

# **MAUNGAKARAMEA SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2023**

**School Directory**

**Ministry Number:** 1047

**Principal:** Simon Schuster

**School Address:** Tangihua Road

**School Postal Address:** P O Box 89, Maungakaramea, 0146

**School Phone:** 09 432 3804

**School Email:** office@mgk.school.nz

**Accountant / Service Provider:**

**Education } Services.**  
*Dedicated to your school*

# MAUNGAKARAMEA SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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## Maungakaramea School

### 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.

Wana Misa  
Full Name of Presiding Member

Wana Misa  
Signature of Presiding Member

5 August 2024  
Date:

Simon Schuster  
Full Name of Principal

[Signature]  
Signature of Principal

5 August 2024  
Date:

**Maungakaramea School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,147,790	892,811	1,014,848
Locally Raised Funds	3	112,718	52,400	109,076
Interest		4,988	-	977
Gain on Sale of Property, Plant and Equipment		-	-	57
<b>Total Revenue</b>		<b>1,265,496</b>	<b>945,211</b>	<b>1,124,958</b>
<b>Expense</b>				
Locally Raised Funds	3	52,084	41,300	56,059
Learning Resources	4	800,969	624,631	699,063
Administration	5	117,813	114,587	109,957
Interest		1,161	1,034	1,167
Property	6	267,065	201,972	211,614
Other Expenses	7	92	-	60
Loss on Disposal of Property, Plant and Equipment		6,774	-	224
<b>Total Expense</b>		<b>1,245,958</b>	<b>983,524</b>	<b>1,078,144</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>19,538</b>	<b>(38,313)</b>	<b>46,814</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>19,538</b>	<b>(38,313)</b>	<b>46,814</b>

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



**Maungakaramaea School**

**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		210,470	147,779	164,163
Total comprehensive revenue and expense for the year		19,538	(38,313)	46,814
Contributions from / (Distributions to) the Ministry of Education		-	-	(507)
Equity at 31 December		230,008	109,466	210,470
Accumulated comprehensive revenue and expense		230,008	109,466	210,470
Equity at 31 December		230,008	109,466	210,470

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.



**Maungakaramaea School**  
**Statement of Financial Position**  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	213,157	82,003	164,006
Accounts Receivable	9	60,937	35,538	67,975
GST Receivable		18,181	-	-
Prepayments		5,544	5,256	5,516
Inventories	10	11,690	7,332	5,840
Funds Receivable for Capital Works Projects	16	22,715	-	7,502
		<u>332,224</u>	<u>130,129</u>	<u>250,839</u>
<b>Current Liabilities</b>				
GST Payable		-	599	502
Accounts Payable	12	119,622	60,502	63,944
Revenue Received in Advance	13	1,625	-	35,221
Provision for Cyclical Maintenance	14	73,889	-	-
Finance Lease Liability	15	4,602	2,751	3,598
Funds held for Capital Works Projects	16	57,179	-	10,402
		<u>256,917</u>	<u>63,852</u>	<u>113,667</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>75,307</u>	<u>66,277</u>	<u>137,172</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	161,917	117,300	147,962
		<u>161,917</u>	<u>117,300</u>	<u>147,962</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	-	73,334	66,667
Finance Lease Liability	15	7,216	777	7,997
		<u>7,216</u>	<u>74,111</u>	<u>74,664</u>
<b>Net Assets</b>		<u>230,008</u>	<u>109,466</u>	<u>210,470</u>
<b>Equity</b>		<u>230,008</u>	<u>109,466</u>	<u>210,470</u>

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



# Maungakaremea School

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		310,588	267,822	255,982
Locally Raised Funds		83,282	52,400	139,382
Goods and Services Tax (net)		(18,683)	-	(97)
Payments to Employees		(201,353)	(159,422)	(154,403)
Payments to Suppliers		(154,337)	(172,330)	(134,909)
Interest Paid		(1,161)	(1,034)	(1,167)
Interest Received		4,981	-	969
Net cash from/(to) Operating Activities		23,317	(12,564)	105,757
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	57
Purchase of Property Plant & Equipment (and Intangibles)		(54,064)	(17,514)	(41,838)
Net cash from/(to) Investing Activities		(54,064)	(17,514)	(41,781)
<b>Cash flows from Financing Activities</b>				
Contributions from / (Distributions to) Ministry of Education		-	-	(507)
Finance Lease Payments		(2,979)	(4,691)	(3,109)
Funds Administered on Behalf of Other Parties		82,877	-	(13,126)
Net cash from/(to) Financing Activities		79,898	(4,691)	(16,742)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>49,151</b>	<b>(34,769)</b>	<b>47,234</b>
Cash and cash equivalents at the beginning of the year	8	164,006	116,772	116,772
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>213,157</b>	<b>82,003</b>	<b>164,006</b>

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



# **Maungakaramaea School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2023**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Maungakaramaea School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 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 Lunches and Stationery and Uniforms Sales. 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:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	20 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **l) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

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

### **m) Accounts Payable**

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



**n) Employee Entitlements**

*Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	310,398	269,202	277,840
Teachers' Salaries Grants	612,520	453,854	551,781
Use of Land and Buildings Grants	224,872	169,755	185,227
	<u>1,147,790</u>	<u>892,811</u>	<u>1,014,848</u>

The school has opted in to the donations scheme for this year. Total amount received was \$15,258.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	10,193	5,000	3,562
Fees for Extra Curricular Activities	10,177	9,800	19,142
Trading	10,413	10,500	11,934
Fundraising & Community Grants	57,980	4,000	49,430
Other Revenue	380	-	706
Ruru	23,575	23,100	24,302
	<u>112,718</u>	<u>52,400</u>	<u>109,076</u>
<b>Expense</b>			
Extra Curricular Activities Costs	12,618	8,300	14,325
Trading	6,706	9,000	10,431
Fundraising & Community Grant Costs	7,112	1,000	6,893
Ruru	25,648	23,000	24,410
	<u>52,084</u>	<u>41,300</u>	<u>56,059</u>
<b>Surplus for the year Locally Raised Funds</b>	<u>60,634</u>	<u>11,100</u>	<u>53,017</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	33,757	25,930	26,142
Library Resources	855	1,500	736
Employee Benefits - Salaries	711,372	539,889	614,986
Staff Development	5,290	5,350	1,521
Depreciation	37,966	36,632	46,445
Information Communication Technology	8,148	10,730	4,856
Equipment Repairs	3,581	4,600	4,377
	<u>800,969</u>	<u>624,631</u>	<u>699,063</u>



## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,600	4,600	4,500
Board Fees	3,378	4,000	2,745
Board Expenses	5,725	8,700	2,913
Communication	1,350	2,550	1,643
Consumables	7,135	4,600	5,706
Operating Leases	540	-	-
Other	10,048	8,150	10,663
Employee Benefits - Salaries	76,825	73,387	73,299
Insurance	2,272	1,600	1,774
Service Providers, Contractors and Consultancy	5,940	7,000	6,714
	<u>117,813</u>	<u>114,587</u>	<u>109,957</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,970	4,350	2,464
Cyclical Maintenance Provision	7,222	6,667	6,667
Grounds	14,743	6,550	5,594
Heat, Light and Water	9,363	9,000	7,766
Repairs and Maintenance	5,129	4,150	2,546
Use of Land and Buildings	224,872	169,755	185,227
Security	1,766	1,500	1,350
	<u>267,065</u>	<u>201,972</u>	<u>211,614</u>

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

## 7. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loss on Uncollectable Accounts Receivable	92	-	60
	<u>92</u>	<u>-</u>	<u>60</u>

## 8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	213,157	82,003	164,006
Cash and cash equivalents for Statement of Cash Flows	<u>213,157</u>	<u>82,003</u>	<u>164,006</u>

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

Of the \$213,157 Cash and Cash Equivalents \$57,179 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 2024 on Crown owned school buildings.



## 9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	1,142	3,420	1,177
Receivables from the Ministry of Education	9,890	-	20,204
Interest Receivable	16	1	9
Teacher Salaries Grant Receivable	49,889	32,117	46,585
	<u>60,937</u>	<u>35,538</u>	<u>67,975</u>
Receivables from Exchange Transactions	1,158	3,421	1,186
Receivables from Non-Exchange Transactions	59,779	32,117	66,789
	<u>60,937</u>	<u>35,538</u>	<u>67,975</u>

## 10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Uniforms Sales	10,797	6,275	4,594
Stationery	893	787	1,168
Lunches	-	270	78
	<u>11,690</u>	<u>7,332</u>	<u>5,840</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	53,510	-	-	-	(2,463)	51,047
Building Improvements	-	8,467	-	-	(147)	8,320
Furniture and Equipment	49,443	4,442	(6,774)	-	(7,583)	39,528
Information and Communication Technology	31,084	41,154	-	-	(21,451)	50,787
Leased Assets	9,894	4,632	-	-	(5,818)	8,708
Library Resources	4,031	-	-	-	(504)	3,527
<b>Balance at 31 December 2023</b>	<b>147,962</b>	<b>58,695</b>	<b>(6,774)</b>	<b>-</b>	<b>(37,966)</b>	<b>161,917</b>

The net carrying value of equipment held under a finance lease is \$8,708 (2022: \$9,894)

### 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	98,506	(47,459)	51,047	98,506	(44,996)	53,510
Building Improvements	8,468	(148)	8,320	-	-	-
Furniture and Equipment	216,545	(177,017)	39,528	227,085	(177,642)	49,443
Information and Communication Technology	163,740	(112,953)	50,787	123,825	(92,741)	31,084
Leased Assets	17,275	(8,567)	8,708	15,975	(6,081)	9,894
Library Resources	47,023	(43,496)	3,527	47,023	(42,992)	4,031
<b>Balance at 31 December</b>	<b>551,557</b>	<b>(389,640)</b>	<b>161,917</b>	<b>512,414</b>	<b>(364,452)</b>	<b>147,962</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	61,161	21,189	8,800
Accruals	4,600	4,400	4,500
Employee Entitlements - Salaries	49,889	32,117	46,585
Employee Entitlements - Leave Accrual	3,972	2,796	4,059
	<b>119,622</b>	<b>60,502</b>	<b>63,944</b>

Payables for Exchange Transactions  
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)  
Payables for Non-exchange Transactions - Other

119,622	60,502	63,944
-	-	-
-	-	-
<b>119,622</b>	<b>60,502</b>	<b>63,944</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	1,625	-	5,750
Other Revenue In Advance	-	-	29,471
	<u>1,625</u>	<u>-</u>	<u>35,221</u>

### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	66,667	66,667	60,000
Increase to the Provision During the Year	6,498	6,667	6,667
Other Adjustments	724	-	-
Provision at the End of the Year	<u>73,889</u>	<u>73,334</u>	<u>66,667</u>
Cyclical Maintenance - Current	73,889	-	-
Cyclical Maintenance - Non current	-	73,334	66,667
	<u>73,889</u>	<u>73,334</u>	<u>66,667</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	5,508	2,751	4,542
Later than One Year and no Later than Five Years	7,828	777	9,068
Future Finance Charges	(1,518)	-	(2,015)
	<u>11,818</u>	<u>3,528</u>	<u>11,595</u>
<b>Represented by</b>			
Finance lease liability - Current	4,602	2,751	3,598
Finance lease liability - Non current	7,216	777	7,997
	<u>11,818</u>	<u>3,528</u>	<u>11,595</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 \$
Roof Replacement		233062	8,560	-	(8,297)	-	263
Site Works: Pool Fence, Electrical, Floor		233064	(2,382)	2,382	-	-	-
AMS Combined Project		233063	(5,120)	182,410	(120,374)	-	56,916
Cyclone Remediation		241296	1,842	(1,842)	-	-	-
Air Monitoring & Mould Remediation		243975	-	-	(22,715)	-	(22,715)
LSPM - Site: Fence Project		242263	-	2,500	(2,500)	-	-
<b>Totals</b>			<b>2,900</b>	<b>185,450</b>	<b>(153,886)</b>	<b>-</b>	<b>34,464</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	57,179
Funds Receivable from the Ministry of Education	(22,715)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Heating upgrade		210325	(650)	-	650	-	-
Pool Shed Roofing		210152	3,243	-	(3,243)	-	-
Electrical Upgrade		210860	(29)	-	29	-	-
LSC Remodeling		220011	(7,265)	6,265	1,000	-	-
Toilet Repairs		229091	11,268	(166)	(11,102)	-	-
SIP Security Upgrade		233525	13,790	(666)	(13,124)	-	-
Roof Replacement		233062	(3,105)	185,945	(174,280)	-	8,560
Site Works: Pool Fence, Electrical, Floor		233064	-	60,994	(63,376)	-	(2,382)
AMS Combined Project		233063	-	-	(5,120)	-	(5,120)
Cyclone Remediation		241296	-	1,842	-	-	1,842
<b>Totals</b>			<b>17,252</b>	<b>254,214</b>	<b>(268,566)</b>	<b>-</b>	<b>2,900</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	10,402
Funds Receivable from the Ministry of Education	(7,502)

## 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	3,378	2,745
<i>Leadership Team</i>		
Remuneration	333,803	125,546
Full-time equivalent members	3.00	1.00
Total key management personnel remuneration	<u>337,181</u>	<u>128,291</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 (6 members) and Property (6 members) committees that met 8 and 8 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	120 - 130	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
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	1.00	-
	<u>1.00</u>	<u>0.00</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 non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

### 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 \$118,925 (2022: \$29,221) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roof Replacement	213,199	185,682	27,517
AMS Combined Project	212,555	125,494	87,061
Air Monitoring & Mould Remediation	27,062	22,715	4,347
<b>Total</b>	<b>452,816</b>	<b>333,891</b>	<b>118,925</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

No later than One Year  
Later than One Year and No Later than Five Years  
Later than Five Years

2023 Actual	2022 Actual
\$	\$
540	-
45	-
-	-
<b>585</b>	<b>-</b>

The total lease payments incurred during the period were \$540 (2022: \$0).



## 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	213,157	82,003	164,006
Receivables	60,937	35,538	67,975
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	274,094	117,541	231,981

### Financial liabilities measured at amortised cost

Payables	119,622	60,502	63,944
Finance Leases	11,818	3,528	11,595
Total financial liabilities measured at amortised cost	131,440	64,030	75,539

## 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.



## Maungakaramea School

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Luana Misa	Presiding Member	Elected	Jun 2025
Simon Schuster	Principal	ex Officio	
Steve Xue	Parent Representative	Elected	Jun 2025
David Heappey	Parent Representative	Elected	Jun 2025
Nikki Attwood	Parent Representative	Elected	Jun 2025
Jayne Southee	Parent Representative	Elected	Jun 2025
Leanne Lonergan	Staff Representative	Elected	Jun 2025

## **Maungakaramea School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$1,641 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2023 the Maungakaramea School Board:

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



# Statement of Variance Reporting - 2023

<b>School Name:</b>	Maungakaramaea School	<b>School Number:</b>	1047
<b>Strategic Aim:</b>	To provide quality learning programmes that meet individual student's needs and abilities academically, socially, physically and emotionally		
<b>Target:</b>	<p>Raise achievement and increase progress for all student groups, in reading: Achieved/Not Achieved</p> <ol style="list-style-type: none"> <li>1. Whole School B or WB data to be no more than 15% Not Achieved (31.8%)</li> <li>2. Maori B or WB data to be closer to the current whole school data (17%) Not Achieved (50%)</li> <li>3. Male B or WB data to be closer to the current whole school data (17%) Not Achieved (39.6%)</li> </ol> <p>Achievement was not met due to:</p> <ul style="list-style-type: none"> <li>-Teachers improved ability to make "Best Fit" judgements of students, due to improved assessment practices.</li> <li>-Student absence rate from; continued COVID fears, Cyclone Gabrielle, Number and spread of various' e.g. Norovirus</li> <li>-Teachers undertaking Professional Development in new teaching tools such as; Ideal, BSLA/Little Learners Love Literacy</li> <li>-Exit of a larger and very capable Year 8 group at the end of 2022 compared with our 2023 small Year 8 group</li> <li>-Significant growth of the school and a large number of new students requiring learning support</li> </ul>		

Baseline Data-2022:	<p>Analysis of November 2022 Reading Data</p> <p>Analysis of school-wide reading data (Best fit against NZC) in November 2022 identified a significant improvement. However with the teaching of reading changes, changing staff and the embedding of our new Reading Intervention Programme the Board identifies reading as an area requiring continued focus.</p>	<p>Analysis of November 2022 Reading Data</p> <p>83% of students at MGK School are performing At or Above in Reading!</p> <ul style="list-style-type: none"><li>Number of students B and WB is 17% compared</li><li>Number of students WAB and AB has increased to 43%</li><li>Number of male students B or WB has decreased to 23%</li></ul>
	<p>Post Data-2023:</p>	<p>Analysis of November 2023 Reading Data</p> <ul style="list-style-type: none"><li>Number of students B and WB is 31% compared with 17% End 2022</li><li>Number of students WAB and AB has decreased from 83% End 2022 to 68.2%</li><li>Number of male students B or WB has increased from 23% End 2022 to 39.6%</li></ul>

2023 Post Data:				
Year	Well below	Below	At	Above
Whole School	5%	12%	40%	43%
Post data	6.8%	25%	26.1%	42.1%
Maori	0%	49%	17%	34%
Post data	5.6 %	44.4%	27.8%	22.2%
Male	7%	16%	48%	29%
Post data	9.4%	30.2%	26.4%	34%
Female	2%	7%	32%	59%
Post data	2.9%	17.1%	25.7%	54.3%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
1.Ensure staff are trained in assessment practices- IDEAL, Structured Literacy	<ul style="list-style-type: none"> <li>New assessment material was purchased</li> <li>Staff were trained how to administer</li> <li>This data was used to support teachers make "Best Fit" judgements for students.</li> </ul>	<ul style="list-style-type: none"> <li>Stable staffing throughout the year</li> <li>New beginning teachers requiring additional support</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing data to improve student learning</li> </ul>
2.Staff to analyse assessment data through their classes personal AoV. Set class targets and action plans based n this.	<ul style="list-style-type: none"> <li>This was not undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Significant classroom and school interruptions with COVID, cyclone, virus'.</li> <li>Significant student absentee rate throughout the year.</li> <li>Target students often away.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> </ul>
3.Purchase new reading resources- Little learners love literacy, Ideal	<ul style="list-style-type: none"> <li>Purchased LLLL</li> <li>Purchased Ideal subscription</li> <li>Kakano adopted Ideal throughout</li> </ul>	<ul style="list-style-type: none"> <li>Budget allowed for LLLL purchase</li> <li>RTLb grant approved for use for Ideal subscription</li> <li>Ideal integrates well with Kakano reading structure</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate</li> <li>Teach new staff</li> <li>Establish Ideal staff lead</li> <li>Assist Ngahere to adopt in 2024</li> </ul>
4.Implement the schools new "Reading Intervention Programme"	<ul style="list-style-type: none"> <li>Several students made significant progress</li> <li>Board chose to invest in this programme for 2024</li> </ul>	<ul style="list-style-type: none"> <li>Excellent Teacher Aide support and investment has contributed to the success of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to the programme in 2024.</li> <li>Increase communication from TA and classroom teacher</li> <li>SENCO to take over lead from Principal</li> </ul>
5.Ensure excellent communication between specialist TA and classroom teachers in relation to Reading Intervention Programme	<ul style="list-style-type: none"> <li>This began with earnest, however was not as strong as it could have been as the year progressed.</li> </ul>	<ul style="list-style-type: none"> <li>Significant staff and student absence rate due to COVID, cyclone, virus'.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce for 2024</li> </ul>
6.Analyse end of year data breaking down year levels and target cohorts	<ul style="list-style-type: none"> <li>This was not undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Significant staff and student absence rate due to COVID, cyclone, virus'.</li> <li>Significant absentee rate throughout the year.</li> <li>Target students often away.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> </ul>

7. Work with parents, families and whanau around ways to support student learning- Seesaw	<ul style="list-style-type: none"> <li>Parent teacher interviews allowed for good communication</li> <li>Seesaw use allowed for good communication and parental insight into what the classroom programme looked like</li> <li>A lack of opportunities to work with parents and whanau</li> </ul>	<ul style="list-style-type: none"> <li>COVID 19, cyclone and virus' meant that many parents were relying on Seesaw to assist with classroom work</li> <li>Parents were reluctant to come onsite once COVID 19, cyclone and virus' had subsided.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> <li>Find ways to encourage parents back on-site</li> </ul>
8. Have whanau events where we share a love of learning with students e.g. Reading in our P.J's night	<ul style="list-style-type: none"> <li>A lack of opportunities to work with parents and whanau</li> </ul>	<ul style="list-style-type: none"> <li>COVID 19, cyclone and virus' meant that many parents were relying on Seesaw to assist with classroom work</li> <li>Parents were reluctant to come onsite once COVID 19, cyclone and virus' had subsided.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> <li>Find ways to encourage parents back on-site</li> </ul>
9. Work with SENCOM (LSC, RTLB, SENCO) to create programmes and to track tail end students	<ul style="list-style-type: none"> <li>Significant work went into this in 2023.</li> <li>An excellent range of support programmes were introduced</li> <li>Our support register was continued.</li> </ul>	<ul style="list-style-type: none"> <li>Team worked well together</li> <li>Team prioritized regular fortnightly meetings.</li> <li>Team had a range of activity knowledge that complemented each other.</li> <li>LSC resigned. This caused a significant disruption to the Learning Support group.</li> </ul>	<ul style="list-style-type: none"> <li>New LSC for 2024 (Term 4 2023).</li> <li>Get new member on-board with current working relationships</li> <li>Regular team meetings</li> <li>Establish a school SENCO (Management Unit)</li> </ul>
10. Kākano focus on "Better Start to Literacy" phonics approach	<ul style="list-style-type: none"> <li>Focus on the resource Little Learners Love Literacy</li> <li>Kakano upskilled in phonics approach</li> <li>Completed LLLL purchase of resources</li> <li>Across School Teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Good Professional Development</li> <li>Budgeted for purchases</li> <li>Syndicate leaders identified who required support</li> </ul>	<ul style="list-style-type: none"> <li>Expand into lower Ngahere to assist with transition of tail end students</li> </ul>
<b>How will this be measured:</b> <ul style="list-style-type: none"> <li>Data</li> <li>Analysis of variance</li> <li>SMS data entry</li> <li>Board meeting data reports</li> </ul>			

<b>Strategic Aim:</b>	To provide quality learning programmes that meet individual student's needs and abilities academically, socially, physically and emotionally				
<b>Target:</b>	<p>Raise achievement and increase progress for all student groups, in Writing: Achieved/Not Achieved</p> <ol style="list-style-type: none"> <li>1. Whole School B or WB data to be no more than 20% Not Achieved (38.9%)</li> <li>2. Maori B or WB data to be closer to the current whole school data (31%) Not Achieved (50%, however an improvement from 66%)</li> <li>3. Male B or WB data to be closer to the current whole school data (31%) Not Achieved (50.9%)</li> </ol> <p>Achievement was not met due to:</p> <ul style="list-style-type: none"> <li>-Teachers improved ability to make "Best Fit" judgements of students, due to improved assessment practices.</li> <li>-Student absence rate from; continued COVID fears, Cyclone Gabrielle, Number and spread of various' e.g. Norovirus</li> <li>-Exit of a larger and very capable Year 8 group at the end of 2022 compared with our 2023 small Year 8 group</li> <li>-Significant growth of the school and a large number of new students requiring learning support</li> </ul>				
<b>Baseline Data- 2022:</b>	<table border="1"> <thead> <tr> <th data-bbox="1058 902 1353 1077">Analysis of November 2022 Writing Data</th><th data-bbox="1058 141 1353 902">Analysis of November 2022 Writing Data</th></tr> </thead> <tbody> <tr> <td data-bbox="1058 902 1353 1077">Analysis of school-wide Writing data (Best fit against NZC) in November 2022 identified continued concern. The Board identifies Writing as a barrier for students improving in all curriculum areas and therefore has decided to continue it being a focus area.</td><td data-bbox="1058 141 1353 902"> <ul style="list-style-type: none"> <li>• Number of students B and WB is 31%.</li> <li>• Number of males B and WB is 43%.</li> <li>• Female- Number of students B or WB is 15%.</li> <li>• Maori- 0% are WB.</li> </ul> </td></tr> </tbody> </table>	Analysis of November 2022 Writing Data	Analysis of November 2022 Writing Data	Analysis of school-wide Writing data (Best fit against NZC) in November 2022 identified continued concern. The Board identifies Writing as a barrier for students improving in all curriculum areas and therefore has decided to continue it being a focus area.	<ul style="list-style-type: none"> <li>• Number of students B and WB is 31%.</li> <li>• Number of males B and WB is 43%.</li> <li>• Female- Number of students B or WB is 15%.</li> <li>• Maori- 0% are WB.</li> </ul>
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Analysis of November 2023 Writing Data

- Number of students B and WB has increased from 32% to 38.9%
- Number of males B and WB has increased from 43% to 50.9% by year's end
- Female- Number of students B or WB has increased from 15% to 21.6%
- Maori- Increase in number of students Ab from 0% to 22.2%

Year	Well below	Below	At	Above
Whole School	4%	27%	47%	22%
Post data	6.7%	32.2%	33.3%	27.8%
Maori	0%	66%	34%	0%
Post data	5.6%	44.4%	27.8%	22.2%
Male	6%	37%	44%	13%
Post data	7.5%	43.4%	30.2%	18.9%
Female	2%	13%	50%	35%
Post data	5.4%	16.2%	37.8%	40.5%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
1.Ensure staff are trained in assessment practices	<ul style="list-style-type: none"> <li>New assessment material was purchased</li> <li>Staff were trained how to administer</li> <li>This data was used to support teachers make "Best Fit" judgements for students.</li> </ul>	<ul style="list-style-type: none"> <li>Stable staffing throughout the year</li> <li>New beginning teachers requiring additional support</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing data to improve student learning</li> </ul>
2.Staff to analyse assessment data through their classes personal AoV. Set class targets and action plans based on this.	<ul style="list-style-type: none"> <li>This was not undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Significant classroom and school interruptions with COVID, cyclone, virus'.</li> <li>Significant student absentee rate throughout the year.</li> <li>Target students often away.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> </ul>
3. Writers Toolbox– Consolidate for existing staff, teach new staff.	<ul style="list-style-type: none"> <li>New BT was trained by Kahui Ako Across School Teacher</li> <li>Existing staff reinforced the use of the WTB assessment practices</li> <li>Teachers began using alternative writing assessment tools to assist with finding writing levels</li> <li>Analyse writing samples with Easttle and WTB</li> </ul>	<ul style="list-style-type: none"> <li>Bringing BT up to date with this new tool.</li> <li>Ensuring all staff were using the WTB assessment practices the same. Very important in writing.</li> <li>Teachers found the WTB assessment less accurate depending on the genre/purpose assessment.</li> <li>Found WTB assessment not enough for accurate data collection. Analysing with Easttle too.</li> </ul>	<ul style="list-style-type: none"> <li>Refine the writing assessment all staff are using.</li> <li>Ensure consistency with the use of writing moderation.</li> <li>Team up with other schools for moderation.</li> </ul>
4. Purchase online resources to support classes and tail end learners in writing/literacy: WTB, IDEal	<ul style="list-style-type: none"> <li>Purchased Writers Tool Box subscription for Kiwi and Kakano.</li> <li>Ideal subscription purchased for each class.</li> </ul>	<ul style="list-style-type: none"> <li>Was asked by staff to include in budget. Staff saw a great need for it.</li> <li>Glitch with WTB led to classrooms having no access for much of the year.</li> <li>Ideal used extensively in Kakano.</li> </ul>	<ul style="list-style-type: none"> <li>Put lead and promotion of WTB into Senior Syndicate leader JD</li> <li>Work with Ideal lead to work with whole school.</li> </ul>
5.Introduce new spelling programme IDEAL: Whole School programme– Spelling focus.	<ul style="list-style-type: none"> <li>Small group with LSC</li> <li>Whole school had access to Ideal spelling for 2023.</li> <li>Teachers saw a significant jump in confidence for students where Ideal was used consistently.</li> </ul>	<ul style="list-style-type: none"> <li>LSC left during the year. New LSC had not used Ideal.</li> <li>Ideal used extensively in Kakano.</li> <li>Easier and more practical spelling patterns being taught in parts of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Put lead and promotion of Ideal into Kakano Syndicate leader JD.</li> <li>Work with lead to ensure other parts of the school get on-board.</li> </ul>

6. Analyse end of year data breaking down year levels and target cohorts	<ul style="list-style-type: none"> <li>This was not undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Significant classroom and school interruptions.</li> <li>Significant absentee rate throughout the year.</li> <li>Target students often away.</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> </ul>
7. Work with parents, families and whanau around ways to support student learning	<ul style="list-style-type: none"> <li>Parent teacher interviews allowed for good communication</li> <li>Seesaw use allowed for good communication and parental insight into what the classroom programme looked like. However we saw a significant decline in parent engagement with Seesaw.</li> <li>A lack of opportunities to work with parents and whanau</li> </ul>	<ul style="list-style-type: none"> <li>COVID 19, Cyclone, Virus' meant that many parents were relying on Seesaw to assist with classroom work</li> <li>Continued reluctance to come into school following COVID 19, Cyclone, Virus'</li> </ul>	<ul style="list-style-type: none"> <li>Continued action for 2024</li> <li>Find ways to encourage parents back on-site</li> </ul>
8. Work with SENCOM (LSC, RTLB, SENCO) to create programmes and to track tail end students	<ul style="list-style-type: none"> <li>Significant work went into this in 2023.</li> <li>An excellent range of support programmes were introduced</li> <li>Our support register was continued.</li> </ul>	<ul style="list-style-type: none"> <li>Team worked well together</li> <li>Team prioritized regular fortnightly meetings.</li> <li>Team had a range of activity knowledge that complemented each other.</li> <li>LSC resigned. This caused a significant disruption to the Learning Support group.</li> </ul>	<ul style="list-style-type: none"> <li>New LSC for 2024 (Term 4 2023).</li> <li>Get new member on-board with current working relationships</li> <li>Regular team meetings</li> <li>Establish a school SENCO (Management Unit)</li> </ul>
<b>How will this be measured:</b> <ul style="list-style-type: none"> <li>Data</li> <li>Analysis of variance</li> <li>Teacher confidence</li> <li>SMS data entry</li> <li>Board meeting data reports</li> </ul>			





# Maungakaramaea Primary School

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Next review: Term 1 2027

## Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Maungakaramaea Primary School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Maungakaramaea Primary School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.


Maungakaramaea Primary School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

### Partnership

Maungakaramaea Primary School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

### Protection

Maungakaramaea Primary School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

### Participation

Maungakaramaea Primary School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.




### Related topics

- **Māori Educational Achievement**
- **School Planning and Reporting**
- **Equal Employment Opportunities**
- **Learning Support**
- **Inclusive Education**

### Legislation

- Education and Training Act 2020

### Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **The Education and Training Act 2020: Te Tiriti o Waitangi** 
- TKI | Te Kete Ipurangi: **Treaty of Waitangi principle** 
- Victoria University of Wellington | Te Herenga Waka: **Te Tiriti o Waitangi Guide** 

**Release history:** Term 4 2022, Term 4 2020, Term 2 2017

**Last review**

Term 4 2022

**Topic type**

Core

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF MAUNGAKARAMEA SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

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The Auditor-General is the auditor of Maungakarama School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 5 August 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 of Trustees 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 Novopay 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 Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility 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.



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

