach, the Early Words Programme, and the use of Steps Web and other online platforms to meet individual learner needs. We have collaborated closely with RTLB to ensure that effective programs are implemented, providing opportunities for our learners to accelerate their learning.
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-

• **Ph: 06 372 5800** • **office@mauriceville.school.nz** • **www.mauriceville.school.nz**



Mauriceville School (2911)

Te Tiriti o Waitangi

Learning Together, Learning Forever

The Mauriceville School Board of Trustees upholds Te Tiriti ō Waitangi by integrating tikanga Māori, Mātauranga Māori, and te ao Māori into our plans, policies, and curriculum. We achieve this by:

TE HUARAHĪ - OUR JOURNEY

- Ensuring that te ao Māori, tikanga, and mātauranga Māori are incorporated into our planning wherever possible. This includes days, months, seasons, karakia, daily instructions i te reo Māori, era atu mea. Topics are thoughtfully examined, and connections to te ao Māori are established whenever and wherever possible.
- Targets are established for our ākonga Māori, and data analysis is conducted to assess student achievement across different ethnicities, ensuring that progress is monitored and tailored support is provided where needed.
- The progress of ākonga Māori is tracked to ensure they meet expectations, and when they don't, plans are implemented to address their specific needs and support their success. This proactive approach ensures that all students receive the necessary resources and guidance to reach their full potential.
- Te Reo Māori and tikanga Māori advice and guidance is regularly sought and discussed with our Whakaoriori Kahui.

Ensuring equitable outcomes for ākonga Māori by:

- Providing additional external literacy support for ākonga Māori students with learning needs.
- Ensuring access to digital technology for all students.
- Participation in the School Donations Scheme, where stationery and costs for trips are covered by the school.
- Facilitating access to external support agencies such as RTLb, RTLit, Public Health, CAMHS, KidsCan, and Ka Ora Ka Ako.

We offer a variety of programs, including:

- Garden to Table, which connects to the Maramataka and the Māori planting cycle.
- House of Science Kits, which incorporate a Te Ao Māori focus.
- M3 Mindfulness, where Māori stories are integrated into mindfulness practices.
- Daily Kupu o te ra and oral language vocab weaved across curriculum areas.
- Lessons on Wairarapatanga to explore spiritual well-being.
- Collaboration with local iwi agencies such as Te Hauora and Rangitāne to deliver programs that support our Māori students.

• **Ph: 06 372 5800** • **office@mauriceville.school.nz** • **www.mauriceville.school.nz**

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MAURICEVILLE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Mauriceville School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 19th May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Students Progress and Achievement, and How we have given effect to Te Tiriti o Waitangi but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand