

At Maungaraki School we are committed to living the principles of Te Tiriti o Waitangi and developing tamariki who are strong and confident in their own identities, languages and cultures, while celebrating those of others.

Vision

Passion for Learning,
Passion for Life.
Nō reira, kia kaha ra.



Mission

With wellbeing at the heart of what we do, we are creating resilient learners who respect themselves, others and the environment.





HAUORA



ENGAGED



ACTIVE



RELATIONSHIPS



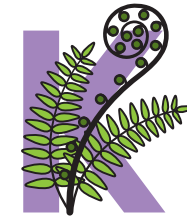
TEAMWORK



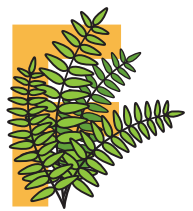
KĀKANO



TIPU



KORU



FERN

HEART Values

These have been designed alongside the community, the staff and the students of Maungaraki. Our HEART values align directly with the New Zealand Wellbeing Framework.

School Structure

Following the progression of a Fern, from seed to Fern. The Values are further broken down to form progressions of expectations.



HAUORA



ENGAGED



ACTIVE



RELATIONSHIPS



TEAMWORK

STRATEGIC AIM 1

At Maungaraki School we provide a supportive environment that fosters wellbeing for all of our students, community and staff.

STRATEGIC AIM 2

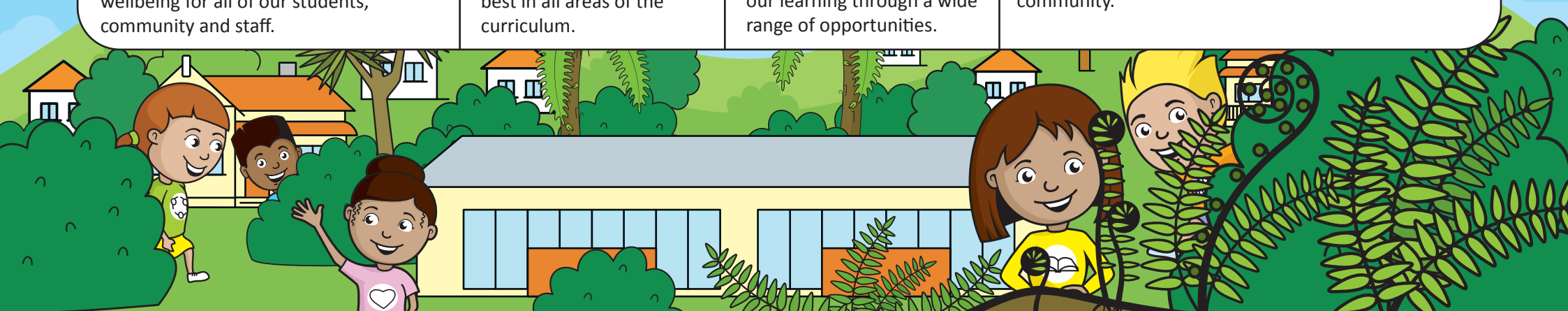
At Maungaraki School each student achieves their best in all areas of the curriculum.

STRATEGIC AIM 3

At Maungaraki School we are active participants in our learning through a wide range of opportunities.

STRATEGIC AIM 4

At Maungaraki School we value and seek to grow relationships as we aspire to be the heart of our community.



MAUNGARAKI SCHOOL



HAUORA

Identity

- I acknowledge differences in others' beliefs and values.
- I am developing a sense of self-direction and purpose.
- I am aware of my learning styles and make deliberate choices to enhance them.
- I understand the impact of my actions on the environment.
- I live the principles of the Treaty, and respect my culture and the cultures of others.

Physical

- I understand the changes I am going through and can manage myself through these.
- I care for my tinana.

Social

- I build and maintain positive relationships across the school.
- I take ownership of our leadership roles and responsibilities.

Emotional/Mental

- I continue to develop and practice a growth mindset.
- I am aware of our positive qualities and build on them.
- I manage my emotions and responses to situations and am able to self-regulate.



ENGAGED

- I am confident in managing my time with growing independence.
- I can articulate my next learning steps and know where to access what I need in order to achieve them.
- I reflect on the work I produce and seek ways to recraft and rework it to reach my full potential.
- I can motivate myself to apply the required effort to achieve my learning targets.



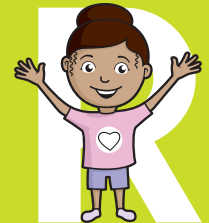
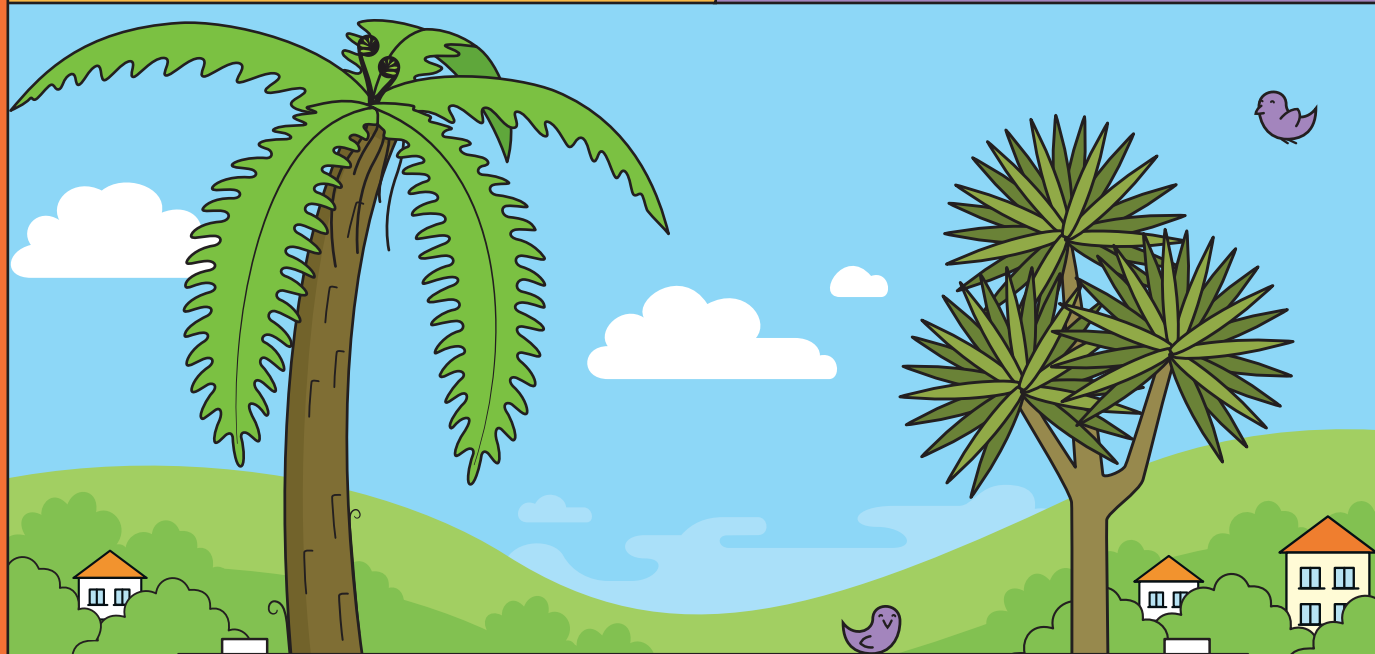
ACTIVE

Learning:

- I am actively involved in the learning process from planning to outcomes.
- I can set appropriate learning goals and develop pathways to reach them.
- I am aware of the challenges that come with achieving long-term goals and that having a growth-mindset takes effort and commitment.

Physical:

- I understand what my body needs and am able to reflect and adjust in response to those needs.
- I participate with a positive mindset in all opportunities.
- I am aware of my current capabilities and skill-set and make appropriate choices to develop these.
- I understand the fundamental skills required for different disciplines.



RELATIONSHIPS

- I implement the strategies required to resolve conflicts effectively.
- I understand my own emotions and reactions, and can regulate these effectively.
- I can read the body language and social cues of others, and respond appropriately with tolerance.
- I seek to support others with their goals and am willing to be supported myself.
- I demonstrate gratitude and kindness in all my interactions. Using manners and listen attentively and with respect.



TEAMWORK

- I know that fair-play is not about being equal, but about making appropriate adjustments (equity rather than equality).
- I actively choose to work with a diverse range of my peers.
- I understand the need for a variety of roles and actively work to fulfil my role.
- I appreciate that people have diverse needs and skills.
- I am aware of my strengths and weaknesses, and work to learn from and support others.
- I understand that leadership comes with responsibilities and means doing the right thing, even if others are not (integrity).

MEMBERS OF THE BOARD OF TRUSTEES For the year ended 31 December 2021

SCHOOL NAME: Maungaraki School

CURRENT BOARD OF TRUSTEES MEMBERS:

NAME	POSITION HELD	HOW POSITION WAS GAINED	TERM EXPIRES / EXPIRED
Shane Robinson	Principal	Appointed	Jun-22
Paul Matthews	Chairperson	Elected	Jun-22
Kaylee Gibbs	Parent Rep	Elected	Jun-22
Megan Hurley	Parent Rep	Elected	Jun-22
Wayne Church	Parent Rep	Elected	Jun-22
Elizabeth Briscoe	Parent Rep	Elected	Jun-22
Chris Cowman	Staff Rep	Elected	Jun-22
Julie McDonald	Parent Rep	Co-Opted	Jun-22

Paul Matthews (Chairperson)
109 Cypress Drive
Maungaraki
Lower Hutt 5010
Cell: 021705212

31 March 2022

KIWISPORT GRANT

For the year ended 31 December 2021

Kiwisport is a government funding initiative to support students' participation in organised sport.

In 2021, Maungaraki school received Kiwisport funding of \$5,460 (excluding GST).

This funding was spent on sporting endeavours.

Regards,



Shane Robinson
Principal
Maungaraki School

MAUNGARAKI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	2968
Principal:	Shane Robinson
School Address:	137 Dowse Drive, Maungaraki
School Postal Address:	137 Dowse Drive, Maungaraki, Lower Hutt, 5010
School Phone:	04 569 7205
School Email:	office@maungarakischool.net

Accountant / Service Provider:



MAUNGARAKI SCHOOL

Annual Report - For the year ended 31 December 2021

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Other Information

Members of the Board

Kiwisport

Analysis of Variance

Maungaraki School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Maungaraki School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,803,758	2,526,252	2,814,751
Locally Raised Funds	3	234,580	95,500	178,340
Interest Income		1,289	2,000	2,096
		<u>3,039,627</u>	<u>2,623,752</u>	<u>2,995,187</u>
Expenses				
Locally Raised Funds	3	97,452	5,000	98,942
Learning Resources	4	2,172,452	1,812,819	1,986,151
Administration	5	159,360	165,334	165,908
Finance		2,584	2,021	2,609
Property	6	504,595	589,608	665,418
Depreciation	11	65,097	53,573	58,265
Loss on Disposal of Property, Plant and Equipment		2,040	-	-
		<u>3,003,580</u>	<u>2,628,355</u>	<u>2,977,293</u>
Net Surplus / (Deficit) for the year		36,047	(4,603)	17,894
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>36,047</u></u>	<u><u>(4,603)</u></u>	<u><u>17,894</u></u>

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

Maungaraki School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		436,550	377,835	413,382
Total comprehensive revenue and expense for the year		36,047	(4,603)	17,894
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	5,274
Equity at 31 December		472,597	373,232	436,550
Retained Earnings		472,597	373,232	436,550
Equity at 31 December		472,597	373,232	436,550

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.

Maungaraki School Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	61,995	90,746	231,590
Accounts Receivable	8	172,010	119,993	143,264
GST Receivable		18,784	32,896	-
Prepayments		18,104	8,577	17,361
Inventories	9	14,921	13,114	14,043
Investments	10	202,227	50,391	51,639
Funds owed for Capital Works Projects	17	2,796	-	-
		<u>490,837</u>	<u>315,717</u>	<u>457,897</u>
Current Liabilities				
GST Payable		-	-	6,430
Accounts Payable	12	197,672	194,701	150,628
Revenue Received in Advance	13	51,587	179	335
Provision for Cyclical Maintenance	14	23,258	8,889	23,118
Finance Lease Liability	15	9,205	10,238	11,748
Funds held in Trust	16	-	2,515	-
Funds held for Capital Works Projects	17	-	-	75,513
		<u>281,722</u>	<u>216,522</u>	<u>267,772</u>
Working Capital Surplus/(Deficit)		209,115	99,195	190,125
Non-current Assets				
Property, Plant and Equipment	11	307,907	301,180	276,971
		<u>307,907</u>	<u>301,180</u>	<u>276,971</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	30,278	16,875	22,222
Finance Lease Liability	15	14,147	10,268	8,324
		<u>44,425</u>	<u>27,143</u>	<u>30,546</u>
Net Assets		<u>472,597</u>	<u>373,232</u>	<u>436,550</u>
Equity		<u>472,597</u>	<u>373,232</u>	<u>436,550</u>

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

Maungaraki School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		662,682	595,599	698,835
Locally Raised Funds		279,083	93,000	185,142
Goods and Services Tax (net)		(25,214)	-	39,326
Payments to Employees		(401,435)	(387,000)	(432,908)
Payments to Suppliers		(393,955)	(285,613)	(382,154)
Interest Paid		(2,584)	(2,021)	(2,609)
Interest Received		969	2,000	2,488
Net cash from/(to) Operating Activities		119,546	15,965	108,120
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(59,222)	(54,000)	(108,272)
Purchase of Investments		(150,587)	-	(1,249)
Net cash from/(to) Investing Activities		(209,809)	(54,000)	(109,521)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	5,274
Finance Lease Payments		(7,044)	(11,968)	(8,047)
Funds Administered on Behalf of Third Parties		(72,288)	-	95,015
Net cash from/(to) Financing Activities		(79,332)	(11,968)	92,242
Net increase/(decrease) in cash and cash equivalents		(169,595)	(50,003)	90,841
Cash and cash equivalents at the beginning of the year	7	231,590	140,749	140,749
Cash and cash equivalents at the end of the year	7	61,995	90,746	231,590

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

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

Maungaraki School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Maungaraki 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 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 expenditure 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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. 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.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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

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 recorded as revenue when their receipt is formally acknowledged by the School.

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown 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	50 years
Furniture and Equipment	3-13 years
Information and Communication Technology	3-13 years
Library Resources	12.5% D.V.
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 or licensing of software 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. 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.

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.

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 twelve 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	530,535	485,818	514,030
Teachers' Salaries Grants	1,775,426	1,466,419	1,597,700
Use of Land and Buildings Grants	358,621	464,234	498,022
Other MoE Grants	135,129	109,781	177,566
Other Government Grants	4,047	-	27,433
	2,803,758	2,526,252	2,814,751

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	100,398	54,000	89,708
Fees for Extra Curricular Activities	17,783	2,500	29,894
Trading	6,489	-	7,601
Fundraising & Community Grants	109,910	39,000	51,137
	234,580	95,500	178,340
Expenses			
Extra Curricular Activities Costs	33,592	5,000	82,443
Trading	4,509	-	10,334
Fundraising & Community Grant Costs	59,351	-	6,165
	97,452	5,000	98,942
<i>Surplus for the year Locally raised funds</i>	137,128	90,500	79,398

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	103,160	49,100	66,116
Library Resources	378	500	430
Employee Benefits - Salaries	2,055,823	1,733,419	1,904,383
Staff Development	13,091	29,800	15,222
	2,172,452	1,812,819	1,986,151

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,204	6,564	6,264
Board Fees	3,490	4,300	4,130
Board Expenses	4,338	6,000	6,989
Communication	3,091	2,800	2,716
Consumables	10,229	15,500	13,105
Legal Fees	-	-	70
Other	32,844	28,350	28,531
Employee Benefits - Salaries	80,244	84,000	87,149
Insurance	5,440	5,700	4,834
Service Providers, Contractors and Consultancy	12,480	12,120	12,120
	159,360	165,334	165,908

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	9,443	10,000	10,294
Cyclical Maintenance Provision	8,196	8,174	10,924
Heat, Light and Water	15,924	13,000	13,291
Rates	2,598	2,400	2,683
Repairs and Maintenance	38,940	25,000	58,417
Use of Land and Buildings	358,621	464,234	498,022
Security	3,651	3,000	3,584
Employee Benefits - Salaries	39,807	36,000	40,788
Hall	3,026	3,100	3,026
Contractor & Consultancy	24,389	24,700	24,389
	504,595	589,608	665,418

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	61,995	38,787	178,664
Short-term Bank Deposits	-	51,959	52,926
Cash and cash equivalents for Statement of Cash Flows	61,995	90,746	231,590

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

Of the \$61,995 Cash and Cash Equivalents \$3,789 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	7,489	6,683	15,073
Receivables from the Ministry of Education	10,796	-	-
Interest Receivable	439	511	119
Teacher Salaries Grant Receivable	153,286	112,799	128,072
	<u>172,010</u>	<u>119,993</u>	<u>143,264</u>
Receivables from Exchange Transactions	7,928	7,194	15,192
Receivables from Non-Exchange Transactions	164,082	112,799	128,072
	<u>172,010</u>	<u>119,993</u>	<u>143,264</u>

9. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	-	102	-
T Shirts / Sunhats	14,921	13,012	14,043
	<u>14,921</u>	<u>13,114</u>	<u>14,043</u>

10. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	202,227	50,391	51,639
	<u>202,227</u>	<u>50,391</u>	<u>51,639</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	32,820	1,073	-	-	(996)	32,897
Furniture and Equipment	156,900	42,095	(300)	-	(26,521)	172,174
Information and Communication Technolog	53,229	37,237	-	-	(21,007)	69,460
Motor Vehicles	3,072	-	-	-	(578)	2,494
Leased Assets	21,018	17,521	(1,740)	-	(14,735)	22,062
Library Resources	9,932	147	-	-	(1,260)	8,820
Balance at 31 December 2021	276,971	98,073	(2,040)	-	(65,097)	307,907

The net carrying value of equipment held under a finance lease is \$22,062 (2020: \$21,018)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	48,225	(15,328)	32,897	47,152	(14,332)	32,820
Furniture and Equipment	353,628	(181,454)	172,174	315,767	(158,867)	156,900
Information and Communication Technolog	153,875	(84,415)	69,460	155,982	(102,753)	53,229
Motor Vehicles	5,780	(3,286)	2,494	5,780	(2,708)	3,072
Leased Assets	41,849	(19,787)	22,062	48,038	(27,020)	21,018
Library Resources	52,375	(43,555)	8,820	52,228	(42,296)	9,932
Balance at 31 December	655,732	(347,825)	307,907	624,947	(347,976)	276,971

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	32,633	71,995	12,252
Accruals	7,204	6,079	4,764
Employee Entitlements - Salaries	153,286	112,799	128,072
Employee Entitlements - Leave Accrual	4,549	3,828	5,540
	197,672	194,701	150,628
Payables for Exchange Transactions	197,672	194,701	150,628
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	197,672	194,701	150,628

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	50,610	179	335
Funds Held In Advance	977	-	-
	51,587	179	335

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	45,340	17,590	34,416
Increase to the Provision During the Year	9,798	8,174	9,938
Adjustment to the Provision	(1,602)	-	986
Provision at the End of the Year	53,536	25,764	45,340
Cyclical Maintenance - Current	23,258	8,889	23,118
Cyclical Maintenance - Term	30,278	16,875	22,222
	53,536	25,764	45,340

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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	11,414	10,238	13,944
Later than One Year and no Later than Five Years	16,787	10,268	9,250
Future finance charges	(4,849)	-	(3,122)
	23,352	20,506	20,072
Represented by			
Finance lease liability - Current	9,205	10,238	11,748
Finance lease liability - Term	14,147	10,268	8,324
	23,352	20,506	20,072

16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	2,515	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	2,515	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Bk A Refurbish & Convert Library		(7,990)	-	7,990	-	-
Special Needs Access		(1,073)	-	1,073	-	-
Stormwater flooding		(5,984)	-	5,984	-	-
SIP-Deck,Playground,Blk A Refurbishment		63,295	79,181	(138,687)	-	3,789
LSM Fencing		27,265	1,080	(28,345)	-	-
Heating Blk A,B,C,	230181	-	42,000	(48,585)	-	(6,585)
Totals		75,513	122,261	(200,570)	-	(2,796)

Represented by:

Funds Held on Behalf of the Ministry of Education	3,789
Funds Due from the Ministry of Education	(6,585)
	<u>(2,796)</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Bk A Refurbish & Convert Library		(7,847)	-	(143)	-	(7,990)
Special Needs Access		363	-	(1,436)	-	(1,073)
Stormwater flooding		(19,329)	17,960	(4,615)	-	(5,984)
SIP-Deck,Playground,Blk A Refurbishment		-	107,000	(43,705)	-	63,295
LSM Fencing		-	27,265	-	-	27,265
Totals		(26,813)	152,225	(49,899)	-	75,513

18. 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 condition 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,490	4,130
<i>Leadership Team</i>		
Remuneration	507,494	679,190
Full-time equivalent members	5.07	7.00
Total key management personnel remuneration	510,984	683,320

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 9 and 15 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

	2021	2020
Remuneration \$000	FTE Number	FTE Number
100 - 110	1.00	2.00
110 - 120	1.00	-
	2.00	2.00

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

20. 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$309,082 contract for the SIP-Deck, Playground, Blk A Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$186,181 has been received of which \$182,392 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$47,395 contract for the Heating Blk A,B,C, as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,000 has been received of which \$48,585 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$271,031 contract for the Bk A Refurbish & Convert Library as agent for the Ministry of Education. This project is fully funded by the Ministry and \$271,031 has been received of which \$279,021 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$173,665 contract for the Special Needs Access as agent for the Ministry of Education. This project is fully funded by the Ministry and \$173,665 has been received of which \$174,738 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$179,600 contract for the Stormwater flooding as agent for the Ministry of Education. This project is fully funded by the Ministry and \$179,600 has been received of which \$185,584 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$186,181 contract for the SIP-Deck, Playground, Blk A Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$107,000 has been received of which \$43,705 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$28,345 contract for the LSM Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,265 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

23. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	61,995	90,746	231,590
Receivables	172,010	119,993	143,264
Investments - Term Deposits	202,227	50,391	51,639
Total Financial assets measured at amortised cost	436,232	261,130	426,493

Financial liabilities measured at amortised cost

Payables	197,672	194,701	150,628
Finance Leases	23,352	20,506	20,072
Total Financial Liabilities Measured at Amortised Cost	221,024	215,207	170,700

24. Events After Balance Date

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

25. Comparatives

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

Maungaraki School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Paul Matthews	Presiding Member	Elected	Sep 2022
Shane Robinson	Principal		
Kaylee Gibbs	Parent Representative	Elected	Sep 2022
Megan Hurley	Parent Representative	Elected	Sep 2022
Wayne Church	Parent Representative	Elected	Sep 2022
Elizabeth Brisco	Parent Representative	Elected	Sep 2022
Julie MacDonald	Parent Representative	Elected	Sep 2022
Chris Cowman	Staff Representative	Elected	Sep 2022

Maungaraki School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$5,460 (excluding GST). The funding was spent on sporting endeavours.



MAUNGARAKI SCHOOL (#2968) STRATEGIC AIMS 2022

Strategic Aim 1 - At Maungaraki School we provide a supportive environment that fosters wellbeing for all of our students, community and staff.



Key Goals

- Provide a broad range of opportunities to develop a holistic child.
- Build culturally responsive practices.
- Engage with our community, with particular focus given to our Maori community.
- Grow understanding of Tikanga and Reo within the school - incorporating seamlessly into classrooms, hui's and events
- Ensure leaders and staff are capable and confident of supporting NZ unique identity.

Te Ao Māori

We are implementing the New Zealand Histories curriculum next year. This provides us with an excellent opportunity to focus our attention on our honouring of the Treaty of Waitangi within our school context. Teachers need to be able to incorporate **te ao Māori**, **tikanga**, and **te reo Māori** into learning contexts to include and engage all students. All our teachers can and should undertake to increase the amount and quality of te reo Māori in their classroom programme. A supportive classroom language policy and a teacher role as “learning facilitator” rather than “classroom expert” are ways to support positive change.

It is important that teachers feel supported in accepting this challenge. Appropriate programmes of professional learning and high-quality classroom resources are needed. These components have implications for schools and in-service professional learning.

We intend to provide this through:

- **Curriculum development** - Implementation of the NZ Histories curriculum as an integral part of our contexts for learning 2022.
- **Targeted professional development for staff** - The engagement of Te Reo Tutors (Malcolm McEwen & Mandy Viles) - They will undertake professional development with the staff to grow understanding of Tikanga and Reo. Education Perfect - online learning course in Reo for teachers
- **Coaching related goals** - Staff to set goals related to Te Ao Māori development, integrating this into day to day programmes.
- **Externally provided support for student learning** - Matua Whaitiri Student Development Programmes
- **Community engagement** - Consultation and Hui with our community

Measures of Success

Community Hui Feedback - Regularly creating a pathway for more community involvement, exploring different methods of consultations (in whatever way possible during our covid levels)

Student Achievement: We aim to have our Māori students achieving at a commensurate level with their peers.

Classrooms Integration - Termly observations to assess the development of Te Ao Māori within the classroom setting.

Staff Goals - One of the coaching goals throughout the year will be around supporting the implementation of Te Ao Māori in the classroom.

All students - Te Reo being used with more confidence and accuracy across the school and in classrooms

Strategic Aim 2 - At Maungaraki School each student achieves their best in all areas of the curriculum.



Key Goals

- *Provide highly engaging programmes*
- *Provide a range of support and extension programmes inside and outside of the classroom.*
- *Grow student agency in their learning*
- *Introduce live reporting for instant and timely sharing of goals and next steps.*

Literacy Professional Development - Best Practice

In 2022 we will take part in PD focussed around exploring literacy best practice. Christine Braid will work with our school on this project as our staff aim to upskill in the area of literacy. The programme we have designed will compliment our coaching model and use the expertise of our leaders in this area. Caro, Trish and Jen will work alongside our staff and Christine Braid to refine our literacy programmes throughout the school as well as explore best teaching practice within each of the classrooms.

- **Facilitator Coaching** - Christine Braid working alongside staff twice a term, with a focus on literacy best practice within the classroom. These coaching sessions will include in class shared teaching, modelling sessions and teaching observations.
- **Resourcing** - Structured literacy resource kits purchased and implemented for all of the Kākano and Tipu team. The Code Spelling resources implemented throughout the entire school. Staff will have specific time to develop their knowledge of these resources.
- **Goal Setting** - Individual goals, team goals and school wide goals to be set and reflect the feedback from literacy best practice observations and conversations.
- **In School Support** - Trained staff to be released to work alongside the teachers, and with groups of junior children to support and accelerate achievement.
- **Enrichment** - Caro and Jayne to provide extension programmes within Literacy Programmes that support current classroom/school programmes.

Enrichment and Extension Programmes

In 2022 we will provide a varied range of support and extension programmes. We acknowledge all students have the right to have their knowledge, skills and attitudes recognised and extended so as to maximise their potential. This goal focuses on making provision for this through creating and developing a wide range of supporting programmes throughout the school. Within classroom programmes students' needs will be identified and learning adapted to meet their needs. Teachers are supported to provide varied levels, interest areas and opportunities within their classroom. Outside of students' classrooms we have initiatives to support and extend groups and individuals.

- **Targeted Groups** - Jayne to work with Koru, and Caro to work with Ferns - providing specific enrichment programmes for groups of children. These children will be identified by teachers at staff and syndicate meetings.
- **Waihangā Centre** - Space and support provided for student inquiries and skill development. Staff to work out of this area 3 days a week so groups of student groups can be supported.
- **Classroom Programme Adaption** - Classrooms to cater for all levels of the children in their class, including those needing to be extended and supported. Regular staff meetings are held to create, share and discuss these adaptations.
- **Off Site Opportunities** - Special groups given the opportunity to attend off site opportunities such as Epro8, Lit Quiz, Math Challenge, Tough Guy and Girl, Weetbix Tri and so on.

HERO - Live Reporting and Developing Student Agency

Hero is a powerful and secure online sharing platform that can be customised to reflect our Maungaraki School curriculum, vision and values. It is built by the school leaders, teachers and community, to help schools reduce workload, increase student agency and support parents to understand progress.

The Hero Progressions toolset enables us to fully customise the progressions and next steps through our curriculum/ subject organisation. We can use our own rubrics which we have been developing over the last 2 years, as well as incorporate the wide array of preloaded progressions from the New Zealand Curriculum.

Hero is designed to reduce the number of places that parents need to check for information about school.

- **Live reporting** - Parents will have information on student progress in reading, writing, maths and heart goals as assessments are completed in real time.
- **Students agency** - Students will have clear progressions to work through at each curriculum level. Students and teachers will collect evidence to show how they have met the goals at their level. Students will have a choice around what their next learning step is in each curriculum area.
- **Curriculum progressions** - Teachers will have a clear understanding of the curriculum progressions and record student progress accurately with evidence to support judgements.
- **Community engagement** - Parents and caregivers can log in to their Hero account (even if they have students at multiple schools) and see all their learning stories; assessments; progress data; school notices; pay their school account online ... all through one app!

Measures of Success

Literacy and Mathematics

90% of our students will be making expected or accelerated progress.

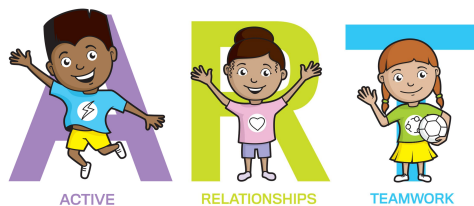
95% of our students are achieving at or above the expected curriculum level by the end of the year.

Ero Inquiry

Our ERO inquiry into student voice and live reporting to parents will be complete and assessed against ERO's standards.

Community consultation and feedback to be collated and reported back.

Strategic Aim 3 - At Maungaraki School we are active participants in our learning through a wide range of balanced opportunities.



Key Goals

- *Provide innovative ways of learning.*
- *Provide a broad range of opportunities to develop a holistic child.*
- *Provide highly engaging programmes*
- *Provide a range of support and extension programmes inside and outside of the classroom.*

Creativity Centre (Waihanga)

As we continue to grow our senior area of the school we are looking to develop a robust and integrated Creativity Centre (Waihanga). This centre would provide our students with an opportunity to use tools and skills when they need them, rather than waiting until we visit our current technology provider offsite. The Waihanga will operate out of a classroom and give students the opportunity to visit throughout the week. In doing this it will allow more fluid links to our inquiry learning and classroom programmes across Fern and Koru.

The Waihanga will need to be resourced with specific tools and spaces. This will involve funding from the Board to allow the space to grow and meet its potential. Our goal is that after two years of resource building and development we are aiming to have a fully operational centre that could serve our senior school students more fully. This Waihanga would be run in conjunction with the Leadership Team and a Waihanga Leader. This would include at least two days a week release in which we would run groups and teams out of this centre

- **Opportunities.** - Having 3D printers, sewing machines, incorporating the build and play shed.
- **Staffing.** - Employment and release time provided to expert teachers to run groups that support the integrated approach to STEAM
- **Extension** - Activities will extend student capability in the STEAM areas.
- **Group Projects** - The chance for students to work in small groups to support problem solving, relationships and teamwork.

Measures of Success

Set Up Creativity Centre - Using Room 8 to convert to the Tech Centre. Sourcing resources and designing programmes for senior students.

- Proposal for resourcing, furnishing and refurbishment to be shared with BOT
- Reflections and follow up report to be issued Mid 2022
- Adaptations implemented and final report of effectiveness and student and community voice to be shared end of 2022.

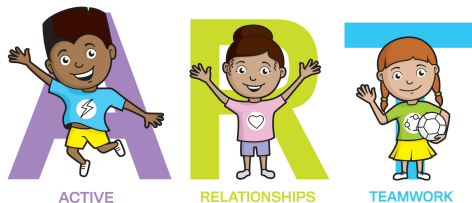
Planning Links - Senior Classroom planning has evidence of links to Waihanga where applicable.

Community involvement - Learning is shared with community via Hero, FB, Radio and newsletters

Human Resourcing - Providing release for teachers to run programmes from the centre. Budgets set aside to allow for Jayne Chatfield, Caro Wills, Ben Young and Jo Fox to be released to cover a day in the centre each week.

Curriculum Integration - Ensuring that the learning is meaningful and purposeful, and tied into student inquiries and classroom learning.

Strategic Aim 4 - At Maungaraki School we grow interconnected relationships as we aspire to be the heart of our community



Key Goals

- *Actively support the wellbeing of staff*
- *Actively support the wellbeing of the students*
- *Provide opportunities for growth and development*
- *Continue to grow deeper connections with our community*

Coaching:

Coaching across the school has become embedded, and is having a positive impact on teaching practice. Each goal is tied into the professional development (PLD) and overall direction of the school's strategic aims. Target students are selected from school achievement goals, and form part of the coaching goals and reflections.

Evidence is collected and reflected on to form part of each staff member's teaching portfolio. Team goals are also set to support teachers in developing in the school wide areas of focus.

- **Improved pedagogy** - It aims to help an individual and or group (syndicate) develop more effective practice.
- **Empowering teachers** - It is an approach which allows the person being coached to gain awareness and insight rather than directly telling them what to do or what they should learn, so the coach does not usually give direct advice
- **Pushing Practice forward** - It is focused on helping the individual achieve specific goals and is directed towards actions which align with our strategic goals and vision of the school
- **Develop school wide programmes** - It can be used to support teachers to make appropriate goals around key school strategic aims.

Sustainability

Engage with the community, demonstrating the Maungaraki School Values in the community while incorporating sustainable practices. The objective of sustainability education at Maungaraki School is to provide opportunities to:

- **Connect students to the Land** - Develop learners who are informed decision makers, and connected to the land and the environment
- **Create meaningful learning** - Provide contexts that enables meaningful connections between learning areas, key competencies, and values (tied into school wide overviews)
- **Integrated learning through the curriculum** - Offer ways for students to contribute to the social, cultural, economic, and environmental well-being of New Zealand. (classroom programmes, and learning experiences)
- **Engage in sustainable practices** - preparing young people for a lifetime of sustainable living, through its teaching, its culture, and its day-to-day practices (termly context foci)
- **Learn in the Community** - Provides opportunities for students to engage in genuine learning in their communities and take action (eg: Te Manawa Challenges)

Measures of Success

Leadership Coaching and Training Coaches

- Providing PD internally - all PD to be recorded and summaries and feedback shared
- Mark Sweeny for continued development of the coaches - Reflections in coaching portfolios
- Coaches to be mentored and coached by DPs and Shane.
- Online webinars funded by the MOE - (eg: Leading by learning, Vivianne Robinson) - Reflections in coaching portfolios
- Professional Learning Groups attended (Principal, DPs)
- Conferences (Where covid restrictions allow)

Syndicate coaching

- Team Leaders to coach their teams, for individual goals as well as team wide goals
- Goals to be in alignment with Vision and Strategic Aims, and shared with SLT
- Observations to be made with these goals as the focus..

PLD Evidence and Reflections

- Coaching to be used as a supporting tool to support teachers with the school wide PLD focus in Literacy, as well as personal teaching goals/Syndicate goals.
- PLD plan to be created and implemented alongside Christine Braid
- Trish on release in Term 1 to facilitate the growth of structured literacy into Year 3/4

PRT Coaching

- Mentoring of beginning teachers, and facilitating their programme.
- Weekly meetings, and development of their portfolios
- Facilitating PD, across school visits and observations

Enviro Club

- Continuing to grow these initiatives through the school.
- Enviro report and update to be presented each term.

Classroom Programmes and School Contexts

- Incorporate future focused skills as well as a continued focus within sustainability and giving back- evidenced in plans and student work.

Whānau Engagement

- Parent information evenings and events at school.



Maungaraki School - Term 4 Review - 2021

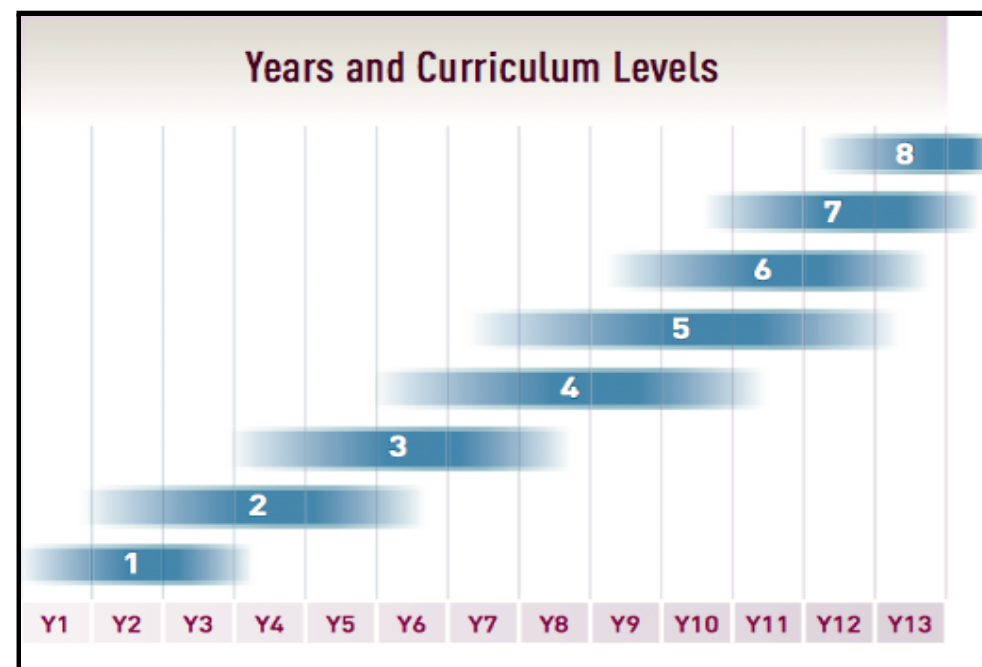
Strategic Aim 2



Our End of year data review has been based on the New Zealand Curriculum Levels. Teachers have made judgments against these curriculum levels using a range of tools including, standardised tests, observations, anecdotal notes and class work examples. These judgements have been moderated by peers and senior leaders. The New Zealand Curriculum Levels are what the majority of schools are using to gauge where children are working in 2021.

We have broken each curriculum level into three areas. Beginning, Proficient and Advanced. There is a significant amount of moderation and teacher professional development around unpacking what learning looks like in reading, writing and maths across the curriculum levels.

We are also tracking students' progress. Our aim is to lift all student achievement and to be making accelerated progress with more students. The way that we are trying to achieve this is by focusing on students that are not making the expected levels of progress within a year. Teachers are then developing interventions for these students.



Whole School Data - 2021

Please note : All learning data across our school in 2021 has been impacted by COVID-19 and our lockdown

Strategic Aim 2 - At Maungaraki School each student achieves their best in all areas of the curriculum.

Maths

Aim 1 - That **92%** of our students will be making expected or accelerated progress.

At the end of 2021 we have achieved this goal. We have **95%** of our students making expected or accelerated progress.

Aim 2- That **95%** of our students are achieving at or above their expected curriculum level by the end of the year.

We have not met this goal. **93%** of our students are achieving at or above their expected curriculum level. We have seen an upward shift of 2% during the year.

Reading

Aim 1 - That **94%** of our students will be making expected or accelerated progress.

At the end of 2021 we have achieved this goal. We have **95%** of our students making expected or accelerated progress.

Aim 2- That **95%** of our students are achieving at or above their expected curriculum level by the end of the year.

We have not met this goal. **92%** of our students are achieving at or above their expected curriculum level. We have seen an upward shift of 1% during the year.

Writing

Aim 1 - That **94%** of our students will be making expected or accelerated progress.

At the end of 2021 we have achieved this goal. We have **95%** of our students making expected or accelerated progress.

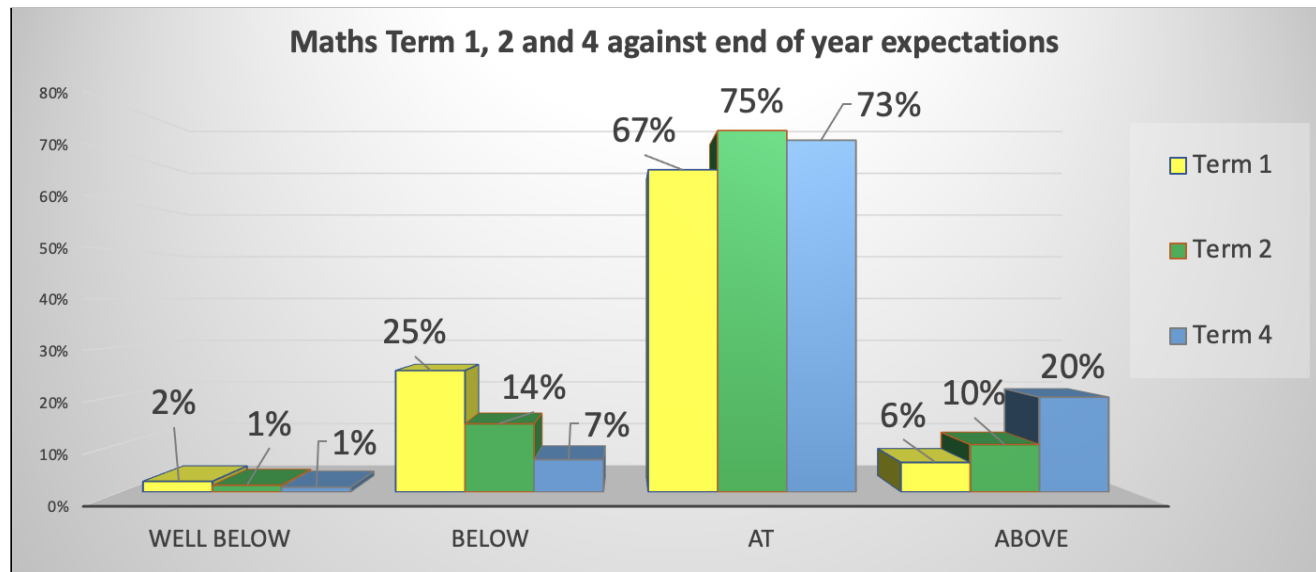
Aim 2 - That **95%** of our students are achieving at or above their expected curriculum level by the end of the year.

We have not met this goal. **90%** of our students are achieving at or above their expected curriculum level. We have seen a downward shift of 2% from 2021.

Maths

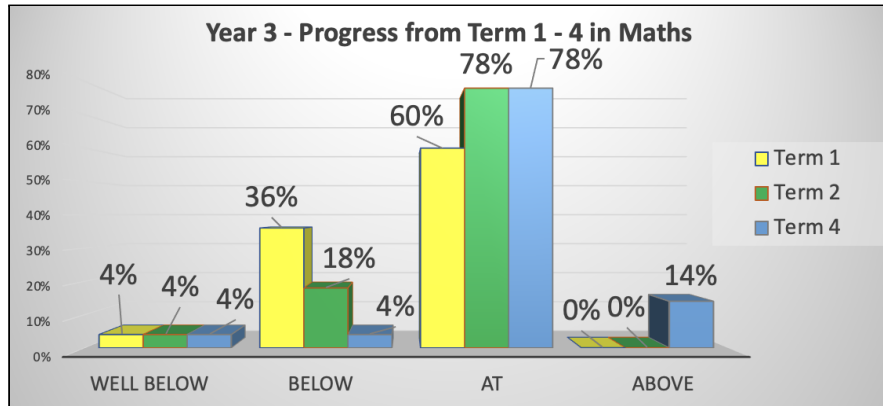
Progress against curriculum levels from Term 4 2018 to Term 4 2021. This allows us to track the overall progress of the school. It is important to note that we have had a particularly challenging year with Covid restricting learning interactions.

%	Well Below				Below				At				Above			
	Term 4				Term 4				Term 4				Term 4			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Maths	0%	0.3%	0.8%	1%	7.5%	6.5%	7.9%	6.7%	70.4%	71.8%	77.6%	72.7%	22.1%	21.4%	13.7%	19.6%



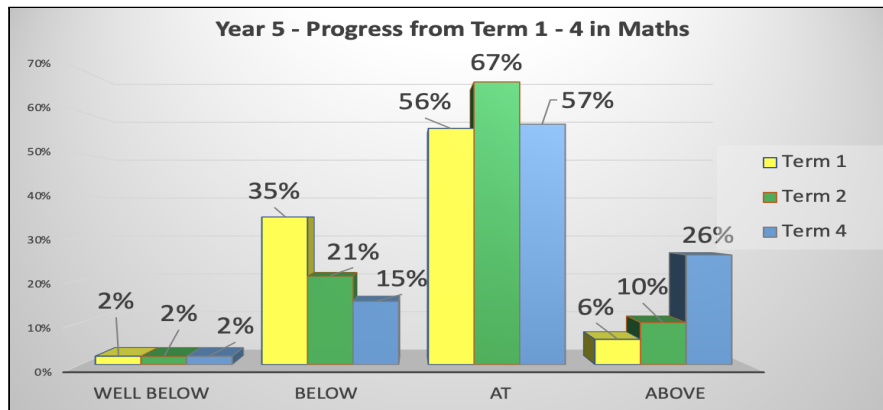
This year students' overall achievement levels have increased by 2% in Maths, up to **93% of students meeting the expected levels**. Students have continued to improve through this year making great progress. At the beginning of the year we had 73% of students working at the expectation, we have seen a 20% shift in this area.

We have also seen a sharp increase in students working above the expected curriculum level, up 6%. Professional development, enrichment programmes and smaller class sizes have allowed us to differentiate learning more effectively. We are now seeing the results of the Professional Development that has been implemented over the last two years. We had a data dip last year as we came to grips with the mathematics progressions, this data looks to now be returning despite a difficult year.



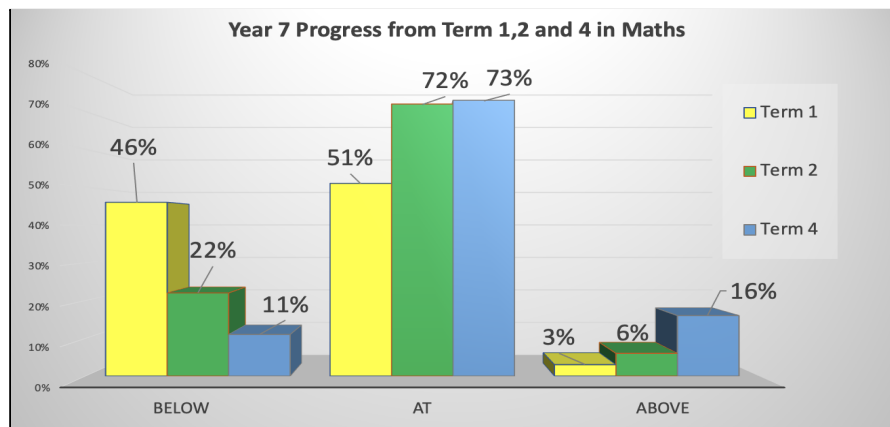
Year 3 Progress

It has been great to see students being extended within this year group. **14% of students are now achieving above** expectations. These students were initially of great concern at the beginning of the year. Their accelerated progress means they are now in line with the schools average of 93% at or above.



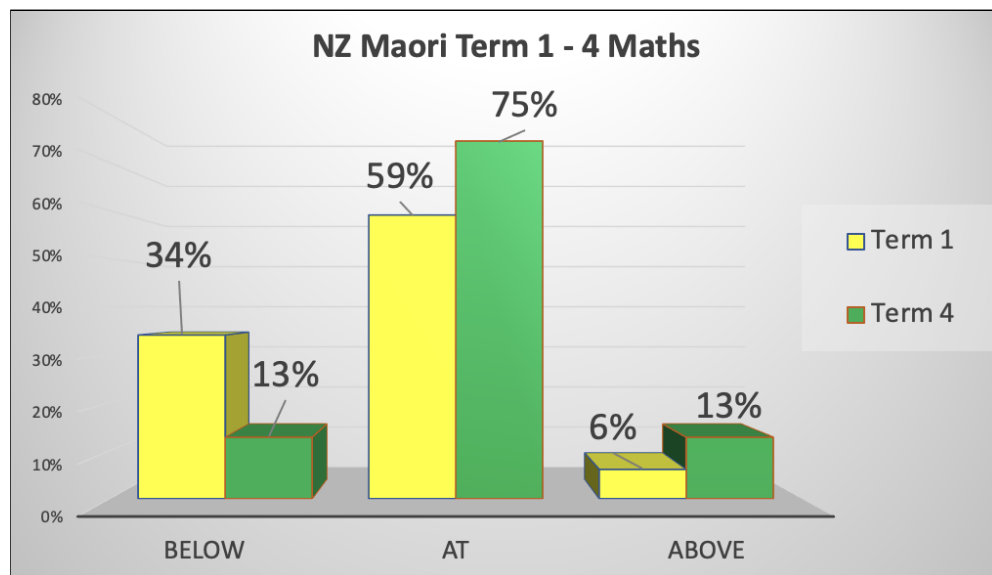
Year 5 Progress

Our Year 5 has shown significant progress with 62% at or above moving to 83% - **and increase of 21%**. We have managed to lift our students that are above the expectations significantly through the year. This remains a cohort that we will be tracking closely.



Year 7 Progress

We have seen significant movement in our year 7 cohort. Starting the year with 54% of our learners at or above expectations and moving this to 89% which is an **increase of 35%**. This is much more in line with our school wide average of 93% at or above.



Māori progress

We have seen positive shifts in our Māori student data over the year, including a **21% shift out of the below** category.

We do have concerns around our Maori students who are over represented in our below expectation maths data. We are investing in professional development for teachers in 2022, this will continue to highlight the importance of creating targeted programmes for our Maori students.

The continued implementation of the mixed ability groups, deliberate acts of teaching (DATs) and talk moves - which all align with teaching through a Māori lens, should continue to positively impact these (and all) learners.

Māori Maths Data Tracking

	2019	2020	2021
Below	10%	19%	12%
At	68%	71%	75%
Above	22%	10%	13%

We have made positive gains this year after losing ground in 2020.

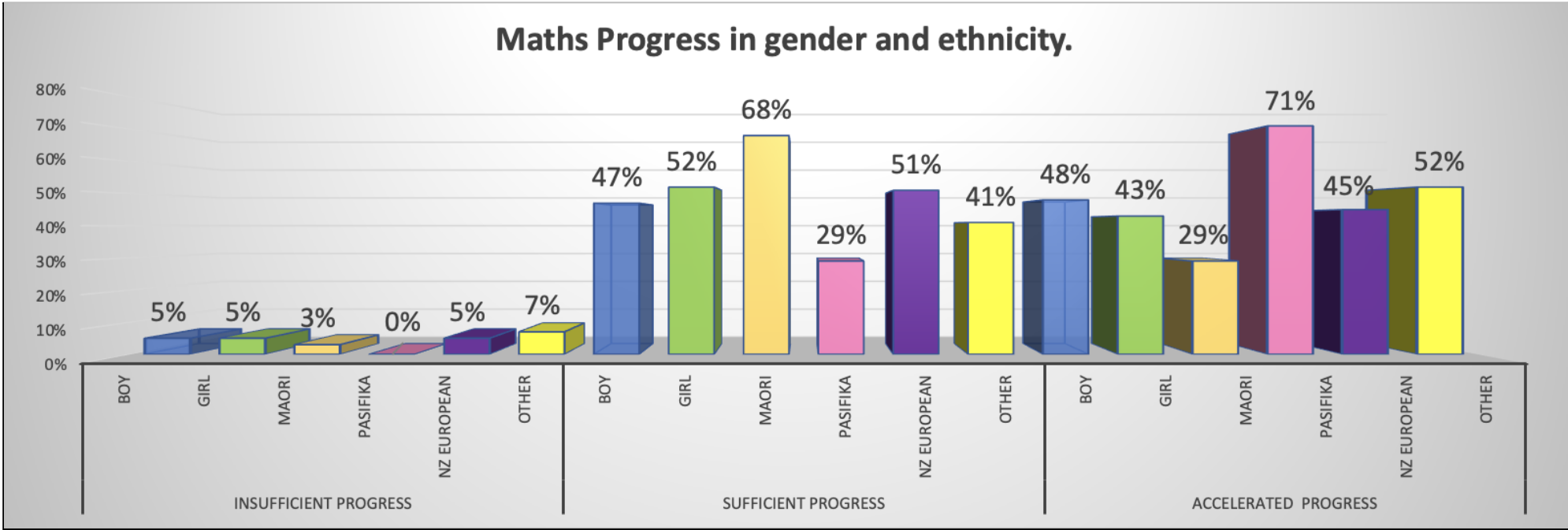
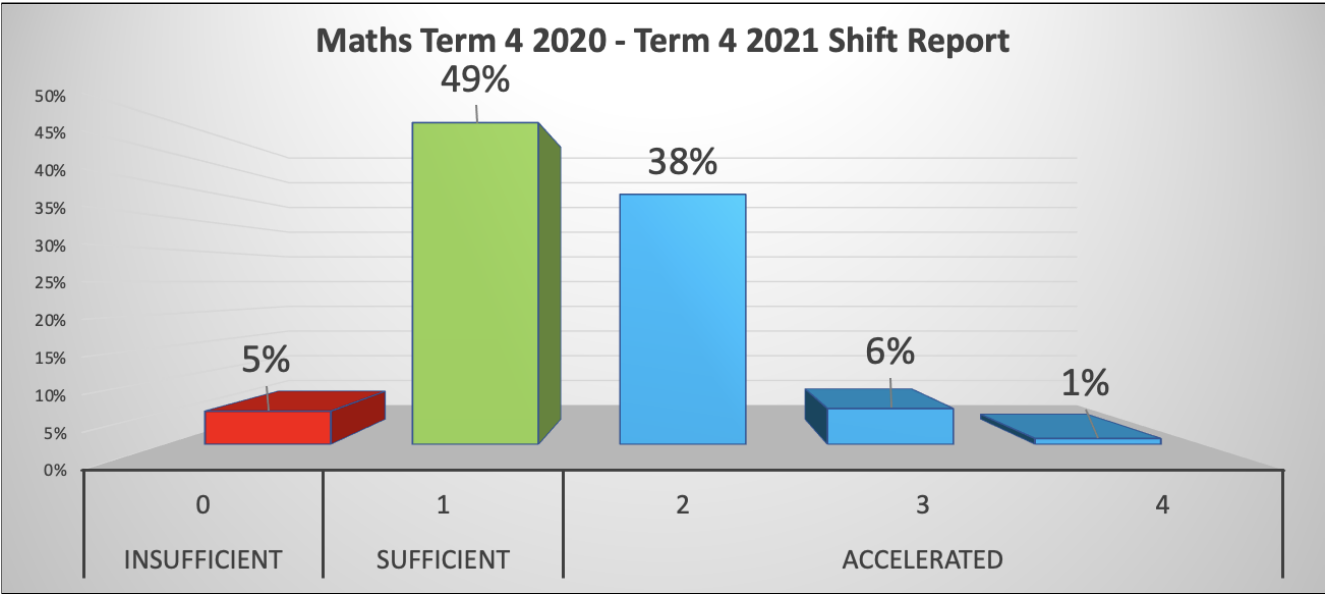
This data is heavily impacted by student movement as it is a relatively small cohort (47). This means that one student is equal to approx 2% movement.

Our staff have been evaluating the programmes run and the impact they have had on students in this cohort.

This continues to be an area Maungaraki School needs to focus on, this is reflected in the 2022 Strategic Aims.

Accelerated Progress Graph - Mathematics:

Maths	Insufficient Progress				Sufficient Progress				Accelerated Progress			
Year	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika
1					27%	27%	3%		36%	9%	5%	
2	6%	2%			39%	22%	13%	14%	12%	18%	8%	14%
3	4%	9%	3%		36%	26%	11%	14%	21%	4%		
4					25%	36%	16%		19%	19%	3%	14%
5		2%			33%	11%	3%		38%	16%	3%	
6	2%				9%	23%	13%		28%	37%	3%	
7	3%				9%	18%			30%	39%	3%	29%
8	2%	5%			14%	35%	11%		23%	21%	5%	14%
	5%				49%				46%			



We have successfully made our target of 95% of students making sufficient or accelerated progress.

Our Professional Development and moderation gives the leadership team confidence that this data is very accurate.

We have included ORS students and other students that are on individual education plans in this data. Teachers continue to relay strategies that have worked for students to build continuity for a student during their time at Maungaraki School. Our goal of seeing more students accelerate their progress has been noticed across all genders and ethnicities.

What the data tells us:

- Our school continues to make great progress in maths and have excellent achievement outcomes, even in the face of significant challenges.
- The data shows that our Year 5 cohort continues to be an area to focus on.
- Our Maori students' learning continues to be a focus for our staff, despite the gains made this year.
- We believe P.D and low class sizes have made a positive difference, especially for our ability to extend students and accelerate progress.
- Classroom teachers are aware of the students that need extra intervention, programmes are being allocated to support the needs well.

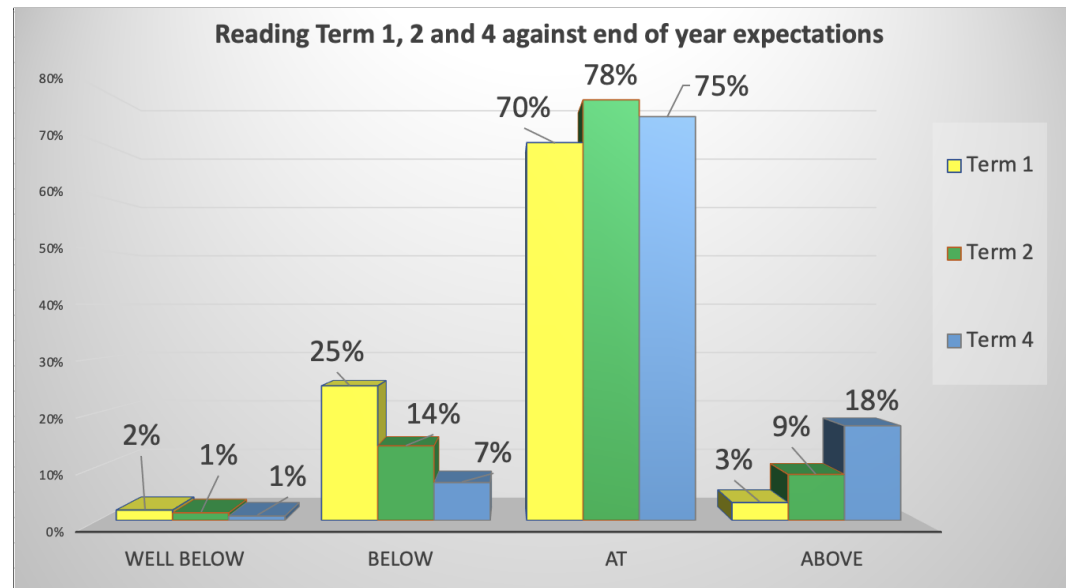
What next:

- Highlight students of concern for teachers to create specific targets and interventions around.
- Continue to highlight programmes that focus on Māori achievement.
- Identify where our teacher aide/ and teacher time can best be utilised to support the needs of our students.
- Reflect on the extension programme effectiveness and look to tweak for 2022.

Reading

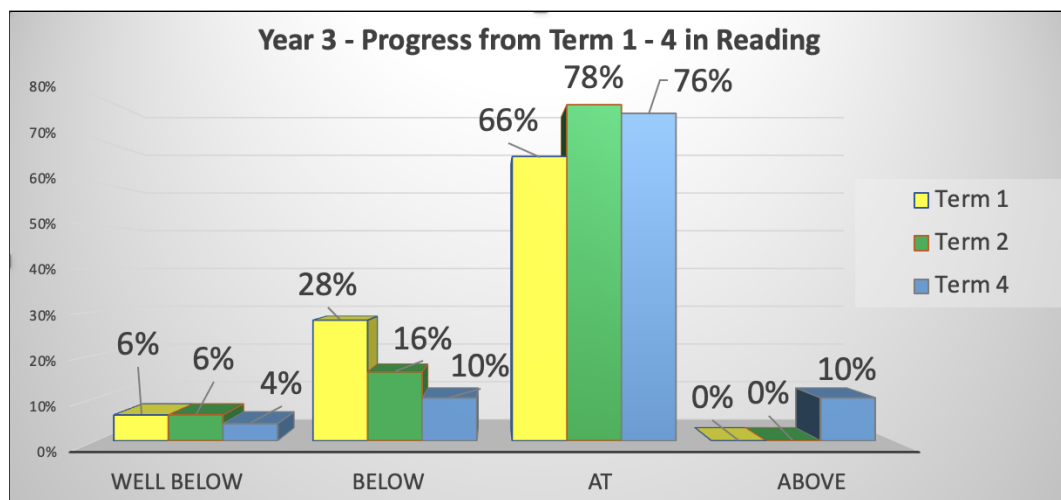
Progress against curriculum levels from Term 4 2018 to Term 4 2021. This allows us to track the overall progress of the school. It is important to note that we have had a particularly challenging year with Covid restricting learning interactions.

%	Well Below				Below				At				Above			
	Term 4				Term 4				Term 4				Term 4			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Reading	0%	0%	0.8%	0.8%	4.4%	6.4%	8.2%	7%	72.1%	72.5%	74.9%	74.7%	23.5%	21%	16.1%	17.5%



Students have continued to improve through this year, making significant progress. At the beginning of the year we had 73% of students working at the expectation and this has moved to 92% - **an increase of 19%**.

This year overall achievement levels have increased from 2020 to 2021 by 1% in Reading. We have seen an increase in students working above the expected curriculum level from 16% to 18%. This is encouraging as we have been focusing on lifting and extending students. Making class sizes a lot smaller in specific year groups has allowed us to differentiate reading programmes and support students at both ends of the curriculum.

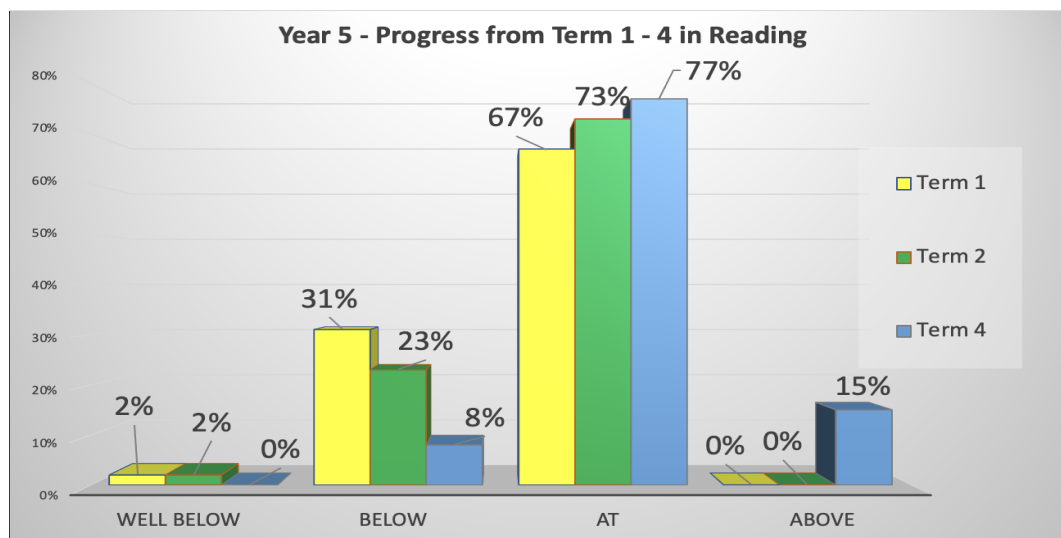


Year 3 Progress

Our students in year 3 have been an area of focus.

They have stronger skills within reading which we believe reflects the support and development of our Liz Kane literacy programme. This is a year group that we will need to continue to track and monitor.

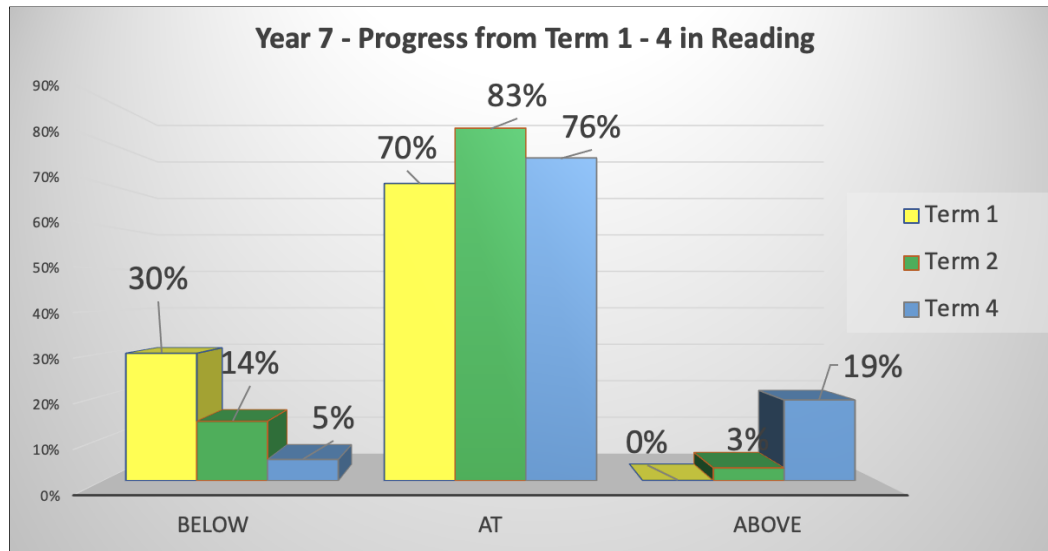
Increasing 20%, from 66% to 86% at or above the expectation is more inline with our school average of 93%.



Year 5 Progress

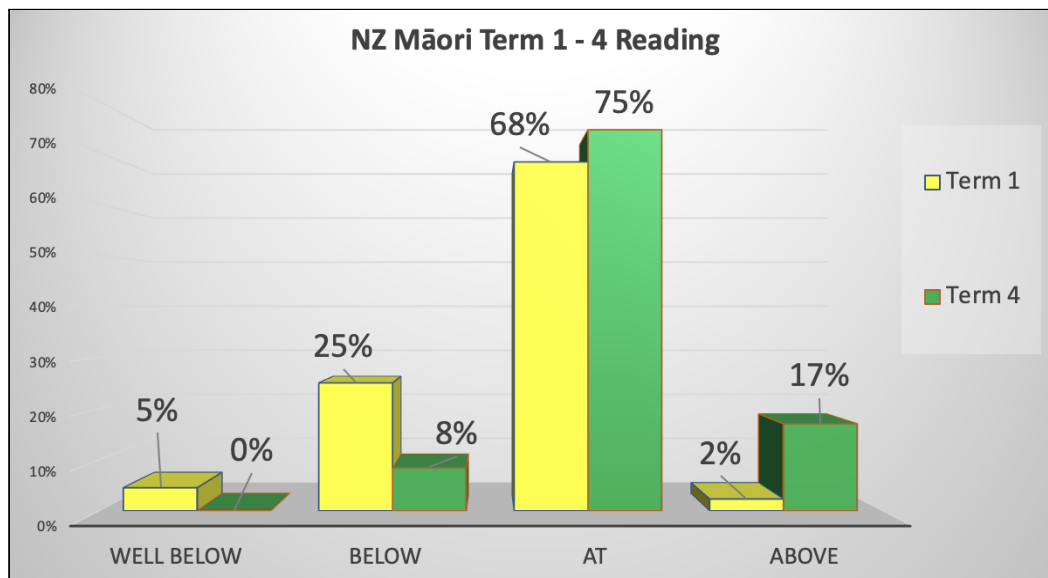
Our students in Year 5 have seen a big improvement, moving from 67% At to 92% at or above the expectations.

15% of students moving into above expectation is a huge celebration for this cohort.



Year 7 Progress

We have an **increase of 25%** more of our year 7 students who have moved (from 70% At to 95%) at or above the expectations. This target group is now achieving higher than the school average of 93%. We link this success to the way that reading and writing is being integrated into programmes more seamlessly. Students are learning to apply their reading skills in context often in areas of passion.



Māori Achievement

Reading is an area where Maori students are matching their peers at Maungaraki School. It is encouraging to see Maori Students being extended in this area with **17% of students achieving above** the expectations.

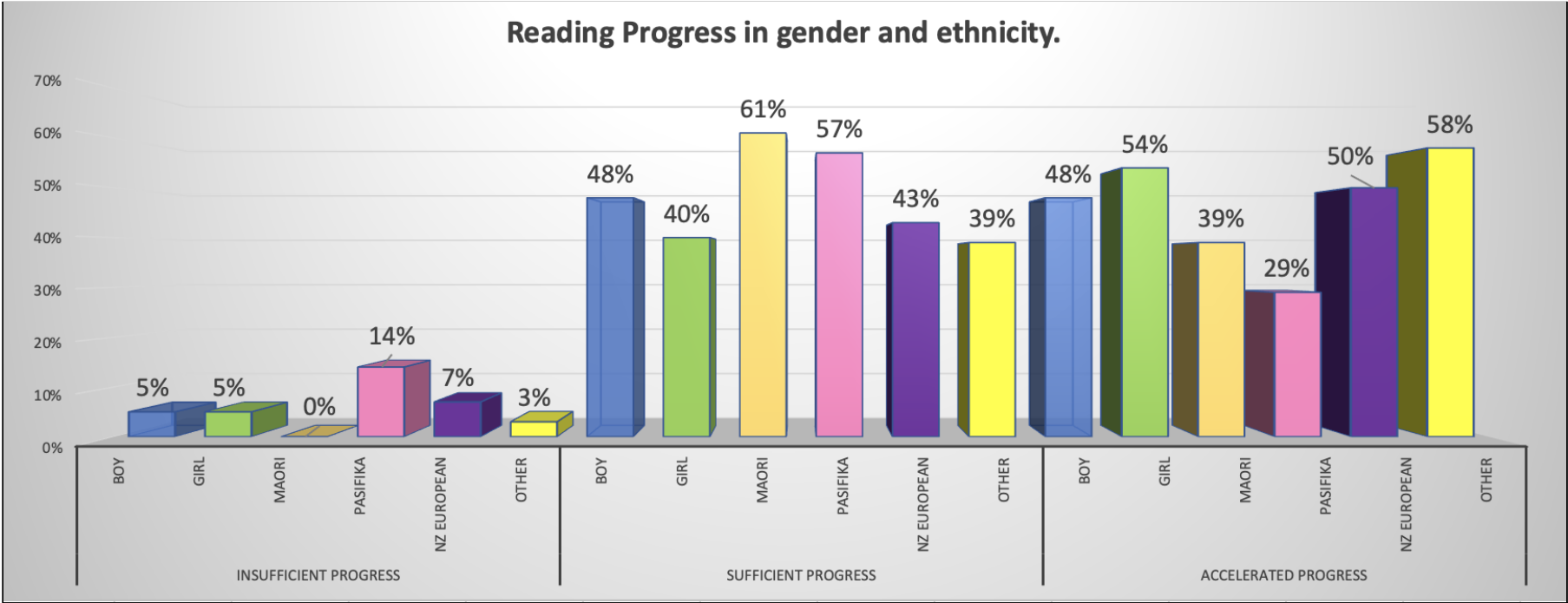
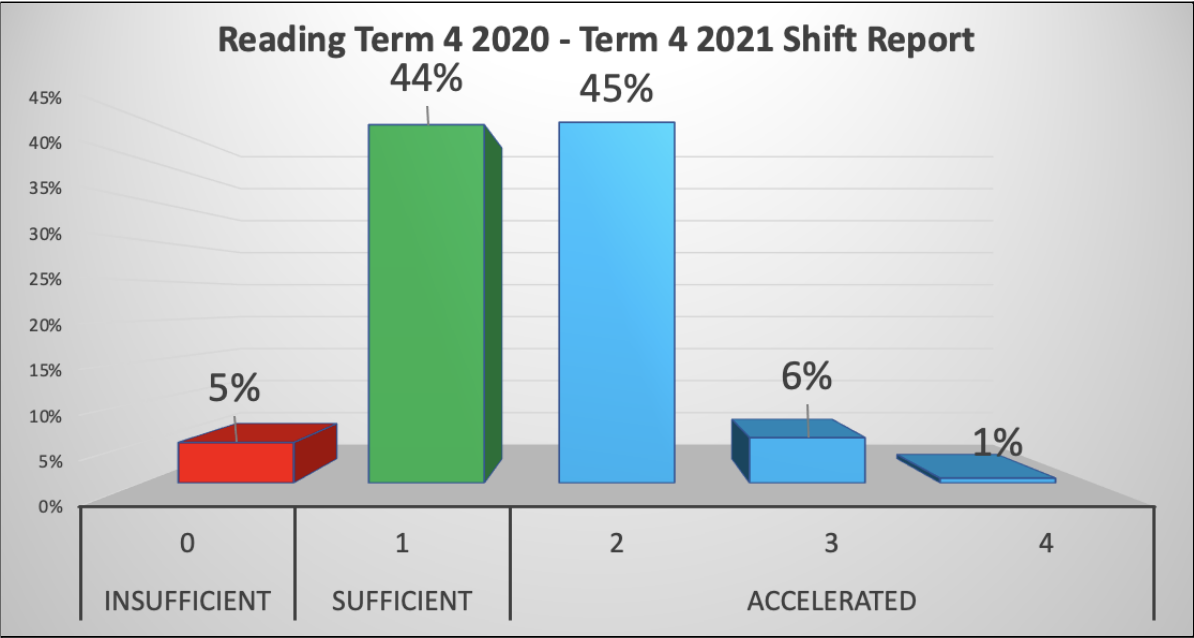
Another pleasing feature of this data is that none of our Māori students are well below, this has been a national focus. This data is now more in line with our 2019 data (pre covid), with 5% improvement in the above section.

Māori Reading Data Tracking

	2019	2020	2021
Well Below	0%	2%	0%
Below	7%	12%	8%
At	81%	72%	75%
Above	12%	13%	17%

Accelerated Progress Graph

Reading	Insufficient Progress				Sufficient Progress				Accelerated Progress			
	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika
1	5%	9%			41%	18%	5%		18%	9%	3%	
2	4%			14%	43%	31%	21%	14%	10%	12%		
3	6%	6%			38%	23%	13%	14%	17%	9%		
4					14%	31%	13%	14%	31%	25%	5%	
5		2%			22%	11%	3%		50%	15%	3%	
6	2%				12%	12%	5%		26%	49%	11%	
7		6%			21%	9%		14%	21%	42%	3%	14%
8	2%				12%	16%			26%	44%	16%	14%
	5%				44%				51%			



We have successfully met our target of 95% of students making sufficient or accelerated progress.

We have included ORS students and other students that are on individual education plans or have English as a second language in this data. Those students that are not making the expected progress are tracked and teachers are looking at ways they can accelerate their learning.

What the data tells us

- We are seeing more young students that are coming to school less equipped to be able to recognise letters and sounds.
- The Liz Kane approach to reading is having an impact on students' academic achievement in year 1 and year 2.
- Acceleration and extension has been significant across all year levels.

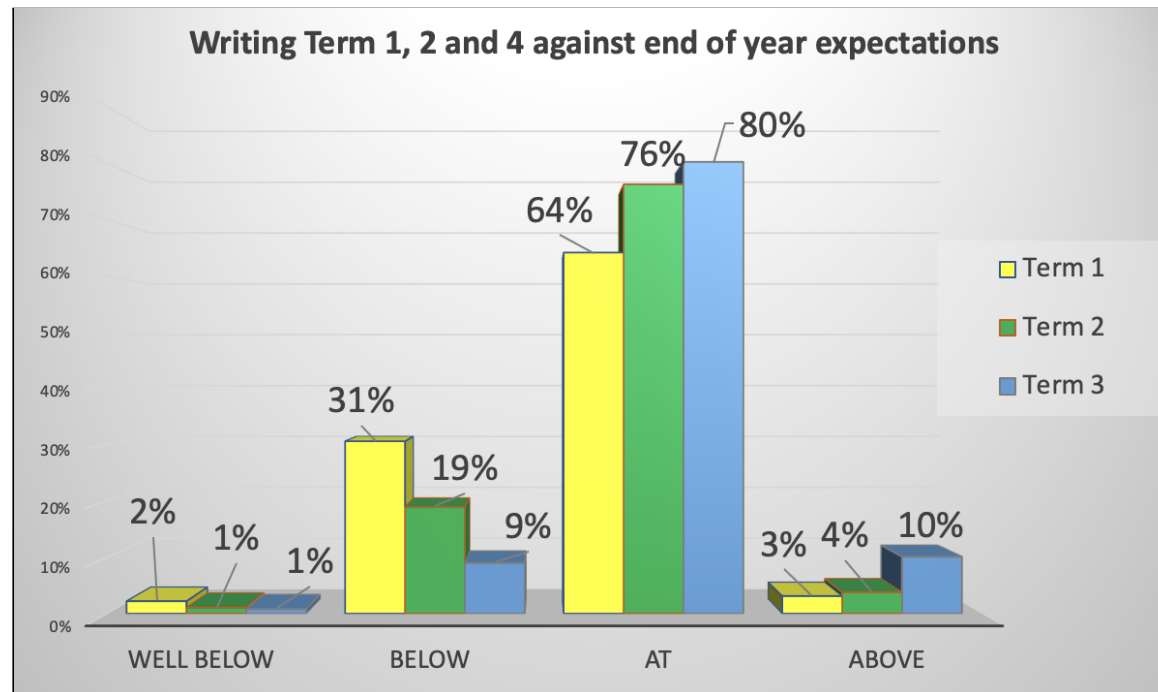
What will we do

- Continue to roll out the Liz Kane programme in the Junior school and move into Tipu next year. Students are likely to make connections to writing through this targeted approach to learning sounds.
- Use our Professional Development with Christine Braid and Nicole Walls to look for areas we can have an impact.
- Introduce more engagement groups.
- Use experts to reflect on our programmes in terms of best practice.
- Look at how teachers are differentiating their programmes to extend students.

Writing

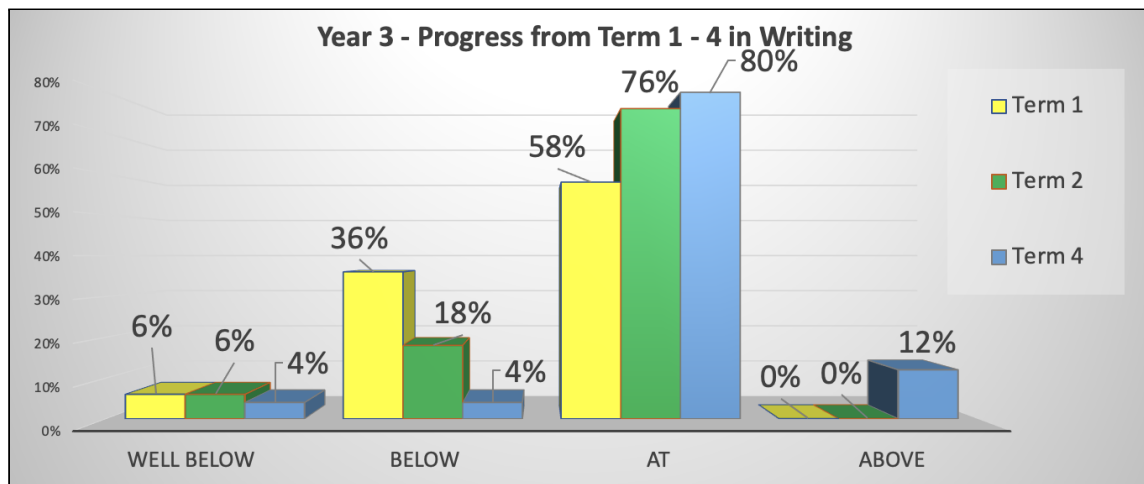
Progress against curriculum levels from Term 4 2018 to Term 4 2021. This allows us to track the overall progress of the school.

%	Well Below				Below				At				Above			
	Term 4				Term 4				Term 4				Term 4			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Writing	0.3%	0.3%	0.8%	0.8%	10.5%	11.2%	7.1%	9%	76.9%	77.9%	82.6%	80.2%	12.2%	10.5%	9.5%	10.1%



Students have continued to improve through this year making accelerated progress. At the beginning of the year we had 67% of students working at the expectation and we have shifted this to 90% - **an increase of 23%**. This is the biggest improvement across all curriculum areas. This year students' overall achievement levels have decreased by 1.5% in Writing from 2020 to 2021. This will be impacted by the moderation we have been undertaking this year, with a focus on using a broad sample across multiple genres of writing, rather than isolated pieces of writing. However, we have seen a small increase in students working above the expected curriculum level from 9.5% to 10.1%.

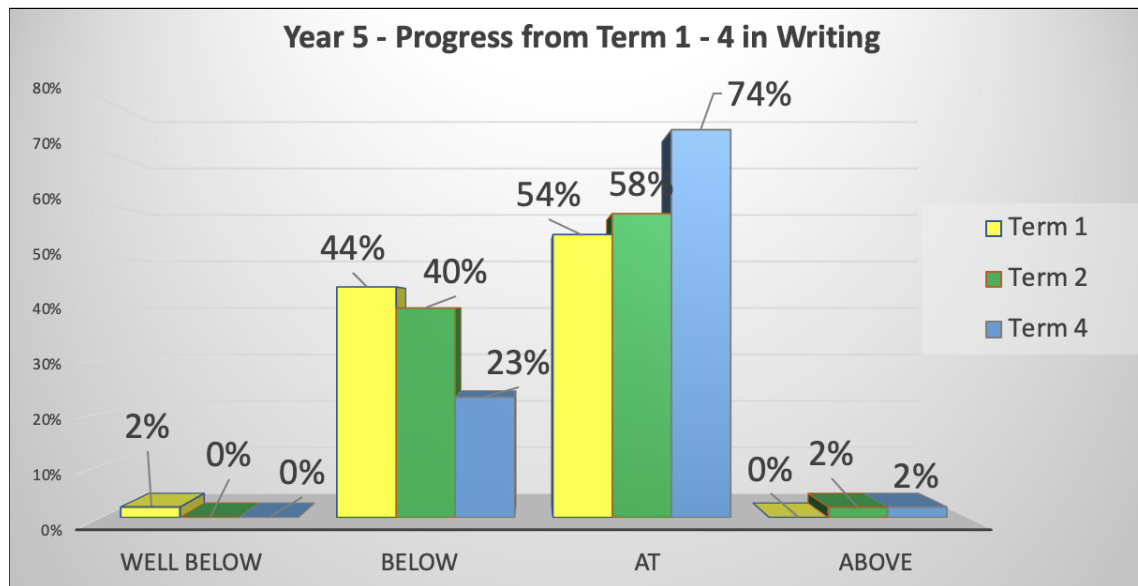
Next year we will be focusing on Literacy professional development - making strong links between reading and writing and how best to motivate students to accelerate their learning.



Year 3 Progress

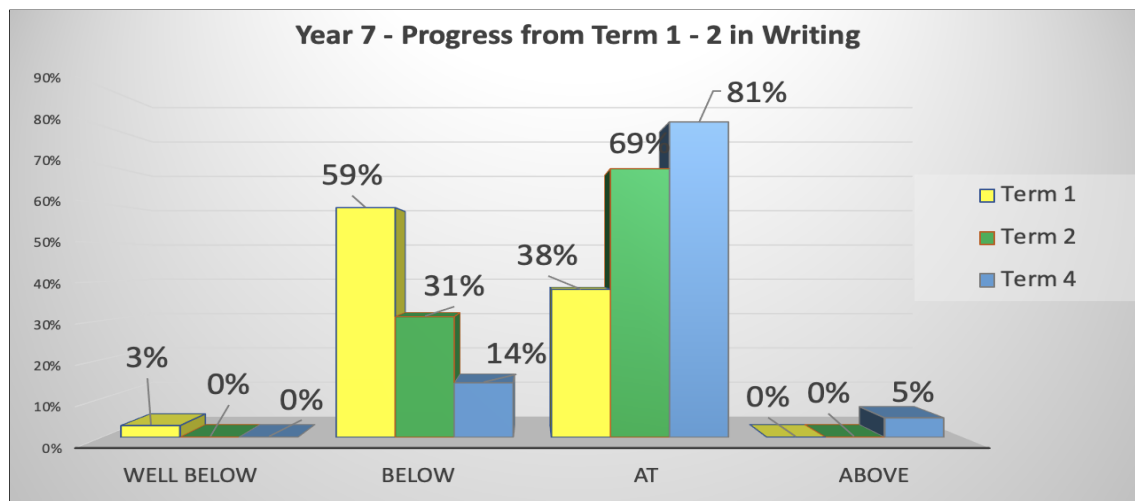
Our Year 3 cohort has made significant gains this year and now sit at 92% at or above expectations. This is higher than the school average.

We have a smaller number of students achieving **above** the expectation than other areas in the school, however this number has **increased significantly by 12%** from the start of the year.



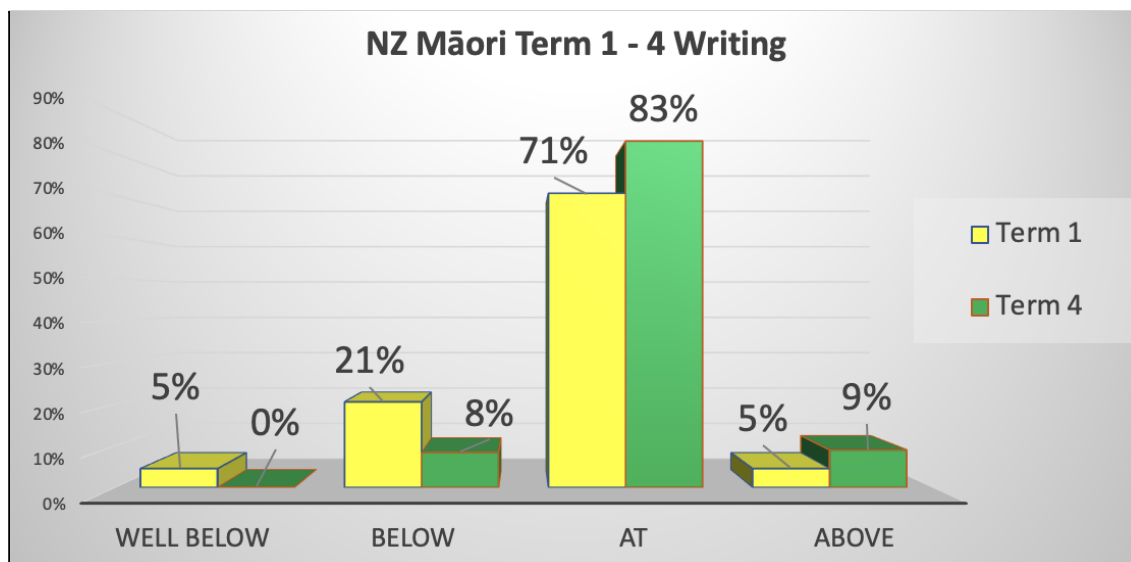
Year 5 Progress

Our Year 5 students are sitting lower than we would like at 76% of students at or above expectations. Although we have seen a **significant shift with 26%** of our students moving into expectations this group continues to need additional support. A stronger focus on writing groups to support our below students and extend writers in this year group is needed.



Year 7 Progress

Our Year 7 students have moved from 69% at to 86% of students at or above the expectations. It is great to see the positive shifts, but with 14% still to reach expectations, this group will remain a focus in 2022.



Māori Progress

Our Māori students are currently out performing our overall students, with 92% of Māori students At or Above expectations compared with 90% of all students.

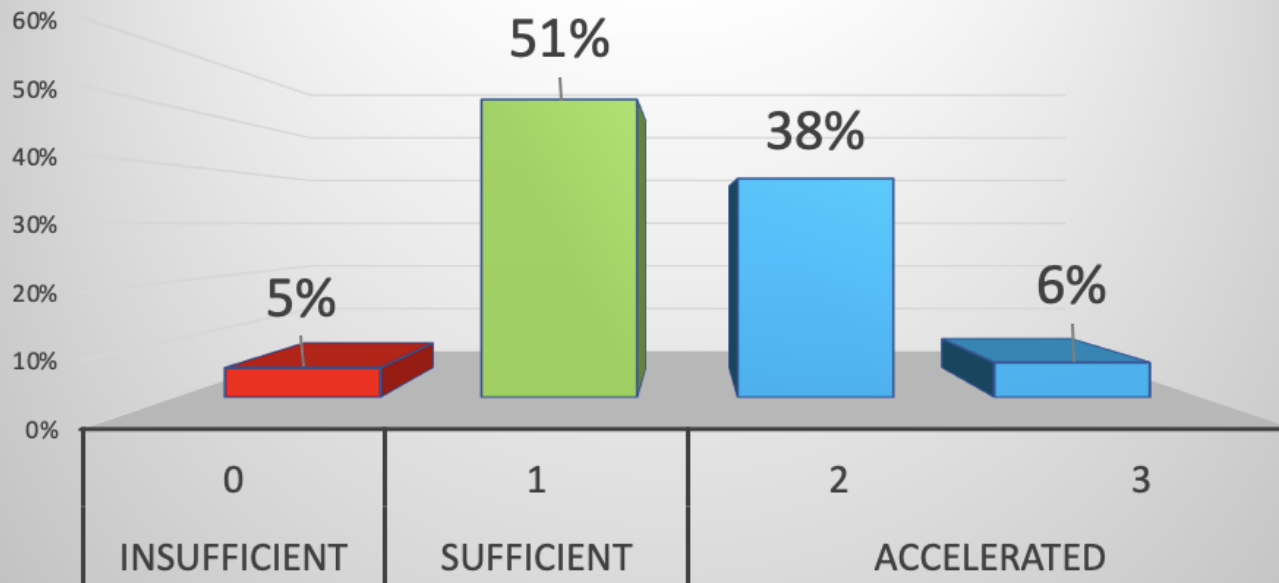
The number of students in this group below has seen positive shifts over the last three years. It is positive to see the decreasing trend in the number of students who aren't achieving expectations. We have also seen encouraging increases in the number of students above expectations since 2019.

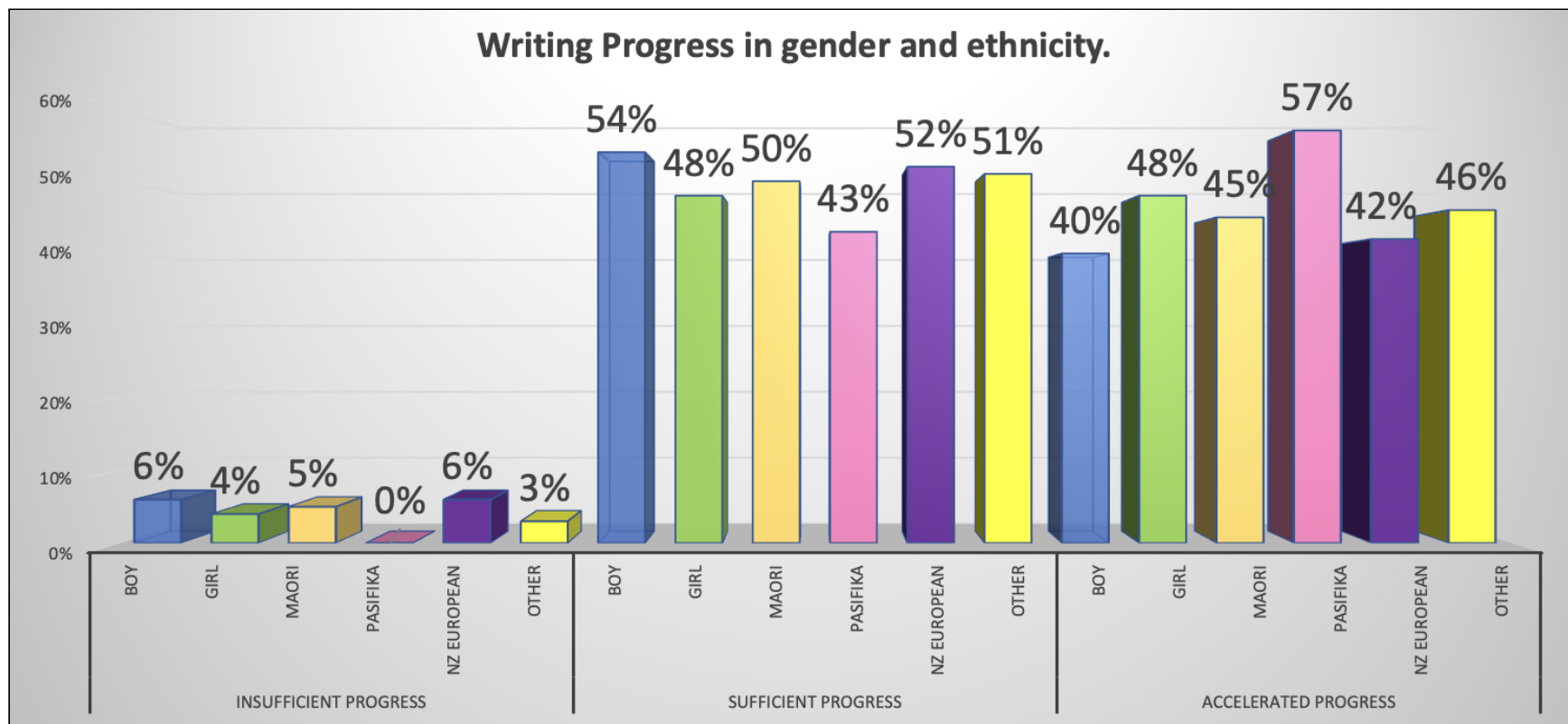
Māori Writing Data Tracking

	2019	2020	2021
Well Below	0%	2%	0%
Below	15%	10%	8%
At	78%	83%	83%
Above	7%	4%	9%

Writing	Insufficient Progress				Sufficient Progress				Accelerated Progress			
	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika	Boy	Girl	Maori	Pasifika
1	5%	9%			41%	18%	5%		8%	9%	3%	
2	4%				43%	33%	11%	29%	10%	10%	11%	
3	2%	2%			40%	17%	11%		19%	19%	3%	14%
4	6%				17%	31%	11%	14%	22%	25%	8%	
5	4%				42%	16%	5%		27%	11%		
6	5%		3%		21%	30%	3%		14%	30%	11%	
7					15%	24%	3%		27%	33%		29%
8		7%	3%		7%	12%	3%		33%	42%	11%	14%
	5%				51%				44%			

Writing Term 4 2020 - Term 4 2021 Shift Report





What the data tells us:

- We have had another challenging year, our writing achievement has decreased by 2% across the school.
- Our year 1 and 2 students are benefiting from linking a phonics programme closely to their writing.
- We have a number of year 5 students sitting below expectations.

Next Steps:

- We need to strengthen our connections between reading and writing within the curriculum.
- Put resources and support into Koru and Fern Syndicates next year to ensure they are running an extended studies style programme that continues to lift academic progress. Identify focus groups and monitor progress closely among these students.
- Utilise our expert teachers that are released in term 1 to support quick traction. This could include groups, targeted teaching and working in classrooms.
- Use our Professional Development with Christine Braid and Nicole Walls to look for areas we can have an impact.