

MORRINSVILLE INTERMEDIATE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1833

Principal: Jenny Clark

School Address: Elizabeth Avenue

School Postal Address: Elizabeth Avenue, Morrinsville, 3300

School Phone: 07 889 6629

School Email: m.cook@mi.school.nz

Accountant / Service Provider:

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MORRINSVILLE INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
22	Independent Auditor's Report
	Other Information
25	Members of the Board
26	Kiwisport / Statement of Compliance with Employment Policy
27	Analysis of Variance
31	Evaluation of the School's Student Progress and Achievement
42	Report on how the school has given effect to Te Tiriti o Waitangi

Morrinsville Intermediate

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Michael George Garrud.
Full Name of Presiding Member

Temifer Mary Clark
Full Name of Principal


Signature of Presiding Member


Signature of Principal

24/5/2024
Date:

24/05/2024
Date:

Morrinsville Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,381,239	2,979,779	3,056,174
Locally Raised Funds	3	378,300	120,875	264,975
Government Grants- Resource Teachers: Learning and Behaviour	4	2,853,281	-	2,681,072
Interest		52,281	4,000	9,362
Total Revenue		6,665,101	3,104,654	6,011,583
Expense				
Locally Raised Funds	3	215,194	71,100	185,972
Resource Teachers: Learning and Behaviour	4	2,931,330	-	2,683,089
Learning Resources	5	2,286,009	2,166,940	2,136,150
Administration	6	237,355	233,651	209,771
Interest		5,141	2,493	3,954
Property	7	719,353	598,570	631,618
Loss on Disposal of Property, Plant and Equipment		2,488	-	-
Total Expense		6,396,870	3,072,754	5,850,554
Net Surplus / (Deficit) for the year		268,231	31,900	161,029
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		268,231	31,900	161,029

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,223,539	1,073,169	1,062,510
Total comprehensive revenue and expense for the year		268,231	31,900	161,029
Contributions from / (Distributions to) the Ministry of Education		17,455	-	-
Contribution - Furniture and Equipment Grant		43,073	-	-
Equity at 31 December		1,552,298	1,105,069	1,223,539
Accumulated comprehensive revenue and expense		1,552,298	1,105,069	1,223,539
Equity at 31 December		1,552,298	1,105,069	1,223,539

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,218,729	1,051,934	270,678
Accounts Receivable	9	368,613	331,690	346,198
GST Receivable		28,892	25,004	32,459
Prepayments		31,355	18,339	20,356
Investments	10	-	-	905,000
Funds Receivable for Capital Works Projects	15	1,800	-	-
Funds owed in Trust		-	-	-
Movement in RTLB	4	78,045	-	2,014
		<u>1,727,434</u>	<u>1,426,967</u>	<u>1,576,705</u>
Current Liabilities				
Accounts Payable	12	415,645	362,186	385,792
Revenue Received in Advance	13	5,340	10,000	90,000
Provision for Cyclical Maintenance	14	164,657	-	-
Finance Lease Liability	15	33,362	52,618	50,028
Funds held for Capital Works Projects	16	-	-	30,257
Funds for Resource Teachers of Learning & Behaviour services	4	104,270	106,291	106,287
		<u>723,274</u>	<u>531,095</u>	<u>662,364</u>
Working Capital Surplus/(Deficit)		1,004,160	895,872	914,341
Non-current Assets				
Property, Plant and Equipment	11	582,101	424,289	485,248
		<u>582,101</u>	<u>424,289</u>	<u>485,248</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	163,029	138,600
Finance Lease Liability	15	33,963	52,063	37,450
		<u>33,963</u>	<u>215,092</u>	<u>176,050</u>
Net Assets		<u>1,552,298</u>	<u>1,105,069</u>	<u>1,223,539</u>
Equity		<u>1,552,298</u>	<u>1,105,069</u>	<u>1,223,539</u>

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 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,147,165	868,007	1,360,258
Locally Raised Funds		298,200	99,375	334,975
Goods and Services Tax (net)		3,567	-	(7,455)
Payments to Employees		(514,931)	(420,370)	(454,440)
Payments to Suppliers		(707,465)	(196,852)	(863,227)
Interest Paid		(5,141)	(2,493)	(3,954)
Interest Received		55,334	4,000	6,141
Net cash from/(to) Operating Activities		276,729	351,667	372,298
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(193,633)	(95,000)	(68,112)
Purchase of Investments		-	-	(905,000)
Proceeds from Sale of Investments		905,000	-	-
Net cash from/(to) Investing Activities		711,367	(95,000)	(973,112)
Cash flows from Financing Activities				
Furniture and Equipment Grant		43,073	-	-
Finance Lease Payments		(51,061)	(51,622)	(48,897)
Funds Administered on Behalf of Other Parties		(32,057)	-	73,500
Net cash from/(to) Financing Activities		(40,045)	(51,622)	24,603
Net increase/(decrease) in cash and cash equivalents		948,051	205,045	(576,211)
Cash and cash equivalents at the beginning of the year	7	270,678	846,889	846,889
Cash and cash equivalents at the end of the year	7	1,218,729	1,051,934	270,678

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 and other notional items have been excluded.

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

Morrinsville Intermediate

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of Stationery and Canteen and 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 material.

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	8 years 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

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. 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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,038,479	873,629	875,934
Teachers' Salaries Grants	1,809,600	1,726,368	1,740,115
Use of Land and Buildings Grants	505,301	379,782	430,235
Other Government Grants	27,859	-	9,890
	<u>3,381,239</u>	<u>2,979,779</u>	<u>3,056,174</u>

The school has opted in to the donations scheme for this year. Total amount received was \$51,014.

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	12,031	11,500	17,000
Fees for Extra Curricular Activities	197,166	38,825	169,448
Trading	34,419	40,550	38,755
Fundraising & Community Grants	129,115	30,000	39,772
Other Revenue	5,569	-	-
	<u>378,300</u>	<u>120,875</u>	<u>264,975</u>
Expense			
Extra Curricular Activities Costs	154,663	9,700	128,107
Trading	45,413	51,400	41,238
Fundraising & Community Grant Costs	15,118	10,000	16,627
	<u>215,194</u>	<u>71,100</u>	<u>185,972</u>
<i>Surplus for the year Locally raised funds</i>	<u>163,106</u>	<u>49,775</u>	<u>79,003</u>

4. Resource Teachers: Learning and Behaviour Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers: Learning and Behaviour to its group of schools.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Teachers' Salary Grant	2,506,789	106,291	2,310,561
Administration Grant	83,144	-	80,919
Learning Support Funding	152,382	-	148,135
Year 11-13 Funding	(45,121)	-	-
Travel Grant	136,202	-	132,556
Other Revenue	19,885	-	8,901
	<u>2,853,281</u>	<u>106,291</u>	<u>2,681,072</u>
Revenue received in advance	104,270	-	106,287
Revenue recognised	<u>2,957,551</u>	<u>106,291</u>	<u>2,787,359</u>
Expense			
Employee Benefit - Salaries	2,506,789	-	2,310,561
Administration	172,966	-	176,681
Learning Support	10,971	-	-
Year 11-13	-	-	5,225
Travel	83,628	-	58,966
Other Expenses	156,976	-	131,656
Total Expense	<u>2,931,330</u>	<u>-</u>	<u>2,683,089</u>
<i>Surplus/ (Deficit) for the year - RTLB Service</i>	<u>26,221</u>	<u>106,291</u>	<u>104,270</u>

5. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	71,192	75,900	62,656
Library Resources	10,278	13,300	10,486
Employee Benefits - Salaries	2,031,961	1,920,762	1,914,396
Staff Development	17,787	30,500	7,701
Depreciation	154,791	126,478	140,911
	<u>2,286,009</u>	<u>2,166,940</u>	<u>2,136,150</u>

6. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fees	5,447	6,447	8,052
Board Fees	3,650	3,200	1,875
Board Expenses	1,155	7,000	4,707
Communication	6,135	6,700	6,840
Consumables	21,238	29,500	13,628
Operating Leases	1,674	1,300	1,253
Other	41,377	40,700	33,902
Employee Benefits - Salaries	129,502	115,304	115,324
Insurance	10,121	8,500	8,034
Service Providers, Contractors and Consultancy	17,056	15,000	16,156
	<u>237,355</u>	<u>233,651</u>	<u>209,771</u>

7. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	11,713	11,000	11,240
Cyclical Maintenance Provision	26,057	18,116	31,082
Grounds	13,089	11,200	13,300
Heat, Light and Water	28,096	25,500	26,323
Rates	5,813	4,600	4,526
Repairs and Maintenance	30,076	33,900	19,161
Use of Land and Buildings	505,301	379,782	430,235
Security	4,107	3,800	3,247
Employee Benefits - Salaries	95,101	110,672	92,504
	<u>719,353</u>	<u>598,570</u>	<u>631,618</u>

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

8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	1,218,729	1,051,934	270,678
Cash and cash equivalents for Statement of Cash Flows	<u>1,218,729</u>	<u>1,051,934</u>	<u>270,678</u>

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

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	1,808	-	-
Interest Receivable	168	-	3,221
Banking Staffing Underuse	-	3,177	-
Teacher Salaries Grant Receivable	366,637	328,513	342,977
	<u>368,613</u>	<u>331,690</u>	<u>346,198</u>
Receivables from Exchange Transactions	1,976	-	3,221
Receivables from Non-Exchange Transactions	366,637	331,690	342,977
	<u>368,613</u>	<u>331,690</u>	<u>346,198</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	-	-	905,000
Total Investments	<u>-</u>	<u>-</u>	<u>905,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	16,725	-	-	-	(1,502)	15,223
Building Improvements	132,683	13,676	-	-	(12,210)	134,149
Furniture and Equipment	188,341	172,868	(2,488)	-	(61,105)	297,616
Information and Communication Technology	20,390	27,005	-	-	(7,646)	39,749
Motor Vehicles	20,572	-	-	-	(9,664)	10,908
Leased Assets	100,644	40,522	-	-	(61,920)	79,246
Library Resources	5,893	61	-	-	(744)	5,210
Balance at 31 December 2023	485,248	254,132	(2,488)	-	(154,791)	582,101

The net carrying value of equipment held under a finance lease is \$79,246 (2022: \$100,644)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	60,087	(44,864)	15,223	60,087	(43,362)	16,725
Building Improvements	263,570	(129,421)	134,149	251,969	(119,286)	132,683
Furniture and Equipment	765,829	(468,213)	297,616	664,449	(476,108)	188,341
Information and Communication Technology	155,910	(116,161)	39,749	135,361	(114,971)	20,390
Motor Vehicles	53,720	(42,812)	10,908	53,720	(33,148)	20,572
Leased Assets	264,723	(185,477)	79,246	224,201	(123,557)	100,644
Library Resources	43,654	(38,444)	5,210	43,593	(37,700)	5,893
Balance at 31 December	1,607,493	(1,025,392)	582,101	1,433,380	(948,132)	485,248

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	34,890	22,118	28,964
Accruals	4,947	4,384	6,259
Employee Entitlements - Salaries	366,637	328,513	342,977
Employee Entitlements - Leave Accrual	9,171	7,171	7,592
	415,645	362,186	385,792
Payables for Exchange Transactions	415,645	362,186	385,792
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	415,645	362,186	385,792

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income Received In Advance	-	10,000	80,000
MOE Income in Advance	5,340	-	10,000
	<u>5,340</u>	<u>10,000</u>	<u>90,000</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	138,600	144,913	126,797
Increase to the Provision During the Year	17,327	18,116	17,327
Use of the Provision During the Year	-	-	(11,468)
Other Adjustments	8,730	-	5,944
Provision at the End of the Year	<u>164,657</u>	<u>163,029</u>	<u>138,600</u>
Cyclical Maintenance - Current	164,657	-	-
Cyclical Maintenance - Non current	-	163,029	138,600
	<u>164,657</u>	<u>163,029</u>	<u>138,600</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.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	36,842	52,618	52,521
Later than One Year and no Later than Five Years	36,056	52,063	39,858
Future Finance Charges	(5,573)	-	(4,901)
	<u>67,325</u>	<u>104,681</u>	<u>87,478</u>
Represented by			
Finance lease liability - Current	33,362	52,618	50,028
Finance lease liability - Non current	33,963	52,063	37,450
	<u>67,325</u>	<u>104,681</u>	<u>87,478</u>

16. Funds Held for Capital Works Projects

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Boiler Rationalisation		228607	30,257	2,260	(32,517)	-	-
WT I, T: Weathertightness Remediation (Cladding)		231649	-	-	(1,800)	-	(1,800)
Totals			30,257	2,260	(34,317)	-	(1,800)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(1,800)

	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			(43,243)	100,038	(26,538)	-	30,257

Represented by:

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

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,650	1,875
<i>Leadership Team</i>		
Remuneration	775,027	635,120
Full-time equivalent members	7.00	6.00
Total key management personnel remuneration	<u>778,677</u>	<u>636,995</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	20.00	4.00
110 - 120	2.00	2.00
120 - 130	1.00	-
	<u>23.00</u>	<u>6.00</u>

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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

Holidays Act Compliance – schools payroll

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$3,783 (2022:\$111,640) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
WT I, T: Weathertightness Remediation (Cladding)	5,583	1,800	3,783
Total	5,583	1,800	3,783

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,218,729	1,051,934	270,678
Receivables	368,613	331,690	346,198
Investments - Term Deposits	-	-	905,000
Total financial assets measured at amortised cost	<u>1,587,342</u>	<u>1,383,624</u>	<u>1,521,876</u>

Financial liabilities measured at amortised cost

Payables	415,645	362,186	385,792
Finance Leases	67,325	104,681	87,478
Total financial liabilities measured at amortised cost	<u>482,970</u>	<u>466,867</u>	<u>473,270</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MORRINSVILLE INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Morrinsville 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 2023, 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 2023; 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 24 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 47, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "JvL".

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

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	
Mark Soffe	Parent Representative	Co-opted	Jul 2025
Mike Garrud	Parent Representative	Elected	Jul 2025
Greg Mills	Parent Representative	Elected	Jul 2025
Rochelle Taylor	Parent Representative	Elected	Jul 2025
Jade Silva	Staff Representative	Elected	Jul 2025

Morrinsville Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$4,571 (excluding GST). The funding was spent on sporting endeavours.

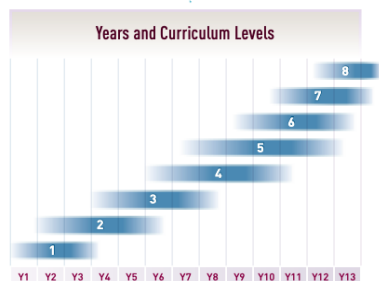
Statement of Compliance with Employment Policy

For the year ended 31st December 2023 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.



School name: Morrinsville Intermediate School	School number: 1833
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<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)

2023 Student Achievement Summary (based on Overall Teacher Judgements):

Learning Area	Whole School BoY	Whole School EoY	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	68%	70%	65%	70%	61%	63%	81%	79%	64%	68%	F: 63% M: 43%	F: 63% M: 46%	F: 76% M: 43%	F: 68% M: 43%
Writing	64%	62%	64%	72%	57%	51%	71%	70%	63%	55%	F: 69% M: 46%	F: 63% M: 38%	F: 57% M: 48%	F: 50% M: 48%
Maths	67%	69%	58%	65%	70%	70%	69%	70%	68%	73%	F: 31% M: 39%	F: 58% M: 54%	F: 62% M: 43%	F: 59% M: 43%

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: Attendance and Engagement

- to improve students' regular attendance rates (i.e. students attending 90%+)

Annual Objectives and Aims:

- Strategic Goal 2c) - create opportunities for learners to strengthen their key competencies
- Strategic Goal 3c) - continue to review and refine transition processes in/through and out of MIS

Background (our WHY?)

As a school we monitor student attendance with vigilance as we strongly believe there is a direct correlation between student engagement and achievement. Historically we have always aimed for a daily attendance rate of more than 90%. Over the past six years there has been a decline in daily attendance rates with a significant drop evident in 2022:

Year	Daily Attendance Rates
2017	93.2%
2018	92.8%
2019	91.4%
2020	91.25%
2021	91.6%
2022	85.1%

Commentary: it is important to note that in 2020-2021 we experienced lockdowns of varying lengths; during lockdown the students were effectively marked as 'present' (coded ?) when there was evidence of engagement in online learning. 17 students were also impacted by the lockdown in the Hamilton area as they resided within the lockdown boundary and were not permitted to attend school in Morrinsville.

In 2022, while there were no lockdowns, we started the year in 'Red Light' settings, and another wave of covid was prominent forcing many students into isolation, along with rampant flu-like illnesses that impacted hugely on daily attendance in Terms 2-3.

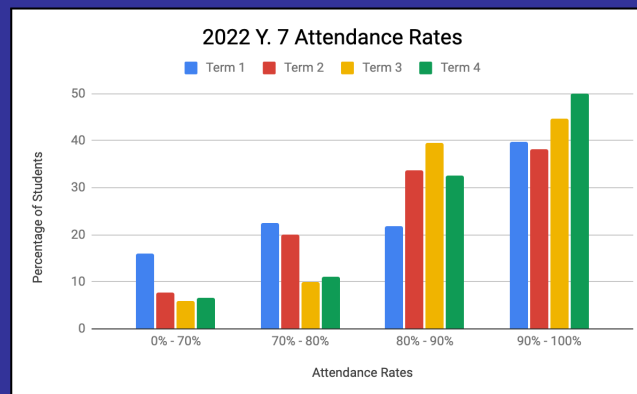
As a school we collaborate with our local College, primary school and Starfish (Attendance Services; who meet with us every fortnight to monitor chronic non-attendance i.e. those students who attend \leq 70% of the time). We believe that working together with families collectively is more likely to achieve success than acting independently.

Moving forward, as an intermediate who enrol only Y. 7s and Y. 8s we need to enquire into the attendance rates of our 2022 Y. 7 cohort who are enrolled with us again in 2023. These students will be our target group initially and will form the basis of our internal evaluation. Regular attendance is defined as those students who attend school 90%+.

Attendance Rates: Y. 7s 2022

Y. 7 Attendance Rates	Term 1	Term 2	Term 3	Term 4
90% - 100% (regular)	39.7% (60)	38.3% (59)	44.7% (68)	50% (77)
80% - 90% (irregular)	21.9% (33)	33.8% (52)	39.5% (60)	32.5% (50)
70% - 80% (moderate)	22.5% (34)	20.1% (31)	9.9% (15)	11% (17)
0% - 70% (chronic)	15.9% (24)	7.8% (12)	5.9% (9)	6.5% (10)
Total Students:	151	154	152	154

Commentary: the data above reflects an improvement in the percentage of regular attenders from T. 1 - T. 4. and a reduction in those students having chronic attendance.



Cohort Attendance Rates for Y. 7 Students in 2022:

Y. 7 Attendance Rate 2022	Y. 7 Girls	Y. 7 Boys	Total Students	Ethnicity		
				NZE	Māori	Other
Regular (≥ 90%)	29	27	56/157 (36%)	42	8	6
Irregular (80-89%)	36	35	71/157 (45%)	42	22	7
Moderate (70%-79%)	11/23 (48%)	12/23 (52%)	23/157 (15%)	13/23 (57%)	9/23 (39%)	1/23 (4%)
Chronic (<70%)	5/7 (71%)	2/7 (29%)	7/157 (4%)	5/7 (71%)	2 (29%)	-
Total:	81 (52%)	76 (48%)	157	102 (65%)	41 (26%)	

2023 Attendance and Engagement Targets (based on 2022 Year 7 students):

1. Improve our daily attendance rate as a whole school from 85% to $\geq 90\%$
2. The group of [seven Y. 8 students](#) (five girls + two boys) who had chronic attendance (i.e. less than 70%) in 2022 will make progress and attend school $\geq 75\%$ of the time
3. The group of [23 Y. 8 students](#) who had moderate attendance (i.e. 70% - 79%) in 2022 will make progress and attend school $\geq 90\%$ of the time
4. The group of [71 Y. 8 students](#) who had irregular attendance (i.e. 80% - 89%) in 2022 will make progress and attend school $\geq 90\%$ of the time

Student Progress and Achievement Summary: Actions and Outcomes (WHAT did we do and how did it impact? Did we achieve our targets?)

Target # 1: improve whole school daily attendance rates

2022 EoY	Term 1 2023	Term 2 2023	Term 3 2023	Term 4 2023
85.1%	91.3% (T. 1) 91.3% (YTD)	86.56% (T. 2) 88.9% (YTD)	89.87 (T. 3) 89.3% (YTD)	90.34 (T. 4) 89.5 (YTD)

Commentary: Up to the end of Week 7 Term 4 daily the daily attendance rate is 89.4%. This is 0.6% below the target of $\geq 90\%$ but close to 5% improvement from 2022 (target almost achieved by -0.4%)

Target # 2: The group of [seven Y. 8 students](#) (five girls + two boys) who had chronic attendance (i.e. less than 70%) in 2022 will make progress and attend school $\geq 75\%$ of the time

Term 4 Summary (YTD attendance)

2022 Chronic Cohort (x 4; three students are on NHS)	< 70% (chronic)	70% - 79% (moderate)	80 - 89% (irregular)	90 - 100% (regular)	Total
Girls	1		1	-	2
Boys	1	1	-	-	2

Commentary:

1. 2/4 of this group are achieving the target of attending school $\geq 75\%$ of the time in 2023
(target partially achieved)
2. 2/4 (50%) all students who had chronic attendance in 2022 are continuing to attend $<70\%$ in 2023
3. 4/4 (100%) of the chronic attenders students have shown improvement in 2023 compared to 2022
4. The two Māori students included in this data both continue to be chronically absent but have improved attendance in comparison to 2022

Target # 3: The group of [23 Y. 8 students](#) who had moderate attendance (i.e. 70% - 79%) in 2022 will make progress and attend school $\geq 90\%$ of the time

Term 4 Summary (YTD attendance)

2022 Moderate Absences Cohort (x 21; two students have left the school)	< 70% (chronic)	70% - 79% (moderate absences)	80 - 89% (irregular)	90 - 100% (regular)	Total
Girls	-	5	3	2	10
Boys	1	2	6	2	11

Commentary:

1. 4/21 (19%) are attending regularly (90%+) compared with zero in 2022 **(target partially achieved)**
2. 17/21 (81%) of all students in this cohort have made personal progress compared to 2022; one female student has attended school 99% of the time.
3. 9/21 (43%) are attending irregularly compared with 11 students (62%) in T. 3 ... this is positive given all this cohort had moderate absences in 2022
4. 7/21 (33%) of this cohort are in the moderate absence category (24% at the end of T. 3)
5. 1/21 (5%) of this cohort have chronic attendance (circumstances for this child have changed dramatically this year having a huge impact on attendance)

Target # 4: The group of [71 Y. 8 students](#) who had irregular attendance (i.e. 80% - 89%) in 2022 will make progress and attend school $\geq 90\%$ of the time

Term 4 Summary (YTD attendance)

2022 Irregular Attendance Cohort (x 67; four students have left)	< 70% (chronic)	70% - 79% (moderate absences)	80 - 89% (irregular)	90 - 100% (regular)	Total
Girls	-	-	17	14	31
Boys	-	1	11	24	36

Commentary

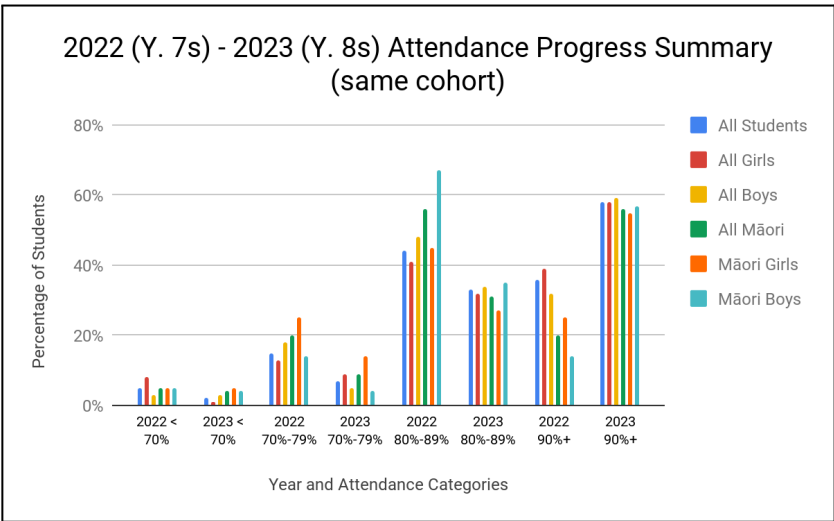
1. 38/67 (57%) students are attending regularly ($\geq 90\%$ of the time) this year compared to zero in 2022
(target partially achieved)
2. 58/67 (87%) students have improved attendance rates compared to 2022
3. 6/67 (9%) students have maintained their rate of attendance since 2022 (within 1-2%)
4. 4/67 (6%) students have regressed in their rate of attendance this year
5. 28/67(42%) students are continuing to attend irregularly
6. 1/67 (1%) has regressed, moving from irregular attendance to moderate absences

2023 School-wide Attendance Summary (31st January - 24th November)

Commentary

1. 57% of all students are attending school regularly in 2023; a significant improvement from 42% in 2022 (and 36% of Year 7s)
2. 33% of all students are attending school irregularly
3. 8% of all students have moderate absences
4. 2% of all students have chronic absenteeism
5. 16 students have recorded 98%+ (x 10 girls + x 6 boys) in 2023
6. 56% girls are attending regularly in comparison with 57% boys; no real disparity
7. Māori girls are attending less regularly than all girls i.e 13% disparity
8. Māori boys are attending regularly (61%) compared to all boys (57%)
9. Māori boys are attending more regularly than their female counterparts i.e. 61% v 43%

2023 Whole School	< 70% (chronic)	70% - 79% (moderate)	80 - 89% (irregular)	90 - 100% (regular)	Total
Whole School	7 (2%)	26 (8%)	107 (33%)	182 (57%)	322 (100%)
All Girls	2 (1%)	15 (9%)	54 (34%)	90 (56%)	161 (50%)
All Boys	5 (3%)	11 (7%)	53 (33%)	92 (57%)	161 (50%)
All Māori	3 (3%)	10 (11%)	30 (34%)	45 (51%)	88 (27% of whole school)
Māori Girls	2 (4%)	7 (15%)	18 (38%)	20 (43%)	47 (15%)
Māori Boys	1 (2%)	3 (7%)	12 (29%)	25 (61%)	41 (13%)



2023 YEAR 8s	< 70% (chronic)		70% - 79% (moderate)		80 - 89% (irregular)		90 - 100% (regular)	
	2022 (as Y. 7s)	2023 (as Y. 8s)	2022 (as Y. 7s)	2023 (as Y. 8s)	2022 (as Y. 7s)	2023 (as Y. 8s)	2022 (as Y. 7s)	2023 (as Y. 8s)
All Year 8s	5%	2%	15%	7%	44%	33%	36%	58%
All Y. 8 Girls	8%	1%	13%	9%	41%	32%	39%	58%
All Y. 8 Boys	3%	3%	18%	5%	48%	34%	32%	59%
All Y. 8 Māori	5%	4%	20%	9%	56%	31%	20%	56%
Y. 8 Māori Girls	5%	5%	25%	14%	45%	27%	25%	55%
Y. 8 Māori Boys	5%	4%	14%	4%	67%	35%	14%	57%

Commentary:

1. 58% of all Y. 8 students are attending school regularly in 2023; a significant improvement from 36% in 2022
2. 33% of all Y. 8 students are attending school irregularly, compared with 44% in 2022
3. 7% of all Y. 8 students have moderate absences in 2023 compared with 15% in 2022
4. 2% of all Y. 8 students have chronic absenteeism in 2023 compared with 5% in 2022
5. Y. 8 girls are attending regularly at 58% v 59% for boys and similar in the other categories
6. 56% Y. 8 Māori are attending regularly in 2023 v 20% in 2022; a significant improvement of 36%
7. Y. 8 Māori girls and boys are attending school at similar rates, have improved significantly since 2022.
8. 14% Y. 8 girls have moderate absences, compared to 4% for Māori boys

Reasons for the variance (how did we achieve our results and why did it happen?)

Actions taken to improve attendance and engagement (aligned with our Annual Plan):

1. Target groups established and individual students monitored weekly

2. Attendance policy has been reviewed and expectations communicated to parents/caregivers via the school newsletter (including justified/unjustified absences)
3. Assistance given to families to support attendance/engagement: transport, food, uniform, period products
4. Weekly EDGE report and monitoring of all students; identifying any trends/patterns
5. Classroom teachers making initial contact with parents/caregivers when issues/trends arise (and then followed up by principal as needed to encourage further effort from home)
6. Enrolled three chronic attending students into Northern Health School (this is intended to be an interim measure to address personal matters before transitioning them back into mainstream education at MIS)
7. Celebrating good attendance: with individuals, communicating top attending classes at assembly by sharing the data (prize given to class who achieved 100% for the week)
8. "Every day counts and every minute matters!" instilling the importance of attendance and focus on learning (at both assembly and through newsletters)
9. Speaking with individual students, and families, regarding attendance concerns (enquiring into potential barriers to attending regularly, and support required)
10. Fortnightly meetings with Starfish (attendance services)
11. General letters of concern sent home (chronic attenders) and referrals to Starfish
12. Staff communicating weekly/fortnightly regarding current learning foci (to support engagement and help from home)
13. Key Competencies: aligning these with values and attendance e.g. managing-self/internal commitment
14. EOTC events x 2 for all teams in Term 1 (however some condoned absences occur on these days despite communicating the expectation of attendance)
15. Y. 7 cohort of 'at risk' attenders has been developed and monitored
16. 'Ready 4 Learning' passes created (to welcome students to school rather than focus on them being late; a more positive connotation)
17. 60 letters sent home in early T. 2 for those students not attending regularly
18. Made four referrals to the Public Health Nurse (three which parents/caregivers approved)
19. Guest speakers at assembly who reiterate the importance of regular attendance
20. Sharing 'employment' dispositions/qualities sought by employers e.g. reliability, punctuality

Evaluation and planning for next year

We are pleased with the progress made in attendance; students (and their whānau) are much more aware of the importance of attending school regularly, and that there is accountability to do so. We have strong processes in place and collaborate with Starfish (attendance service) and our local schools. We have strong practices in place for effective transitions in, throughout, and beyond Morrinsville Intermediate School. We put our students' wellbeing at the centre of our decision making.

We will continue to monitor attendance with rigour by:

1. Continuing to clearly communicate attendance expectations to both students and whānau
2. Continuing to share attendance data during assemblies
3. Sending home attendance letters to families of students attending <90% daily, each term
4. Working with the Kahui Ako Attendance and Engagement officer to further grow attendance

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)

2023 Target: Our baseline data (based on 2022 end of year Overall Teacher Judgements) identified concerns with male and Māori student achievement in LITERACY (see below)

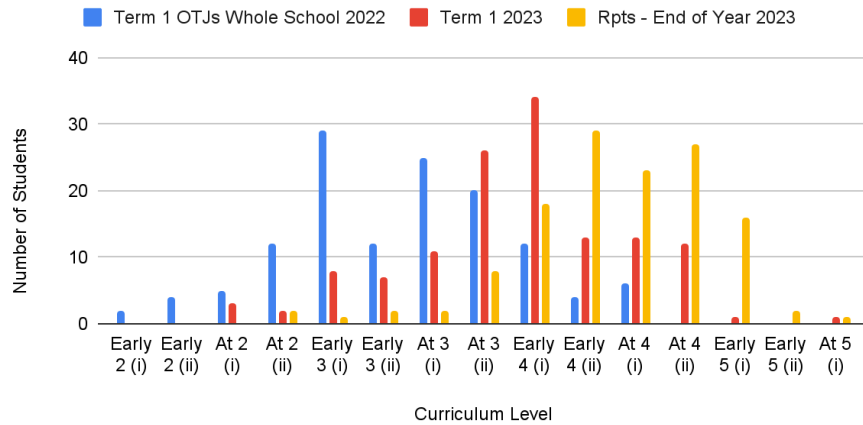
2023 Targets (based on 2022 exit data)

1. All students will make progress in Literacy (Reading and Writing) in relation to the New Zealand Curriculum levels **99% students made progress in both Reading and Writing (one student did not, and has special learning needs)**
2. The group of 17 Y. 8 Maori students (x 7 girls and x 10 boys) who are achieving below/well below expectation (E.L4) in READING will make accelerated progress (beyond one year's growth) **75% of Māori target students made accelerated progress in Reading**
3. The group of 26 Y. 8 non-Maori students (x 14 girls and 12 boys) who are achieving below/well below expectation (E. L4) in READING will make accelerated progress (beyond one year's growth) **64% Non-Māori boys made accelerated progress in Reading**
4. The group of 17 Y. 8 Maori students (x 7 girls and x 10 boys) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth) **63% Māori students made accelerated progress in Writing**
5. The group of 35 Y. 8 non-Maori students (x 16 girls and x 19 boys) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth) **59% non-Māori students made accelerated progress**

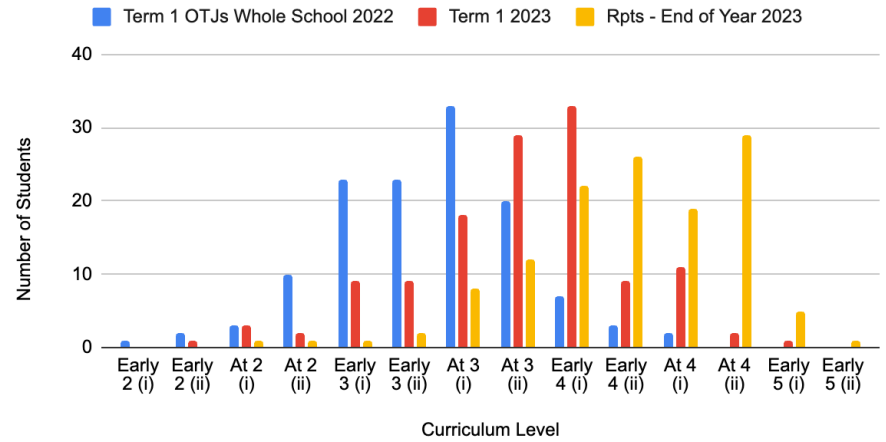
Supporting Data:

Clean Data Progress and Achievement: current Y. 8 cohort from entry in 2022 to end-of-year 2023 illustrates significant progress

READING: 2022 - 2023 Progress and Achievement Summary (current Y. 8s)



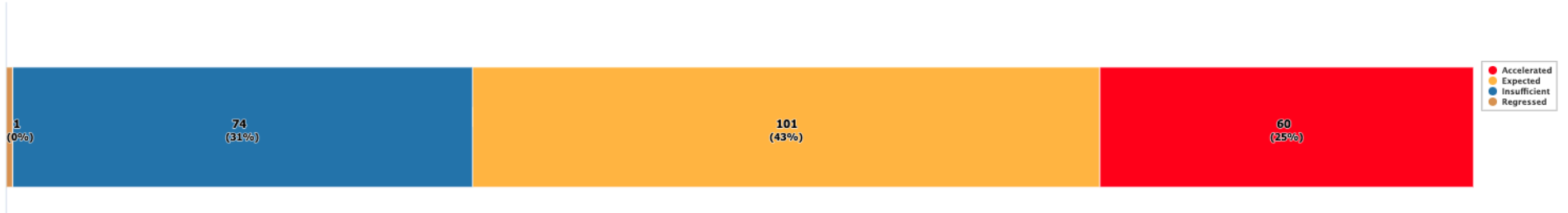
WRITING: 2022 - 2023 Progress and Achievement Summary (current Y. 8s)



Whole School Reading Progress:

Accelerated Reading Data - 2023 Term 1 To 2023 Term 4 - 100% Bar Chart

Filtered By



Whole School Writing Progress:

Accelerated Writing Data - 2023 Term 1 To 2023 Term 4 - 100% Bar Chart



Commentary:

1. 99.9% students made progress in Reading (x1 student did not)
2. 99.9% students made progress in Writing (x1 student did not)

Actions (WHAT did we do?)

Actions taken to improve and accelerate achievement in READING :

1. Structured Literacy: increase frequency and rigour across the school in the use of The Code to support understanding spelling patterns (link to TAI/PLGs)
2. Use of Reciprocal Reading, Reading aloud, and Read Theory to strengthen comprehension strategies
3. Daily reading and growing reading mileage need to be prioritised
4. Engagement with RTLit (Ann Beckitt) for support with enhancing teacher capability (staff meeting each term)
5. Explicit use of Reading Progressions; share current foci with parents/caregivers also through fortnightly emails/communication
6. Discussed the data at SLT - Numbers, Names, Needs, Next Steps - teams are to analyse their class/team data to determine exactly WHO students are that are achieving below expectation, what their needs are (revisit [E-asTTLe School Wide Data March 2023](#)
[E-asTTLe School Wide Data July 2023](#) , [e-asTTLe School Wide Data November 2023](#), learning pathways, What Next report) and plan programmes that are evidence-based and responsive to the trends and needs identified:
 - E-asTTLe trends include the need to focus on Language Features, Purpose and Audience, Ideas
7. Continued intervention through the Literacy Centre and use of Steps Web
8. TAI focused on Reading interventions (either an individual inquiry, or a collaborative inquiry); PLGs to share best practice and improved outcomes, each term
9. Student goal setting

Actions taken to improve and accelerate achievement in WRITING:

1. Rigorous implementation of 'The Code' to explicitly teach spelling rules/patterns
2. Explicit writing at least-four three times per week with use of writing models
3. Building oral language and enthusiasm for Writing
4. Committing to teaching explicit writing, daily
5. Revisit and review of our MIS Effective Literacy Practices
6. Effective evidence-based, responsive formative practice i.e. teaching to need and purpose
 - Team leaders to ensure planning reflects students' needs; 'why are you teaching what you are teaching? Show me the evidence'
7. Regular and explicit feedback and feed-forward aligning with LPs
8. School-wide moderation to improve understanding and consistency in making OTJs in relation to NZC
9. Embedding the use of the MIS Learning Progressions to guide next steps, targeting Level 4

10. Writing hot spots identified:

- Planning (tends to be minimal and lacking detail to support writing process)
- Sentence varieties - L. 3/4 requires elaboration on ideas and impact through varied sentence structures
- Paragraphing
- Punctuation
- Correct tense

Reasons for the variance (why did it happen?)

We have been focusing on our target learners particularly in Writing in classrooms, with extensive intervention in Reading through the provision of the Literacy Centre (we employ a staff member for 26 hours per week to support use of Stepsweb and additional Reading interventions).

Evaluation and planning for next year:

Evaluation: Overall, we are generally pleased with the progress the majority of our students have made in Literacy: Reading and Writing, but want further improvement. The Literacy Centre continues to be valuable with high levels of acceleration achieved in Reading for those students who attend this intervention throughout the year.

In 2024 we will:

1. Continue to fund the Literacy Centre intervention
2. Explore the use of Read Theory
3. Introduce Three Level Guides - PLD for teachers
4. Use Cloze activities
5. Introduce a focus on Poetry (we noticed this genre was poorly achieved in our e-asTTle Reading)
6. Vocabulary - 'word of the week' to explore language features and literary devices, punctuation types
7. Build reading stamina; there is a growing dislike of reading by our young people
8. Build on Structured Literacy (The Code)
9. Two teachers to participate in A.L.L.
10. Trial 'Writers Toolbox' with one team (120 students and staff)
11. TAls 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
12. TAls to include specific focus on High Impact Teaching Strategies (HITS)

13. 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)

Te Tiriti o Waitangi Statement of Implementation 2023:

(as outlined in the [Regulatory Impact Statement: Regulations for the Planning and Reporting Framework](#), Hon. Chris Hipkins (Minister of Education, Hon. Jan Tinetti, Associate Minister of Education, 16th November 2022)

Report on how the school has given effect to Te Tiriti o Waitangi / The Treaty including:

• **the progress and achievement of the school's Māori students**

Progress and achievement can be measured in a variety of ways, including academic progress and wellbeing (attendance and engagement at school).

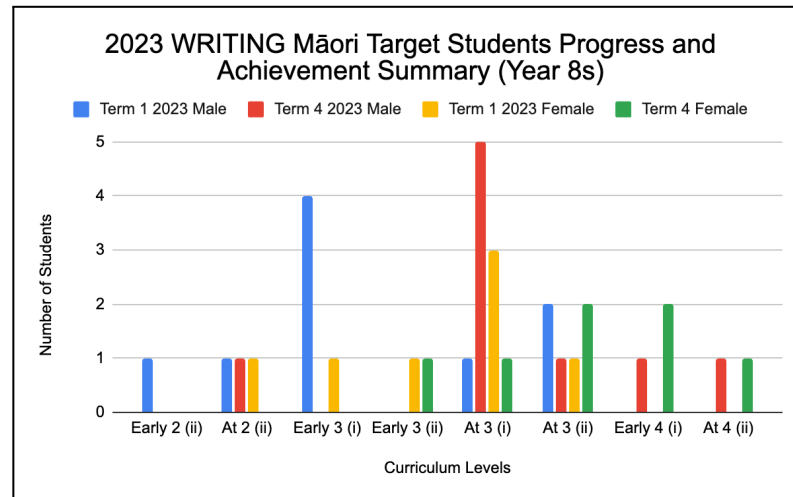
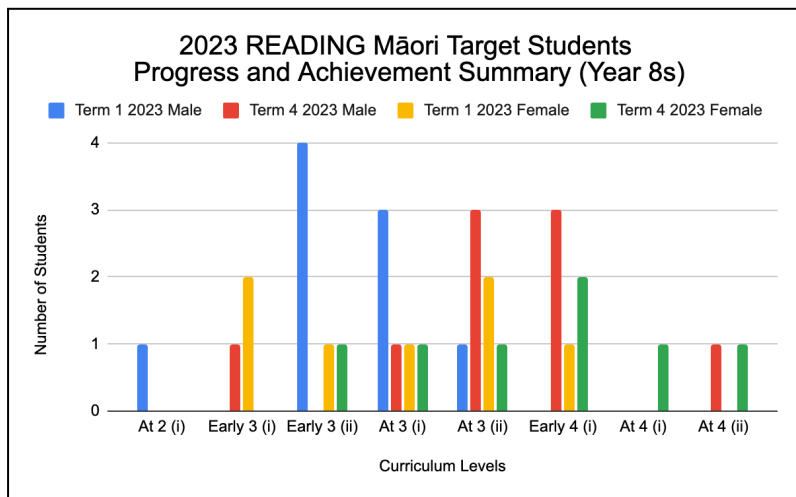
This year our school wrote and produced 'The Time Travelling Waka' a pūrakau based on our local history. This was written and produced in consultation with local iwi.

A large number of our ākonga were involved in the writing of the script, acting in key roles, and/or working behind the scenes; many of the tamariki had never been involved in a production before so this served as a fantastic opportunity for them to share their heritage and they were very proud to do so.

The community were very supportive with the Tumuaki, Hone Thompson and other dignitaries attending.

[The Time Travelling Waka: bringing local pūrakau to life on stage](#) was featured in the Education Gazette (issue: volume 102, number 10, 3 August)

Below are graphs indicating the **academic progress and achievement of our Maori students in Reading and Writing** (these were our target learning areas 2023)



Attendance Data (4 Point Scale) Year To Date - 2023 - 100% Bar Chart

Filtered By: Maori



Attendance and Engagement:

The strip graph above indicates that:

- 60% of Māori ākonga are attending regularly (i.e. 90%+); this is slightly higher than the school-wide average of 57% attending regularly
- 24% of Māori ākonga are attending irregularly (i.e. 80 - 89%)
- 14% of Māori ākonga have moderate absences
- 1% of Māori ākonga have chronic absences

Overall we are happy with the attendance but are always working to improve this, and will continue to engage with whānau to support regular attendance and engagement by all Māori tamariki.

• *the progress the school has made towards making instruction available in tikanga and te reo Māori*

As part of teachers' Professional Growth Cycle, they have been required to set one goal focused on strengthening their capability and understanding of tikanga and the use of te reo Māori in their day-to-day practice. They have been given some autonomy as to the professional learning and development (PLD) approach they have undertaken. This ranges from formal, outsourced PLD including: Te Ahu o Te Reo Māori, Education Perfect, Kupu (use of the app).

The principal has established in-school PLD and demonstrates increasing use of te re Māori in all forms of communication.

Our Kahui Ako has held waananga at one of our local marae to collectively build on cultural responsive practices including marae protocol or kawa. These have been well received.

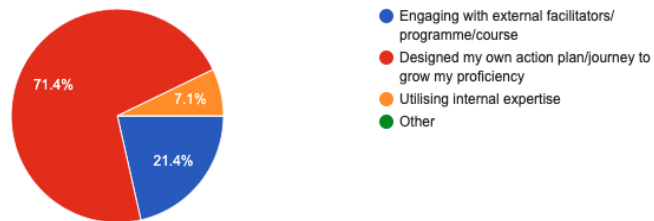
In 2024 all teachers will be required to undertake PLD using Education Perfect (see responses to our EoY strategic plan review questions).

We have offered Education Perfect (te reo Māori) for students as part of an extension programme in 2023 and will continue to provide this in 2024.

Q. 16: All teachers have been required to engage in formal PLD Te Reo Māori as part of our PGC. [Copy](#)

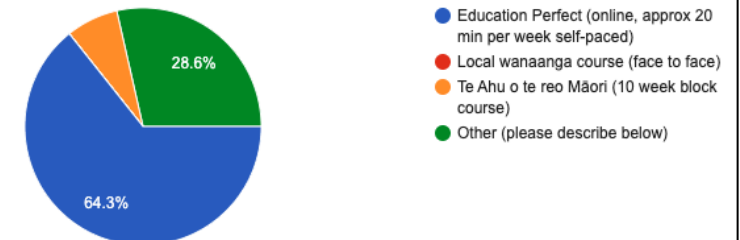
What explicit PLD have you undertaken this year?

14 responses



Q. 17: What further support is needed to grow your capability in using te reo Māori regularly and effectively? [Copy](#)

14 responses



Kiwisport Funding 2023:

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 \$4500.00 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. Beach Safety - whole school visits to Waihi for Beach Education
3. Friday sport (whole school)
4. Class weekly PE programmes
5. Students to attend Inter-Intermediate competitions (this required entry fees, transport and teacher release)
6. Provision of new sports equipment (replacement items plus new gear)
7. School events: Athletics sports, swimming programmes, X-country
8. Winter netball
9. Winter hockey
10. Lacrosse
11. Sports Camp (35 students attend camp; we provide two teachers and four parent helpers)
12. AIMS Games participation

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 2023 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.

Compliance with Employment Policy (and Equal Employment) 2023:

As a School Board we ensure we are good employers, and are complying with the principles of being a good employer, as outlined below:

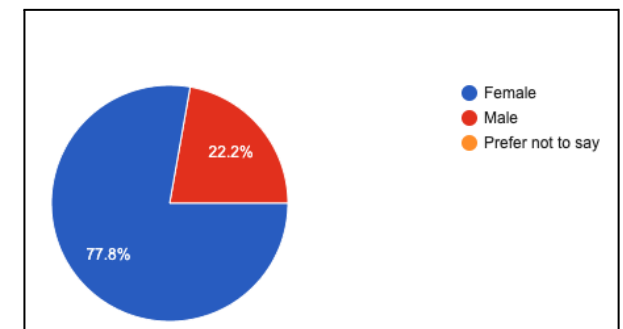
- Morrinsville Intermediate School reports to the Board annually regarding Equal Employment opportunities
- The Board ensures all staffing appointments are conducted in a fair and transparent process, employing the best candidate for the position as per policy
- The Board carefully considers the skills 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 were 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 staffs' wellbeing and aspirations)
- A culture of health, safety and wellbeing is established and maintained

2023 teaching staff comprised:

1. 4 male
2. 18 female

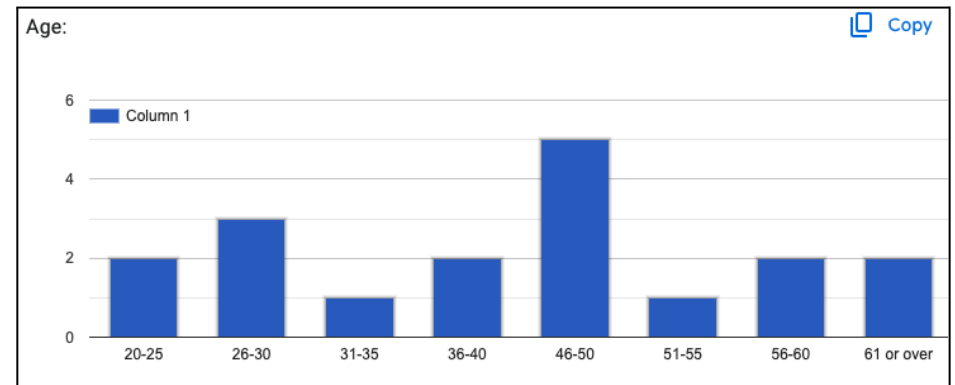
Of the 22 teachers we have had:

3. 13 full time teachers
4. 9 part time teachers



2023 Support staff comprised:

1. 2 admin workers (PA and Secretary)
2. 1 full time caretaker
3. 7 learning assistants (range from part time to full time, BOT funded/MOE funded)
4. 1 Kapa haka tutor (and assistants)
5. 1 Music tutor (and three itinerant music teachers)



Principal's Leadership and Wellbeing Funding 2023

As part of the recent settlement to the Primary Principals' Collective Agreement 2023-2025 Primary principals and the Ministry of Education agreed that in each of 2023 and 2024 Principals will receive \$6,000 of Professional Coaching Support for Principal Leadership and Wellbeing (Hauroa) Funding.

The funding ensures principals can access coaching and/or support that enhances their leadership role and supports their professional development and wellbeing.

The principal, Jenny Clark, has registered to attend the **ULead Conference 2024 in Canada: The Summit of Educational Leadership (Saturday 13th April (masterclass - Tuesday 16th April))** as part of a delegation of principals from New Zealand.

The delegation will attend a reputable International Conference with excellent Keynote speakers. The delegation is excited about the opportunity to deepen their pedagogy and leadership paradigm.

Speakers include Principal Bacuti Kafele and Michael Fullan. Kafele is a scholar and a Principal who has turned many schools around. Fullan is an expert in school systems and changes that focus on equitable outcomes. Fullan is currently researching and will be sharing about the 'humanity paradigm' —equitable-equal deep change that integrates school, community, regional and government entities all working together.

This delegation will provide valuable insights, knowledge and skills that will enhance leadership ability. Delegates will receive a fresh perspective on problem solving and leadership challenges.

The 2023 provision of \$6000.00 has been spent to cover registration for ULead and flights. Accommodation costs will be paid for in 2024.

Declaration

The 2024 Principals' Delegation to Canada for Jenny Clark was **APPROVED** / **DECLINED**

Presiding Member: Mrs Teresa Higham

with the authority of the board on (date): 9th November 2023