

MORRINSVILLE INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1833

Principal: Jenny Clark

School Address: Elizabeth Avenue

School Postal Address: Elizabeth Avenue, Morrinsville, 3300

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Accountant / Service Provider:

Education Services.
Dedicated to your school

MORRINSVILLE INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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Morrinsville Intermediate

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.

Teresa Higham

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

26.05.23

Date:

Jennifer Mary Clark

Full Name of Principal

[Signature]

Signature of Principal

26.05.23

Date:

Morrinsville Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,737,249	2,836,157	5,571,155
Locally Raised Funds	3	264,975	239,867	205,343
Interest Income		9,362	5,000	761
Gain on Sale of Property, Plant and Equipment		-	-	5,802
Other Revenue		-	-	130
		6,011,586	3,081,024	5,783,191
Expenses				
Locally Raised Funds	3	185,972	171,257	134,674
Learning Resources	4	4,818,332	1,962,566	4,794,691
Administration	5	209,771	220,204	204,659
Finance		3,954	1,626	3,099
Property	6	631,618	721,341	578,570
Loss on Disposal of Property, Plant and Equipment	10	-	-	1,340
		5,849,647	3,076,994	5,717,033
Net Surplus / (Deficit) for the year		161,939	4,030	66,158
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		161,939	4,030	66,158

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

Morrinsville Intermediate
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		1,062,510	997,107	987,921
Total comprehensive revenue and expense for the year		161,939	4,030	66,158
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	8,431
Equity at 31 December		1,224,449	1,001,137	1,062,510
Accumulated comprehensive revenue and expense		1,224,449	1,001,137	1,062,510
Equity at 31 December		1,224,449	1,001,137	1,062,510

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.

Morrinsville Intermediate
Statement of Financial Position
As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	270,678	917,988	846,889
Accounts Receivable	8	346,198	317,381	331,690
GST Receivable		32,459	47,512	25,004
Prepayments		20,356	14,388	18,339
Investments	9	905,000	-	-
Funds Receivable for Capital Works Projects	15	-	-	43,243
		1,574,691	1,297,269	1,265,165
Current Liabilities				
Accounts Payable	11	385,792	361,531	362,186
Revenue Received in Advance	12	90,000	-	10,000
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	14	50,028	34,793	52,618
Funds held for Capital Works Projects	15	30,257	-	-
Funds for Resource Teachers of Learning & Behaviour services	16	104,270	122,734	106,291
		660,347	519,058	531,095
Working Capital Surplus/(Deficit)		914,344	778,211	734,070
Non-current Assets				
Property, Plant and Equipment	10	486,155	380,988	507,300
		486,155	380,988	507,300
Non-current Liabilities				
Provision for Cyclical Maintenance	13	138,600	144,913	126,797
Finance Lease Liability	14	37,450	13,149	52,063
		176,050	158,062	178,860
Net Assets		1,224,449	1,001,137	1,062,510
Equity		1,224,449	1,001,137	1,062,510

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

Morrinsville Intermediate
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		1,360,258	763,753	746,888
Locally Raised Funds		334,975	1,822,567	215,473
Goods and Services Tax (net)		(7,455)	-	22,508
Payments to Employees		(454,440)	(371,411)	(363,131)
Payments to Suppliers		(863,227)	(2,168,112)	(437,303)
Interest Paid		(3,954)	(1,626)	(3,099)
Interest Received		6,141	5,000	1,199
Net cash from/(to) Operating Activities		372,298	50,171	182,535
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(68,112)	(63,000)	(64,563)
Purchase of Investments		(905,000)	-	-
Proceeds from Sale of Investments		-	-	330,991
Net cash from/(to) Investing Activities		(973,112)	(63,000)	266,428
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	8,431
Finance Lease Payments		(48,897)	(51,375)	(27,378)
Funds Administered on Behalf of Third Parties		73,500	-	(234,328)
Net cash from/(to) Financing Activities		24,603	(51,375)	(253,275)
Net increase/(decrease) in cash and cash equivalents		(576,211)	(64,204)	195,688
Cash and cash equivalents at the beginning of the year	7	846,889	982,192	651,201
Cash and cash equivalents at the end of the year	7	270,678	917,988	846,889

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.

Morrinsville Intermediate

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Morrinsville Intermediate (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 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 14. 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	12.5% DV
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 RTL 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	3,557,009	763,753	3,465,005
Teachers' Salaries Grants	1,740,115	1,556,542	1,726,368
Use of Land and Buildings Grants	430,235	515,862	379,782
Other Government Grants	9,890	-	-
	<u>5,737,249</u>	<u>2,836,157</u>	<u>5,571,155</u>

The school has opted in to the donations scheme for this year. Total amount received was \$51,150.

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	17,000	-	258
Fees for Extra Curricular Activities	169,335	150,917	120,781
Trading	38,755	46,550	43,555
Fundraising & Community Grants	39,885	42,400	40,749
	<u>264,975</u>	<u>239,867</u>	<u>205,343</u>
Expenses			
Extra Curricular Activities Costs	128,107	107,557	60,895
Trading	41,238	48,700	58,685
Fundraising & Community Grant Costs	16,627	15,000	15,094
	<u>185,972</u>	<u>171,257</u>	<u>134,674</u>
<i>Surplus for the year Locally raised funds</i>	<u>79,003</u>	<u>68,610</u>	<u>70,669</u>

\$10,000 donation was provided by the Tatua Co-operative Dairy and \$1,500 was received from the Lions Club as donations.

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	62,656	76,900	51,803
Library Resources	10,486	12,900	14,218
Employee Benefits - Salaries	1,914,396	1,717,733	1,925,275
Staff Development	7,701	30,500	20,347
Depreciation	140,004	124,533	113,603
RtIb Cluster	2,683,089	-	2,669,445
	<u>4,818,332</u>	<u>1,962,566</u>	<u>4,794,691</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,052	6,300	5,284
Board Fees	1,875	3,200	2,600
Board Expenses	4,707	10,377	1,319
Communication	6,840	6,900	5,916
Consumables	13,628	31,500	38,218
Operating Lease	1,253	1,400	1,201
Other	33,902	35,520	29,715
Employee Benefits - Salaries	115,324	102,307	97,763
Insurance	8,034	7,200	8,323
Service Providers, Contractors and Consultancy	16,156	15,500	14,320
	209,771	220,204	204,659

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,240	9,500	9,679
Cyclical Maintenance Provision	31,082	18,116	18,116
Grounds	13,300	12,450	7,959
Heat, Light and Water	26,323	27,700	26,305
Rates	4,526	4,000	3,744
Repairs and Maintenance	19,161	36,500	36,027
Use of Land and Buildings	430,235	515,862	379,782
Security	3,247	3,800	5,269
Employee Benefits - Salaries	92,504	93,413	91,689
	631,618	721,341	578,570

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	270,678	917,988	846,889
Cash and cash equivalents for Statement of Cash Flows	270,678	917,988	846,889

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

Of the \$270,678 Cash and Cash Equivalents \$30,257 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$270,678 Cash and Cash Equivalents, \$104,270 is held by the Group on behalf of the RTL B Service. See note 16 for details of how the funding received for the service has been spent in the year..

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables from the Ministry of Education	-	-	3,177
Banking Staffing Underuse	-	5,232	-
Interest Receivable	3,221	438	-
Teacher Salaries Grant Receivable	342,977	311,711	328,513
	<u>346,198</u>	<u>317,381</u>	<u>331,690</u>
Receivables from Exchange Transactions	3,221	438	-
Receivables from Non-Exchange Transactions	342,977	316,943	331,690
	<u>346,198</u>	<u>317,381</u>	<u>331,690</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	905,000	-	-
Total Investments	<u>905,000</u>	<u>-</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	18,227	-	-	-	(1,502)	16,725
Building Improvements	144,529	-	-	-	(11,846)	132,683
Furniture and Equipment	172,054	67,333	-	-	(50,928)	188,459
Information and Communication Technology	17,522	9,124	-	-	(5,467)	21,179
Motor Vehicles	30,236	-	-	-	(9,664)	20,572
Leased Assets	117,603	42,402	-	-	(59,361)	100,644
Library Resources	7,129	-	-	-	(1,236)	5,893
Balance at 31 December 2022	507,300	118,859	-	-	(140,004)	486,155

The net carrying value of equipment held under a finance lease is \$100,644 (2021: \$117,603)

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
	\$	\$	\$	\$	\$	\$
Buildings	60,087	(43,362)	16,725	60,087	(41,860)	18,227
Building Improvements	251,969	(119,286)	132,683	251,969	(107,440)	144,529
Furniture and Equipment	664,449	(475,990)	188,459	597,937	(425,883)	172,054
Information and Communication Technology	135,361	(114,182)	21,179	126,236	(108,714)	17,522
Motor Vehicles	53,720	(33,148)	20,572	53,720	(23,484)	30,236
Leased Assets	224,201	(123,557)	100,644	212,263	(94,660)	117,603
Library Resources	43,593	(37,700)	5,893	43,593	(36,464)	7,129
Balance at 31 December	1,433,380	(947,225)	486,155	1,345,805	(838,505)	507,300

11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	28,964	37,096	22,118
Accruals	6,259	5,284	4,384
Employee Entitlements - Salaries	342,977	311,711	328,513
Employee Entitlements - Leave Accrual	7,592	7,440	7,171
	385,792	361,531	362,186
Payables for Exchange Transactions	385,792	361,531	362,186
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	385,792	361,531	362,186

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Income Received In Advance	80,000	-	10,000
MOE Income in Advance	10,000	-	-
	<u>90,000</u>	<u>-</u>	<u>10,000</u>

13. Provision for Cyclical Maintenance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	126,797	126,797	108,681
Increase to the Provision During the Year	17,327	18,116	18,116
Use of the Provision During the Year	(11,468)	-	-
Other Adjustments	5,944	-	-
Provision at the End of the Year	<u>138,600</u>	<u>144,913</u>	<u>126,797</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	138,600	144,913	126,797
	<u>138,600</u>	<u>144,913</u>	<u>126,797</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	52,521	34,793	54,519
Later than One Year and no Later than Five Years	39,858	13,149	52,756
Future Finance Charges	(4,901)	-	(2,594)
	<u>87,478</u>	<u>47,942</u>	<u>104,681</u>
Represented by			
Finance lease liability - Current	50,028	34,793	52,618
Finance lease liability - Non current	37,450	13,149	52,063
	<u>87,478</u>	<u>47,942</u>	<u>104,681</u>

15. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Boiler Rationalisation		228607	-	34,422	(4,165)	-	30,257
AMS SIP Comb ACDE ILE Upgrade		214256	(43,243)	65,616	(22,373)	-	-
Totals			<u>(43,243)</u>	<u>100,038</u>	<u>(26,538)</u>	<u>-</u>	<u>30,257</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	30,257
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
AMS SIP Comb ACDE ILE Upgrade		214256	234,484	80,000	(357,727)	-	(43,243)
Totals			<u>234,484</u>	<u>80,000</u>	<u>(357,727)</u>	<u>-</u>	<u>(43,243)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(43,243)

16. Funds for RTLB Services

Morrinsville Intermediate is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

The Ministry of Education provides funds to Morrinsville Intermediate School to provide Resource Teachers of Learning and Behaviour (RTLB) services to the schools listed in 'Schedule A' of the cluster's Funding and Service Agreement (please attach 'Schedule A').

The cluster employs specially trained RTLB teachers who itinerate between the schools in the cluster to support the learning needs of individual students, groups of students and schools. The cluster also provides resources including funding to support students with additional learning needs on an as-needs basis.

This note sets out the income and expenditure of the RTLB cluster for the year.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds held at beginning of the year	106,287	122,734	122,738
<i>Revenue</i>			
Teachers' Salary Grant	2,310,561	-	2,276,107
Administration Grant	80,919	-	78,390
Learning Support Funding	148,135	-	145,230
Travel Grant	132,556	-	132,608
Other Revenue	8,901	-	20,663
	2,681,072	-	2,652,998
Total funds available	2,787,359	122,734	2,775,736
<i>Expenses</i>			
Employee Benefits - Salaries	2,310,561	-	2,276,107
Administration	152,370	-	124,846
Year 11-13	18,601	-	20,504
Travel	58,823	-	67,482
Other Expenses	137,313	-	171,587
Cyclical Maintenance Expense	789	-	-
	2,678,457	-	2,660,526
Purchase of Assets	10,940	-	8,919
Cyclical Maintenance Liability	6,308	-	-
Funds Held at Year End	104,270	122,734	106,291

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	1,875	2,600
<i>Leadership Team</i>		
Remuneration	635,120	637,579
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	636,995	640,179

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (1 members) that met 8 and 4 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	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	4.00	3.00
110 - 120	2.00	2.00
	6.00	5.00

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).

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

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:

\$38,247.08 contract for the Boiler Rationalisation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$34,422 has been received of which \$4,165 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$973,174.23 contract for the AMS SIP Comb ACDE ILE Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$830,000 has been received of which \$915,293 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	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	270,678	917,988	846,889
Receivables	346,198	317,381	331,690
Investments - Term Deposits	905,000	-	-

Total Financial assets measured at amortised cost	1,521,876	1,235,369	1,178,579
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Financial liabilities measured at amortised cost

Payables	385,792	361,531	362,186
Finance Leases	87,478	47,942	104,681

Total Financial Liabilities Measured at Amortised Cost	473,270	409,473	466,867
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23. Events After Balance Date

There were no significant events after 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.

Morrinsville Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Teresa Higham	Presiding Member	Elected	Jul 2025
Jenny Clark	Principal	ex Officio	
Justin Downing	Parent Representative	Elected	Jul 2025
Mike Garrud	Parent Representative	Elected	Jul 2025
Greg Mills	Parent Representative	Elected	Jul 2025
Rochelle Taylor	Parent Representative	Elected	Jul 2025
Andrea Devane	Staff Representative	Elected	Jul 2025

Morrinsville Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support sport for school-aged children. A direct fund has been included in the Ministry of Education's Operations Grant paid quarterly to schools for 2022 and has been identified as a separate line in the entitlement notice.

Morrinsville Intermediate School received \$5,000.00 as part of our Operations Grant. This funding is used to support all our student to have access to regular PE and sport initiatives. The funding helps support, but by no means covers, the following opportunities:

1. Swimming (at local council pools, and College pools)
2. Friday sport (whole school)
3. Class weekly PE programmes

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Morrinsville Intermediate 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.



MORRINSVILLE

Intermediate School

Kia U Ki Te Pai Whatever You Do, Let It Be Your Best

2022 Analysis of Variance

School name: Morrinsville Intermediate School

School number: 1833



<u>Entry expectation:</u> working within the following bands -	<u>End of Year expectation:</u> working within the following bands -
Y. 7 = L. 3 (3P/3A e-asTTle equivalent) Y. 8 = Early L. 4 (3A/4B e-asTTle equivalent)	Y. 7 = L.3ii - Early L.4ii (3A/4B e-asTTle equivalent) Y. 8's = E.L4ii - L. 4ii (4B/4P e-asTTle equivalent)

2022 Student Achievement Summary (based on Overall Teacher Judgements):

Curriculum Area	Whole School B.o.Y.	Whole School E.o.Y.	Year 7 Girls		Year 7 Boys		Year 8 Girls		Year 8 Boys		Year 7 Maori		Year 8 Maori	
	Y. 7 (EL. 3ii - L3ii) Y. 8 (L3ii - EL4ii)	Y. 7 (L3ii-EL4ii) Y. 8 (EL4ii- L4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)
Reading	68%	73%	61%	72%	61%	68%	76%	84%	71%	65%	F: 58% M: 50%	F: 68% M: 50%	F: 54% M: 53%	F: 75% M: 47%
Writing	68%	68%	75%	71%	60%	60%	72%	78%	62%	58%	F: 71% M: 55%	F: 71% M: 45%	F: 60% M: 60%	F: 76% M: 83%
Maths	66%	70%	64%	64%	70%	77%	69%	69%	61%	69%	F: 61% M: 56%	F: 61% M: 56%	F: 64% M: 53%	F: 68% M: 60%

Each stage mathematically equates to six months; there is only eight months between Entry/End-of Year OTJs. Therefore any increase beyond two stages is **acceleration**. **Acceleration beyond L.4ii**

Morrinsville Intermediate School Strategic Goals:

- 1. Capability (Ako) - enhance teacher capability and leadership**
 - a) strengthen and embed learner-focused evaluation practices
 - b) develop and implement effective digital technology practices
 - c) implement an effective coaching model to further strengthen leaders and teachers' capability
- 2. Curriculum (Matauranga) - enhance our localised curriculum**
 - a) review and refine our school curriculum
 - b) strengthen and embed student-led learning capabilities
 - c) Create explicit opportunities for learners to strengthen their key competencies
- 3. Connections (Whanaungatanga) - strengthen home/school/community relationships and partnerships**
 - a) increase whanau involvement within the school
 - b) strengthen cultural diversity and responsiveness
 - c) continue to review and refine transition processes in/through and out of MIS

Strategic Aim # 1: KEY COMPETENCIES (see strategic initiative 2c above)

To improve student's understanding and demonstration of **Key Competencies** (with an emphasis on 'Reflection and Internal Commitment' as the target areas for 2022)

Annual Objective:

Strategic Goal 2c)

- Create explicit opportunities for learners to strengthen their key competencies so that they are equipped with effective dispositions for life

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex (NZC, 2007, p. 12)

Background (our WHY?):

In **2020** our Key Competency focus was on **'Managing-Self'** which we believe is critical to the development of other Key Competencies. The three dispositions underpinning this focus were: Responsibility, Resilience and Reflection. Of the three, Reflection proved the most difficult for students to comprehend fully, and demonstrate consistently.

In **2021** we wanted increased emphasis on commitment to engagement in learning (including enhancing reflective capabilities in response to 2020) hence our focus on **'Participating and Contributing'**. One of the three Universal Design for Learning (UDL) principles is engagement; options and support to stimulate motivation and sustained enthusiasm for learning (mental health and wellbeing). Engagement underpins 'Participating and Contributing' and is part of our cohesive approach to curriculum development and improving learning outcomes for students.

The three dispositions underpinning our Participating and Contributing focus were: Involvement, Initiative and Internal Commitment. Of the three, Internal Commitment proved the most difficult for students to demonstrate consistently, particularly for our Y. 7 Māori males.

In response to evidence generated across the two years, trends highlight the need to develop and strengthen students' reflective and internal commitment capabilities. These two dispositions are included as part of 'Managing-Self', and 'Participating and Contributing' Key Competencies.

At MIS, we have established definitions for all the dispositions underpinning the Key Competencies; the following are the two we are focusing on:

Reflection:

'A student who thinks deeply about their actions, words, thoughts and learning setting goals and applying next steps responsively in order to improve and grow as a person and learner'

Internal Commitment:

'A student who is empowered by his/her own goals; develops an action plan and follows through with grit, passion and perseverance'

2022 Key Competency Target: Participating and Contributing (targets are based on 2022 Term 1 students' self-assessment data)

1. Reflection: 32% (98/303) all students self-assessing themselves as 'not yet' or 'sometimes' in Term 1 will make personal progress in relation to demonstrating reflective capabilities. This will be one of our target groups.
2. Internal Commitment: 39% (119/303) students self-assessing themselves as 'not yet' or 'sometimes' in Term 1 will make personal progress in relation to demonstrating internal commitment capabilities. This will be one of our target groups.
3. Reduce the disparity between girls and boys consistently demonstrating the dispositions of Reflection to $\leq 10\%$ (currently 14%) and Internal commitment to $\leq 3\%$ (currently 6%).

4. Māori:
Reflection: increase the number of Māori students self-assessing as 'usually or consistently' from 66% (51/77) to $\geq 80\%$ (i.e. 62/77)
Internal Commitment: increase the number of Māori students self-assessing as 'usually or consistently' from 48% (37/77) to $\geq 70\%$ (i.e. 54/77)

Student Achievement Summary 2022 (our WHAT?):

Progress made in relation to the targets:

- Reflection (or being reflective):
 - 84% (254/303) of all students assessed themselves usually/consistently in T. 4 (67% T. 1) **+17%**
 - 73% (72/98) of the target students who assessed themselves as 'not yet/sometimes' in T. 1 have progressed while 26% (25/98) have remained static, 1%(1/98) has regressed from 'sometimes to not yet' **OUTCOME: 73% achieved**
- Internal Commitment:
 - 85% (258/303) of all students assessed themselves usually/consistently in Term 4 (60% T. 1) **+25%**
 - 78% (93/119) of the target students who assessed themselves as 'not yet/sometimes' in T. 1 have made progress while 22% (26/119) remaining static **OUTCOME: 78% achieved**
- Disparity between Girls and Boys:
 Reflection: The disparity between boys and girls has **remained exactly the same from T. 1 - T. 4 at 14%** (due to both cohorts making the same progress of +17% achieving 'usually/consistently') **OUTCOME: not achieved**
 Internal Commitment: The disparity between boys and girls has **decreased from T. 1 to T. 4 from 4% to 1%** (boys have progressed 3% more than girls since T. 1 therefore decreasing the disparity by 3%) **OUTCOME: achieved**
 NB: due to changing numbers of students the original 6% of disparity was amended to 4%
- Māori Progress and Achievement:
 NB: *this is not clean data; we have five new girls included, but two less boys*
 Reflection:
 - 75% (58/77) all Māori students are achieving usually/consistently in T. 4 compared with 51/77 (66% in T. 1) **+9%**
OUTCOME: progress of 9% but 5% short of our target of 80%
 - 85% Māori females assess themselves as usually/consistently (72% T. 1) **+13%**
 - 62% Māori boys assess themselves as usually/consistently in T. 4 (57% T. 1) **+5%**

Internal Commitment:

- 81% (62/77) all Māori students are achieving usually/consistently in T. 4 compared with 48% (37/77 in T. 1) **+33%**
OUTCOME: target of $\geq 70\%$ exceeded by 11%
- 85% Māori females assess themselves as usually/consistently in T. 4 (49% T. 1) **+36%**
- 74% Māori boys assess themselves as usually/consistently in T. 4 (48% T. 1) **+22%**

- The greatest progress has been made in internal commitment.

Outcomes: WHAT happened? (Supporting Data)

T. 1 - T. 4 Reflection (or being reflective) Progress and Achievement Analysis: 'a student who thinks deeply about their actions, words, thoughts and learning, setting goals and applying next steps responsively in order to improve and grow as a person and learner'.

Reflection - Tm 4						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	2	28	83	28	141	
8	1	18	87	56	162	
Total	3	46	170	84	303	

Reflection - Tm 4						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	1%	20%	59%	20%	100%	
8	1%	11%	54%	35%	100%	
Total	1%	15%	56%	28%	100%	

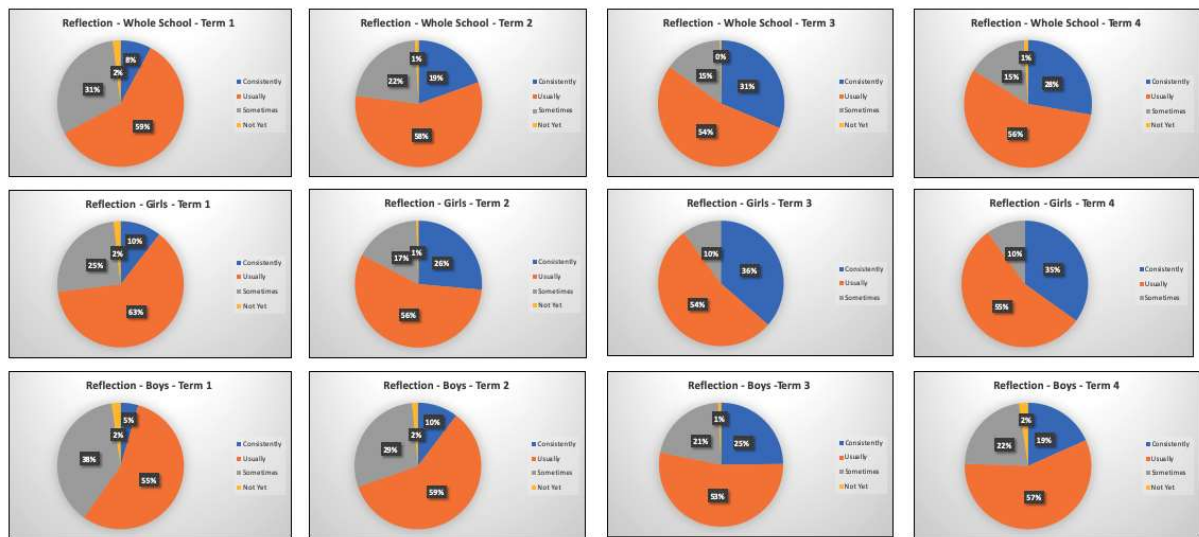
Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	5	55	73	9	142	
8	1	38	107	15	161	
Total	6	93	180	24	303	

Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	4%	39%	51%	6%	100%	
8	1%	24%	66%	9%	100%	
Total	2%	31%	59%	8%	100%	

Reflection Commentary (refer to graphs below):

1. 84% of all students are demonstrating reflection usually/consistently in T. 4 compared to 67% in T. 1 **+17%**
2. 90% of all girls are demonstrating reflection usually/consistently in T. 4 compared with 73% in T. 1 **+17%**
3. 76% of all boys are demonstrating reflection usually/consistently in T. 4 compared with 59% in T. 1 **+17%**
4. The disparity between boys and girls in relation to 'reflection' has been retained at 14% as both girls and boys have made 17% progress overall

79% of all Y. 7s are demonstrating reflection usually/consistently compared with 89% Y. 8s (but **Y. 7s have made more progress since T. 1; 22% v 14%**):



'Reflection': Māori Female

Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	1	5	11	2	19	
8		6	14	2	22	
Total	1	11	25	4	41	

Reflection - Tm 4					
Year Level	Sometimes	Usually	Consistently	Total	
7	3	13	5	21	
8	4	13	8	25	
Total	7	26	13	46	

Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	5%	26%	58%	11%	100%	
8		27%	64%	9%	100%	
Total	2%	27%	61%	10%	100%	

Reflection - Tm 4					
Year Level	Sometimes	Usually	Consistently	Total	
7	14%	62%	24%	100%	
8	16%	52%	32%	100%	
Total	15%	57%	28%	100%	

Commentary:

NB: there are an additional five Māori females included in the Term 4 data

1. 85% of all Māori females assessed themselves as 'usually or consistently' in Term 4 (71% in T. 1) **+14%** NB: **+18%** movement of students assessing themselves as being reflective consistently
2. 86% of all Y. 7 Māori females assessed themselves as 'usually or consistently' in Term 4 (69% in T. 1) **+17%** NB: **+13%** movement of students assessing themselves as being reflective consistently
3. 84% of all Y. 8 Māori females assessed themselves as 'usually or consistently' in Term 4 (73% in T. 1) **+11%**

Māori Male 'Reflection':

Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	2	8	9		19	
8	1	3	7	3	14	
Total	3	11	16	3	33	

Reflection - Tm1						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	11%	42%	47%		100%	
8	7%	21%	50%	21%	100%	
Total	9%	33%	48%	9%	100%	

Reflection - Tm 4						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	2	8	8	1	19	
8		2	7	3	12	
Total	2	10	15	4	31	

Reflection - Tm 4						
Year Level	Not Yet	Sometimes	Usually	Consistently	Total	
7	11%	42%	42%	5%	100%	
8		17%	58%	25%	100%	
Total	6%	32%	48%	13%	100%	

Commentary:

NB: there are two less male Māori students in T. 4 included in this data

1. 61% of all Māori males assessed themselves as 'usually or consistently' in Term 4 (57% in T. 1) **+4%**
2. 47% of all Y. 7 Māori males assessed themselves as 'usually or consistently' in Term 4 (47% in T. 1); while **no growth** in the overall percentage, 5% have moved from 'usually' into 'consistently'
3. 83% of all Y. 8 Māori males assessed themselves as 'usually or consistently' in Term 4 (71% in T. 1) **+12%**

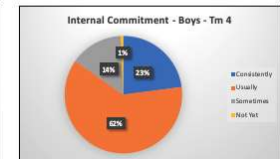
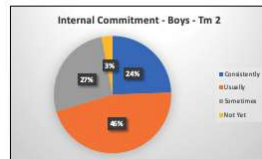
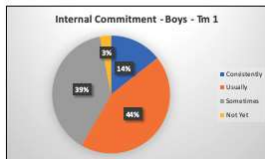
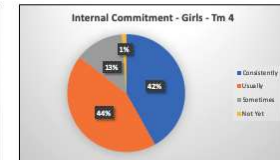
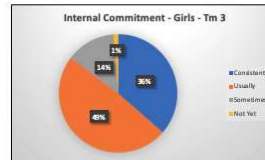
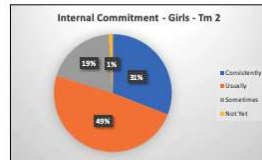
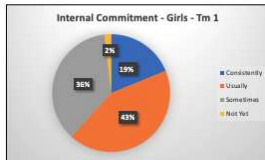
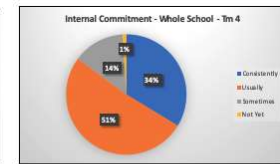
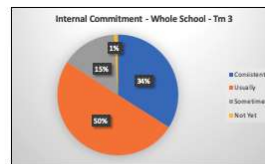
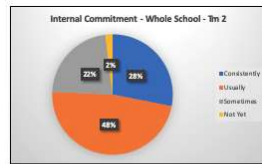
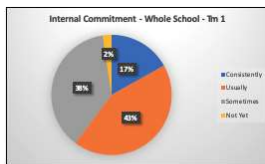
Internal Commitment Term 1 - 4 Progress and Achievement Analysis: 'a student who is empowered by his/her own goals; develops an action plan and follows through with grit, passion and perseverance'.

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	7	62	57	16	142
8		51	74	35	160
Total	7	113	131	51	302

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	5%	44%	40%	11%	100%
8		32%	46%	22%	100%
Total	2%	37%	43%	17%	100%

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	1	23	73	44	141
8	2	19	83	58	162
Total	3	42	156	102	303

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	1%	16%	52%	31%	100%
8	1%	12%	51%	36%	100%
Total	1%	14%	51%	34%	100%



Internal Commitment Commentary:

1. 85% of all students are demonstrating internal commitment usually/consistently in T.4 (60% in T. 1) **+25%**
2. 86% of all girls are demonstrating internal commitment usually/consistently in T.4 (62% in T. 1) **+24%**
3. 85% of all boys are demonstrating involvement usually/consistently in T. 4 (58% in T. 1) **+27%**
4. The disparity between boys and girls has reduced from T. 1 from 4% to 1% (boys have progressed 3% more than girls since T. 1 therefore reducing the disparity by 3%)
5. 83% of all Y. 7s are demonstrating internal commitment usually/consistently compared with 87% Y. 8s **[Y. 7s have made more progress since T. 1; 32% Y. 7 v 21% Y. 8]** therefore reducing the disparity between Y. 7 and Y. 8s

Māori Female 'Internal Commitment':

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	1	10	8		19
8		10	8	4	22
Total	1	20	16	4	41

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	5%	53%	42%		100%
8		45%	36%	18%	100%
Total	2%	49%	39%	10%	100%

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7		3	10	8	21
8		4	12	9	25
Total		7	22	17	46

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7		14%	48%	38%	100%
8		16%	48%	36%	100%
Total		15%	48%	37%	100%

Commentary:

NB: there are an additional five female Māori included in this data

1. 85% of all Māori females assessed themselves as 'usually or consistently' in Term 4 (49% in T. 1) **+36%**
2. 86% of all Y. 7 Māori females assessed themselves as 'usually or consistently' in Term 4 (42% in T. 1) **+44%**
3. 84% of all Y. 8 Māori females assessed themselves as 'usually or consistently' in Term 4 (54% in T. 1) **+30%**

Māori Male 'Internal Commitment':

NB: there are two less male Māori students in T. 4 included in this data

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	3	8	7	1	19
8		6	5	3	14
Total	3	14	12	4	33

Internal Commitment - Tm1					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7	16%	42%	37%	5%	100%
8		43%	36%	21%	100%
Total	9%	42%	36%	12%	100%

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7		8	10	1	19
8			9	3	12
Total		8	19	4	31

Internal Commitment - Tm4					
Year Level	Not Yet	Sometimes	Usually	Consistently	Total
7		42%	53%	5%	100%
8			75%	25%	100%
Total		26%	61%	13%	100%

Commentary:

- 74% of all Māori males assessed themselves as 'usually or consistently' in Term 4 (48% in T. 1) **+26%**
- 58% of all Y. 7 Māori males assessed themselves as 'usually or consistently' in Term 4 (42% in T. 1) **+16%**
- 100% of all Y. 8 Māori males assessed themselves as 'usually or consistently' in Term 4 (57% in T. 1) **+43%**

Actions (WHAT did we do?)

Strategies implemented to improve student outcomes in relation to strengthening and embedding the Key Competencies:

- Deliberate and explicit teaching and planning for the development of the Key Competencies (parallel learning intentions to enable students to make links between the task and the skill) across the curriculum
- Development and implementation of the definitions of the indicators
- Continual reference to the Key Competencies across all areas of the school; cohesion is important
- Regular reflection (each term) in relation to the KC indicators
- Teachers TAI's - many teachers have been focusing on the use of Feedback and Feed-forward, aligning this with encouraging students' reflections
- Visual references across the school in all learning areas
- Use of Key Competency (KC) cards to affirm the demonstration of the KC
- Assembly messages (sharing of data/targets); using inspirational quotes and stories
- Newsletter recognition of Rangatiratanga awards (KC disposition) and informing whānau of what the foci have been
- Assembly awards aligned with the KCs i.e. aligning the dispositions responsively with what is occurring within the school i.e. making them relevant
- Using a restorative approach in response to behavioural issues and the link to being reflective

12. Meeting with target students to help gauge what their understanding of the KCs is, and what their inhibitors are
13. Targeted 'Literacy with Lyndsay' (intervention with students needing a boost; reference to KCs also within these mini lessons)

Reasons for the variance (why did it happen?)

- See 'Actions' above for the positive impact; KCs are a prominent feature in our school as part of the foundation for establishing a positive culture for learning. They are also integral to everyone's health and wellbeing.
- Disruptions from Covid-19 have once again impacted on students in various ways, particularly attendance and high levels of anxiety
- Attendance is concerning; we have 42% of all students attending regularly (i.e. 90% of the time)

Evaluation and planning for next year

- We are pleased with the progress made, along with the students' ability to clearly articulate the Key Competencies
- The majority of students understand the purpose of the KCs and value them; they are a visible feature of our school
- We believe the Key Competencies underpin a positive culture for learning; making explicit links between the KCs and career pathways has been valuable and ongoing
- Making explicit links to the Key Competencies, and students' ability to achieve and succeed are valued, and are referenced as part of our career education
- We believe the KCs are well embedded into our school culture and will continue to be, so we will not be including KCs as a student achievement target in 2023

Recommendations to further improve student outcomes in relation to strengthening the Key Competencies:

1. Whanau engagement in partnership with the school, in their child's learning i.e. teachers prioritising target students' attendance at the SLCs and taking an active role in their learning
2. Teachers to conference with individual students who are not progressing and identify strategies for improvement
3. Share the progress made at assembly (continue to focus on the positives)
4. Continue to underpin our 'culture of learning' with the KCs
5. Develop a graduate (learner profile) that aligns our vision/values/KCs (this can then be part of our prospectus etc)

Strategic Aim # 2: LITERACY (linked to our strategic initiatives 1a and 2b)

All students are able to access the *New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum Levels

To improve student achievement in LITERACY (Reading and Writing)

Annual Objective: LITERACY

To raise student achievement for all students:

- To increase the number of students achieving at/above the New Zealand Curriculum Levels in Reading and Writing (Early Level Four: Year 7, Level Four: Year 8)

2022 Target: Our baseline data (based on 2020 end of year Overall Teacher Judgements) identified concerns with male and Māori student achievement in LITERACY (see below)

2022 Targets:

- All students will make progress in Literacy (Reading and Writing) in relation to the New Zealand Curriculum levels
- The group of Y. 8 Maori students (15/42, 36%) who are achieving below/well below expectation (E.L4) in READING will make accelerated progress (beyond one year's growth)
- The group of Y. 8 non-Maori students (25/127, 20%) who are achieving below/well below expectation (E. L4) in READING will make accelerated progress (beyond one year's growth)
- The group of Y. 8 Maori students (14/42, 33%) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth)
- The group of Y. 8 non-Maori students (38/127, 30%) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth)

**Background
(our WHY?):**

Key: acceleration regression status quo												
2021	Year 7 Girls		Year 7 Boys		Year 8 Girls		Year 8 Boys		Year 7 Maori		Year 8 Maori	
	Entry (EL 3ii - L3ii)	EoY (L3ii- EL4ii)	Entry (EL 3ii - L3ii)	EoY (L3ii- EL4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii- L4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii- L4ii)	Entry (EL 3ii - L3ii)	EoY (L3ii- EL4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii- L4ii)
Reading	78%	81%	59%	71%	85%	89%	66%	57%	F: 68% M: 42%	F: 72% M: 50%	F: 85% M: 72%	F: 85% M: 56%
Writing	71%	79%	47%	58%	84%	85%	63%	47%	F: 76% M: 18%	F: 80% M: 46%	F: 77% M: 67%	F: 77% M: 50%

Student Achievement Summary 2022: (our WHAT?)

Curriculum Area	Whole School B.o.Y.	Whole School E.o.Y.	Year 7 Girls		Year 7 Boys		Year 8 Girls		Year 8 Boys		Year 7 Maori		Year 8 Maori	
	Y. 7 (EL. 3ii - L3ii) Y. 8 (L3ii - EL4ii)	Y. 7 (L3ii-E4ii) Y. 8 (EL4ii- L4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)	Entry (EL. 3ii - L3ii)	End-Year (L3ii - EL4ii)	Entry (L3ii - EL4ii)	End-Year (EL4ii - L4ii)
Reading	68%	73%	61%	72%	61%	68%	76%	84%	71%	65%	F: 58% M: 50%	F: 68% M: 50%	F: 54% M: 53%	F: 75% M: 47%
Writing	68%	68%	75%	71%	60%	60%	72%	78%	62%	58%	F: 71% M: 55%	F: 71% M: 45%	F: 60% M: 60%	F: 76% M: 33%

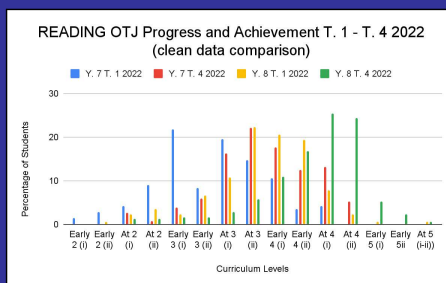
Each stage mathematically equates to six months; there is only eight months between Entry/End-of Year OTJs. Therefore any increase beyond two stages is **acceleration** **significant regression** **or less**

Commentary:

- In READING there has been 5% acceleration as a whole school, with the majority of cohorts making the expected progress apart from Y. 8 boys (including Māori boys, showing they've maintained expectation, or regressed, in terms of the percentage of students achieving at the EoY expectation)
- In WRITING the percentage of students achieving at/above expectation has been maintained as a whole but regressed for Y. 7 girls, Y. 8 boys, and Māori (i.e. not all students have made the expected progress throughout the year to meet EoY expectations).

Progress and Outcomes made in relation to the targets:

READING:



Target # 1: All students will make progress in READING - **Outcome:** 99% of students made progress (two students regressed in their reading)

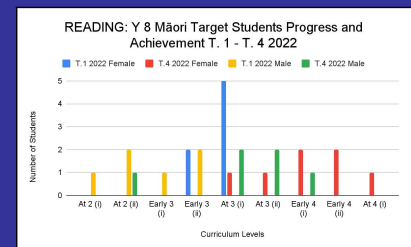


The strip graph above reflects the progress made in READING from T. 1 - T. 4. It shows 99% of students have progressed with most students making the expected growth, or more, of one year. 33% Y. 7s and 28% Y. 8s made 6-12 months progress (which is classified as 'insufficient' but we have to be mindful that we only have eight months between entry and exit OTJs).

- Target # 2: The group of Y. 8 Māori students (15/42, 36%) who are achieving below/well below expectation (E.L4) in READING will make accelerated progress (beyond one year's growth) **OUTCOME:** ALL Māori target group students made progress since T. 1 (see the progress and acceleration table below for further details)

NB: Cells highlighted in green indicate at/above expectation for Y. 8s

Reading (Māori) 2022 Ministry Target										
NB: two male students moved schools this year so the target group is 13 in total										
Description	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	% At/Above
T.1 2022 Female				2	5					7/7 (0%)
T.4 2022 Female					1	1	2	2	1	7/7 (43%)
T.1 2022 Male	1	2	1	2						6/6 (0%)
T.4 2022 Male		1			2	2	1			6/6 (0%)

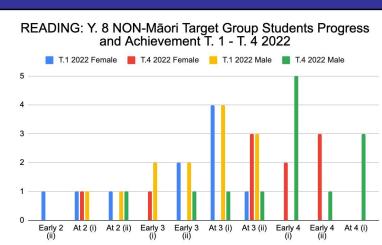


- Target # 3: The group of Y. 8 non-Māori students (25/127, 20%) who are achieving below/well below expectation (E, L4) in READING will make accelerated progress (beyond one year's growth) **OUTCOME: ALL non-Māori target group students made progress since T. 1 (see the progress and acceleration table below for further details)**

Reading (NZ European/Pākehā/Other) 2022 Ministry Target

NB: two students have moved schools this year so the target group is 23 in total

Description	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	Total	%At/Above
T.1 2022 Female	1	1	1		2	4	1				10	1/10 (10%)
T.4 2022 Female		1		1			3	2	3		10	3/10 (30%)
T.1 2022 Male		1	1	2	2	4	3				13	3/13 (23%)
T.4 2022 Male			1		1	1	1	5	1	3	13	4/13 (31%)



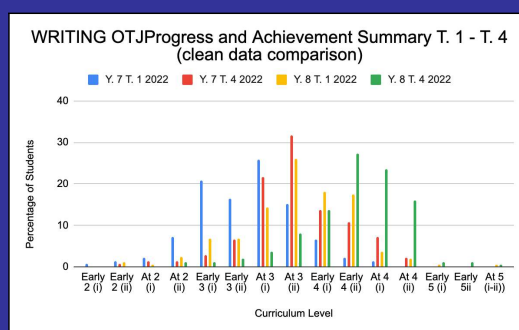
Progress and Acceleration in READING:

Cohort	Number of students making PROGRESS	Number of students achieving ACCELERATED PROGRESS since T. 1	<u>Commentary:</u> All target group Māori and Non-Māori students made progress, with 17/36 or 47% making accelerated progress in READING
Māori Boys	3/6 50%	3/6 50%	
Māori Girls	3/7 43%	4/7 57%	
Non-Māori Boys	8/13 62%	5/13 38%	
Non-Māori Girls	5/10 50%	5/10 50%	

Progress made in relation to the targets:

WRITING:

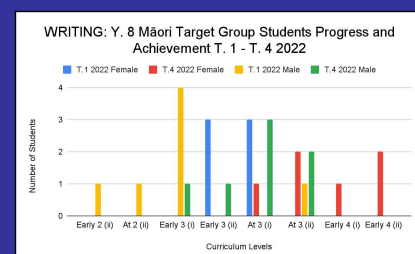
Target # 1. All students will make progress in WRITING - **OUTCOME:** 99% of students made progress (two Y. 7 students regressed in their writing)



The strip graph above reflects the progress made in WRITING from T. 1 - T. 4. It shows most students have made the expected growth, or more, of one year. 48% Y. 7s and 39% Y. 8s made 6-12 months progress (which is classified as 'insufficient' but we have to be mindful that we only have eight months between entry and exit OTJs). Two Y. 7s regressed.

Target # 4. The group of Y. 8 Maori students (14/42, 33%) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth) **OUTCOME:** 92% Māori target group students made progress since T. 1 with one male remaining static (see the table below for further details)

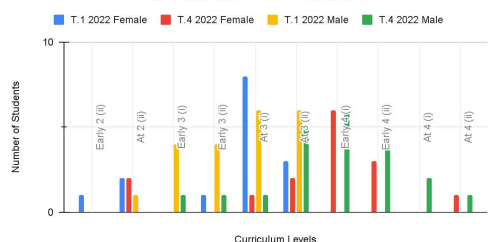
Writing (Māori) 2022 Ministry Target										
Description	Early 2 (ii)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	Total	%At/Above
T.1 2022 Female				3	3				6	0/6 (0%)
T.4 2022 Female					1	2	1	2	6	2/6 (33%)
T.1 2022 Male	1	1	4			1			7	1/7 (14%)
T.4 2022 Male			1	1	3	2			7	0/7 (14%)



Target # 5 The group of Y. 8 non-Maori students (38/127, 30%) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth) **OUTCOME: 92% (33/36)Non-Māori target group students made progress since T. 1 with one male and two females remaining static (see the table progress and acceleration below for further details)**

Writing (NZ European/Pākehā/Other) 2022 Ministry Target												
Description	Early 2 (ii)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Total	%At/Above
T.1 2022 Female	1	2		1	8	3					15	3/15 (20%)
T.4 2022 Female		2			1	2	6	3		1	15	4/15 (27%)
T.1 2022 Male			1	4	4	6	6				21	6/21 (29%)
T.4 2022 Male			1	1	1	5	6	4	2	1	21	7/21 (33%)

WRITING: Y. 8 Non-Māori Target Group Students Progress and Achievement T. 1 - T. 2 2022

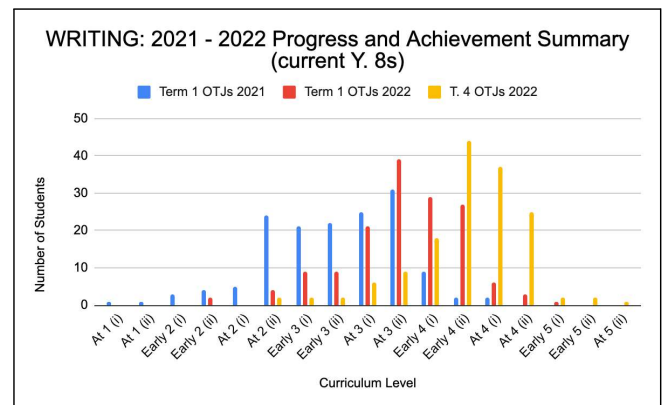
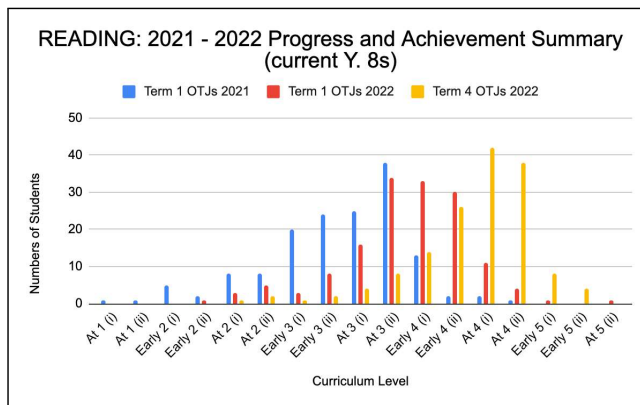


Progress and Acceleration in WRITING:

Cohort	Number of students making PROGRESS	Number of students achieving ACCELERATED PROGRESS since T. 1	<u>Commentary:</u> 88% target group Māori and Non-Māori students made progress, with 18/48 or 38% making accelerated progress in WRITING
Māori Boys	3/7 43% (one male remained static)	3/7 43%	
Māori Girls	4/6 67%	2/6 33%	
Non-Māori Boys	10/21 48% (one male remained static)	10/21 48%	
Non-Māori Girls	10/15 67% (two females remained static)	3/15 20%	

Supporting Data:

Clean Data Progress and Achievement: current Y. 8 cohort from entry in 2021 to end-of-year 2022 illustrates significant progress



Reading (Term 1 OTJs Whole School 2022, Term 4 2022)																	
Description	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Early 5 (i)	Early 5ii	At 5 (i-ii)	Total	%at/abov e
Y. 7 T. 1 2022	1.4	2.8	4.2	9.1	21.7	8.4	19.6	14.7	10.5	3.5	4.2	0	0	0	0		61%
Y. 7 T. 4 2022			2.6	0.7	3.9	5.9	16.3	22.2	17.6	12.4	13.1	5.2	0	0	0		71%
Y. 8 T. 1 2022		0.6	2.4	3.6	2.4	6.6	10.8	22.3	20.5	19.3	7.8	2.4	0.6	0	0.6	100	74%
Y. 8 T. 4 2022			1.2	1.2	1.7	1.7	2.9	5.8	11	16.8	25.4	24.3	5.2	2.3	0.6	100	75%

Writing (Term 1 OTJs Whole School 2022, Term 4 2022)																	
Description	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Early 5 (i)	Early 5ii	At 5 (i-ii))	Total	% At/above
Y. 7 T. 1 2022	0.7	1.4	2.2	7.2	20.9	16.5	25.9	15.1	6.6	2.2	1.4	0	0	0	0		68%
Y. 7 T. 4 2022	0	0.7	1.4	1.4	2.9	6.5	21.6	31.7	13.7	10.8	7.2	2.2	0	0	0		66%
Y. 8 T. 1 2022		1.2	0.6	2.5	6.8	6.8	14.3	26.1	18	17.4	3.7	1.9	0.6	0	0.6	100	68%
Y. 8 T. 4 2022				1.2	1.2	1.9	3.7	8.1	13.7	27.3	23.6	16.1	1.2	1.2	0.6	100	70%

Actions (WHAT did we do?)

Strategies implemented to improve student outcomes in Literacy:

- Engaged in staff PLD with Ann Beckett (RTLIT)
- Implemented Steps Web for students who are reading well below chronological age
- School-wide focus on building vocabulary
- Learning Assistants PLD on use of Early Words for students needing additional support
- Two teachers participated in Accelerating Literacy Learning (A.L.L.)
- TALs focusing on Reading, particularly for Māori and boys (inquiring into our practice to meet the needs of our learners)
- PLGs held to share interventions (and identify effective practice)
- 'Literacy with Miss Oldham' initiative in T. 3-4 to boost those students' achievement who are 'at risk' of not meeting the expectation
- Growing whānau engagement in the learning (communication with home, particularly by the Literacy Centre, and Literacy with Miss Oldham)

Reasons for the variance (why did it happen?)

- As stated above in the actions, we have been deliberately focusing on growing teachers' capability in effective literacy practices to support their learners
- Being responsive to need i.e. NNNN (numbers, names, needs and next steps)

Evaluation and planning for next year:

Evaluation: Overall, we are generally pleased with the progress the majority of our students have made, particularly given the disruptions of Covid-19. Teachers' TAs have evolved into a collaborative nature affording them the opportunity to scrutinise practices, and progress, more regularly.

- A lack of progress for a small number of students can be attributed to poor attendance; covid-19 continues to impact in a number of ways including repeated illness, anxiety and lethargy
- Teacher absences (due to repeated illnesses associated with covid/winter flus/tummy bugs) have also impacted making continuity of learning a challenge at times; we have worked hard to ensure online learning through Google Classroom enables continuity but it is not as effective as having the teacher face to face with the learners (for most students)

Recommendations to accelerate progress for our target learners in Literacy:

- Continue to work with PD with Ann Beckitt with literacy in 2023 with further emphasis on explicit instruction in both Reading (comprehension) and Writing
- Introduce Quick 60 for implementation with target students
- New DP to introduce Structured Literacy (The Code)
- Two teachers to participate in A.L.L.
- Conduct an attendance and engagement enquiry to determine the rates of attendance for those students making minimal progress
- Utilise the MOE 'lost learning' funding to engage with tutors to support 'at risk' learners
- Strengthen the depth of guided reading workshop delivery e.g. selecting texts with care (shorter passages chosen for purpose), having students prepared for their session prior to coming to the session i.e. frontloading, careful questioning to develop deeper understanding of the skill
- TAs continue to be responsive to teacher next steps as well as addressing explicit student needs, with further collaboration across teams looking specifically at names and needs during team meetings
- TAs to include specific focus on High Impact Teaching Strategies (HITS)
- Document individual target students' narrative within TAI regularly - ensuring **specificity** - i.e. what you are noticing/evidence and 'where to' next (Numbers, Names, Needs, Next steps)

Kiwisport Funding 2022:

Kiwisport is a Government funding initiative to support sport for school-aged children. A direct fund has been included in the Ministry of Education's Operations Grant paid quarterly to schools for 2022 and has been identified as a separate line in the entitlement notice.

Morrinsville Intermediate School received \$5000.00 as part of our Operations Grant. This funding is used to support all our students to have access to regular PE and sport initiatives. The funding helps support, but by no means covers, the following opportunities:

1. Swimming (at local council pools, and College pools)
2. Friday sport (whole school)
3. Class weekly PE programmes

4. Students to attend Inter-Intermediate competitions (this required entry fees, transport and teacher release)
5. Provision of new sports equipment (replacement items plus new gear)
6. School events: Athletics sports, swimming programmes, X-country
7. Winter netball
8. Winter hockey
9. Lacrosse
10. Sports Camp (35 students attend camp; we provide two teachers and four parent helpers)
11. AIMS Games participation (we won gold in the 3-3 basketball)

All students at our school are well supported to be involved in sports or physical activity throughout the year and our Kiwisports funding contributes to this.

In 2022 we continued to provide a staff member who has been utilised as part of our specialist team, teaching PE in several classes - the aim is to improve students' fitness and motor skills.

PE, Sport and Health are very important to Morrinsville Intermediate and we endeavour to provide a broad range of opportunities to engage all students in physical activity to enhance their health and wellbeing.

Equal Employment 2022:

As a School Board we ensure we are good employers, as outlined below:

- Morrinsville Intermediate School reports to the Board annually regarding Equal Employment opportunities
- The Board ensures all staffing appointments are conducted in a fair and transparent process, employing the best candidate for the position as per policy
- The Board carefully considers the skills required, to align with the strategic direction of the school
- Candidates are assessed against selection criteria identified at the time of advertising for the position
- To ensure a fair and effective appointment is made, insights from several selection sources are used in the decision-making process e.g. CV's, appointment letters, references and referees are consulted
- During the appointment process assessment of the candidate's potential knowledge, experience, expected on-the-job behaviours and personal attributes w made
- Throughout the year all teaching staff participate in the Professional Growth Cycle and are well supported with professional learning opportunities
- Beginning teachers are well supported through an induction and mentoring programme
- Teachers receive their CRT (in fact our staff receive more than their entitlement)
- Support staff are appraised annually; the process incorporates self-reflection and the formulation of goals for the year (reviewed in T. 4)
- An EEO survey is carried out annually (to establish the demographics of our staff but also to check in on staffs' wellbeing and aspirations)
- A culture of health, safety and wellbeing is established and maintained

2022 teaching staff comprised:

Gender
Gender

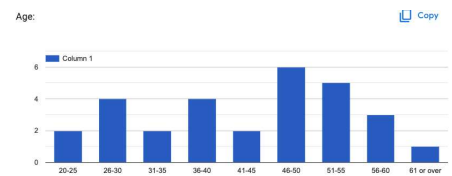
1. 6 male
2. 23 female

Of the 22 teachers we have had:

3. 16 full time teachers
4. 6 part time teachers

2022 Support staff comprised:

1. 11 support staff: 9 female, two male
2. 2 admin workers
3. 1 full time caretaker
4. 7 learning assistants (range from part time to full time, BOT funded/MOE funded)
5. 1 Kapa haka tutor (and assistant)
6. 1 Music tutor



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MORRINSVILLE INTERMEDIATE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Morrisville Intermediate School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, 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 21, that comprise the statement of financial position as at 31 December 2022 the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022 and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 comprises the information included on pages 1, 22 to 46, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Johann van Loggerenberg
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand