

MARTON JUNCTION SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2396

Principal: Vanessa Te Ua

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Accountant / Service Provider:

Education Services.
Dedicated to your school

MARTON JUNCTION SCHOOL

Annual Report - For the year ended 31 December 2022

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Marton Junction School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Annastasy Hancock

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

Date: 31 May 2023

Vanessa Te Ua

Full Name of Principal

[Signature]

Signature of Principal

Date: 31 May 2023



Marton Junction School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,320,555	1,150,071	1,244,034
Locally Raised Funds	3	15,621	40,645	11,730
Interest Income		2,483	-	246
Gain on Sale of Property, Plant and Equipment		-	-	217
		1,338,659	1,190,716	1,256,227
Expenses				
Locally Raised Funds	3	10,700	2,600	6,725
Learning Resources	4	925,430	910,601	946,322
Administration	5	247,496	112,439	194,065
Finance		1,182	1,360	1,708
Property	6	138,545	158,955	139,763
Other Expenses	7	-	-	340
		1,323,353	1,185,955	1,288,923
Net Surplus / (Deficit) for the year		15,306	4,761	(32,696)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		15,306	4,761	(32,696)

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



Marton Junction School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		261,228	270,770	279,672
Total comprehensive revenue and expense for the year		15,306	4,761	(32,696)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	4,056
Contribution - Capital Equipment Grant		-	-	10,196
Equity at 31 December		276,534	275,531	261,228
Accumulated comprehensive revenue and expense		276,534	275,531	261,228
Equity at 31 December		276,534	275,531	261,228

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.



Marton Junction School
Statement of Financial Position
As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	8	327,356	249,724	269,109
Accounts Receivable	9	61,721	63,749	71,137
GST Receivable		2,248	6,510	1,026
Prepayments		3,569	8,159	3,050
Investments	10	7,826	7,721	7,770
		402,720	335,863	352,092
Current Liabilities				
Accounts Payable	12	121,421	124,151	109,769
Provision for Cyclical Maintenance	13	89,193	4,688	79,081
Finance Lease Liability	14	7,264	6,492	6,486
Funds held in Trust	15	599	568	571
Funds held for Capital Works Projects	16	17,500	-	17,500
Funds held on behalf of Resource Teacher: Literacy Cluster	17	20,432	21,402	21,971
		256,409	157,301	235,378
Working Capital Surplus/(Deficit)		146,311	178,562	116,714
Non-current Assets				
Property, Plant and Equipment	11	135,546	114,021	158,331
		135,546	114,021	158,331
Non-current Liabilities				
Provision for Cyclical Maintenance	13	-	4,582	7,833
Finance Lease Liability	14	5,323	12,470	5,984
		5,323	17,052	13,817
Net Assets		276,534	275,531	261,228
Equity		276,534	275,531	261,228

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



Marton Junction School
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		411,846	284,510	361,810
Locally Raised Funds		15,621	40,645	12,070
Goods and Services Tax (net)		(1,222)	-	5,484
Payments to Employees		(248,768)	(180,736)	(268,711)
Payments to Suppliers		(109,033)	(160,278)	(108,782)
Interest Paid		(1,182)	(1,360)	(1,708)
Interest Received		2,448	-	244
Net cash from/(to) Operating Activities		69,710	(17,219)	407
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	217
Purchase of Property Plant & Equipment (and Intangibles)		(4,706)	-	(4,590)
Purchase of Investments		(55)	-	(49)
Net cash from/(to) Investing Activities		(4,761)	-	(4,422)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,056
Finance Lease Payments		(4,973)	(7,227)	(4,644)
Funds Administered on Behalf of Third Parties		(1,729)	-	(458)
Net cash from/(to) Financing Activities		(6,702)	(7,227)	(1,046)
Net increase/(decrease) in cash and cash equivalents		58,247	(24,446)	(5,061)
Cash and cash equivalents at the beginning of the year	8	269,109	274,170	274,170
Cash and cash equivalents at the end of the year	8	327,356	249,724	269,109

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.



Marton Junction School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Marton Junction 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 14. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-50 years
Furniture and Equipment	1-10 years
Information and Communication Technology	4-5 years
Motor Vehicles	8 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	500,481	284,510	413,895
Teachers' Salaries Grants	696,570	745,907	702,149
Use of Land and Buildings Grants	105,721	119,654	94,143
Other Government Grants	17,783	-	33,847
	<u>1,320,555</u>	<u>1,150,071</u>	<u>1,244,034</u>

The school has opted in to the donations scheme for this year. Total amount received was \$13,350.

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	5,121	34,869	9,306
Fees for Extra Curricular Activities	6,083	4,900	1,552
Trading	430	-	193
Fundraising & Community Grants	3,987	876	679
	<u>15,621</u>	<u>40,645</u>	<u>11,730</u>
Expenses			
Extra Curricular Activities Costs	10,048	2,600	6,111
Trading	652	-	614
	<u>10,700</u>	<u>2,600</u>	<u>6,725</u>
<i>Surplus for the year Locally raised funds</i>	<u>4,921</u>	<u>38,045</u>	<u>5,005</u>

The school received a grant from the TG Macarthy Trust for \$1,000 which is included in the Fundraising and Community Grants line

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	17,867	13,150	15,847
Library Resources	1,194	1,400	1,096
Employee Benefits - Salaries	855,924	845,907	881,645
Staff Development	2,269	2,500	4,717
Depreciation	36,744	31,967	36,581
Sth Rang. Sch Princ Cluster	767	-	315
Resource Teacher Of Maori	10,665	15,677	6,121
	<u>925,430</u>	<u>910,601</u>	<u>946,322</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,509	4,053	4,377
Board Fees	2,910	3,500	2,985
Board Expenses	4,882	750	8,805
Communication	2,701	2,900	2,410
Consumables	6,863	8,200	6,974
Operating Lease	-	500	-
Other	5,089	4,800	7,980
Employee Benefits - Salaries	100,114	80,736	91,675
Insurance	831	1,000	721
Service Providers, Contractors and Consultancy	6,840	6,000	6,840
Healthy School Lunch Programme	112,757	-	61,298
	247,496	112,439	194,065

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	7,867	5,500	6,708
Cyclical Maintenance Provision	2,279	12,041	11,726
Grounds	3,420	2,500	3,576
Heat, Light and Water	10,536	12,000	13,925
Rates	3,961	3,500	3,768
Repairs and Maintenance	3,180	3,150	4,785
Use of Land and Buildings	105,721	119,654	94,143
Security	1,581	610	1,132
	138,545	158,955	139,763

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loss on Uncollectable Accounts Receivable	-	-	340
	-	-	340

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	327,356	249,724	269,109
Cash and cash equivalents for Statement of Cash Flows	327,356	249,724	269,109

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

Of the \$327,356 Cash and Cash Equivalents \$17,500 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	878	-
Banking Staffing Underuse	-	-	13,675
Interest Receivable	37	-	2
Teacher Salaries Grant Receivable	61,684	62,871	57,460
	<u>61,721</u>	<u>63,749</u>	<u>71,137</u>

Receivables from Exchange Transactions	37	878	2
Receivables from Non-Exchange Transactions	61,684	62,871	71,135
	<u>61,721</u>	<u>63,749</u>	<u>71,137</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	7,826	7,721	7,770
Total Investments	<u>7,826</u>	<u>7,721</u>	<u>7,770</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	76,490	-	-	-	(6,558)	69,932
Furniture and Equipment	36,419	4,858	-	-	(10,511)	30,766
Information and Communication Technology	21,935	1,969	-	-	(6,883)	17,021
Motor Vehicles	13,090	-	-	-	(6,063)	7,027
Leased Assets	9,985	7,132	-	-	(6,654)	10,463
Library Resources	412	-	-	-	(75)	337
Balance at 31 December 2022	158,331	13,959	-	-	(36,744)	135,546

The net carrying value of equipment held under a finance lease is \$10,463 (2021: \$9,985)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	179,993	(110,061)	69,932	179,993	(103,503)	76,490
Furniture and Equipment	207,834	(177,068)	30,766	202,977	(166,558)	36,419
Information and Communication Technology	100,251	(83,230)	17,021	98,282	(76,347)	21,935
Motor Vehicles	48,506	(41,479)	7,027	48,506	(35,416)	13,090
Leased Assets	25,805	(15,342)	10,463	25,846	(15,861)	9,985
Library Resources	5,043	(4,706)	337	5,043	(4,631)	412
Balance at 31 December	567,432	(431,886)	135,546	560,647	(402,316)	158,331

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	4,816	10,978	8,222
Accruals	4,509	3,445	4,377
Banking Staffing Overuse	6,969	5,187	-
Employee Entitlements - Salaries	61,684	62,871	57,460
Employee Entitlements - Leave Accrual	43,443	41,670	39,710
	121,421	124,151	109,769
Payables for Exchange Transactions	121,421	124,151	109,769
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	121,421	124,151	109,769

The carrying value of payables approximates their fair value.



13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	86,914	(2,771)	75,188
Increase to the Provision During the Year	10,807	12,041	12,002
Other Adjustments	(8,528)	-	(276)
Provision at the End of the Year	89,193	9,270	86,914
Cyclical Maintenance - Current	89,193	4,688	79,081
Cyclical Maintenance - Non current	-	4,582	7,833
	89,193	9,270	86,914

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	8,184	6,492	7,516
Later than One Year and no Later than Five Years	5,722	12,470	6,431
Future Finance Charges	(1,319)	-	(1,477)
	12,587	18,962	12,470
Represented by			
Finance lease liability - Current	7,264	6,492	6,486
Finance lease liability - Non current	5,323	12,470	5,984
	12,587	18,962	12,470

15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	599	568	571
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	599	568	571

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.



16. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS Innovative Learning		213761	17,500	-	-	-	17,500
Totals			17,500	-	-	-	17,500

Represented by:

Funds Held on Behalf of the Ministry of Education	17,500
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS Innovative Learning		213761	17,500	-	-	-	17,500
SIP Heating to Hall		222575	821	129	(950)	-	-
Totals			18,321	129	(950)	-	17,500

Represented by:

Funds Held on Behalf of the Ministry of Education	17,500
Funds Receivable from the Ministry of Education	-

17. Funds held on behalf of Resource Teacher: Literacy Cluster

Marton Junction School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held at Beginning of the Year	21,971	21,402	21,402
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	10,557	-	10,390
Total funds received	32,528	21,402	31,792
Funds Spent on Behalf of the Cluster	12,096	-	9,821
Funds remaining	20,432	21,402	21,971
Funds Held at Year End	20,432	21,402	21,971



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 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.

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,910	2,985
<i>Leadership Team</i>		
Remuneration	136,575	132,514
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	139,485	135,499

There are 7 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	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	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$281,030 contract for the AMS Innovative Learning as agent for the Ministry of Education. This project is fully funded by the Ministry and \$26,000 has been received of which \$8,500 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$260,390 contract for the AMS Innovative Learning as agent for the Ministry of Education. This project is fully funded by the Ministry and \$26,000 has been received of which \$8,500 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2022 Actual \$	2021 Actual \$
No later than One Year	-	2,702
Later than One Year and No Later than Five Years	-	3,153
Later than Five Years	-	-
	-	5,855

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	327,356	249,724	269,109
Receivables	61,721	63,749	71,137
Investments - Term Deposits	7,826	7,721	7,770
Total Financial assets measured at amortised cost	396,903	321,194	348,016

Financial liabilities measured at amortised cost

Payables	121,421	124,151	109,769
Finance Leases	12,587	18,962	12,470
Total Financial Liabilities Measured at Amortised Cost	134,008	143,113	122,239

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.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARTON JUNCTION SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Marton Junction School (the School). The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

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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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Marton Junction School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tony Hancock	Presiding Member	Elected	Sep 2025
Vanessa Te Ua	Principal	ex Officio	
Rev. Graham Karatau	Parent Representative	Elected	Sep 2022
Murray-James Candy	Parent Representative	Elected	Sep 2025
Junita Foster-Matoe	Parent Representative	Elected	Sep 2022
Steven Karehana	Parent Representative	Elected	Sep 2022
Sam McKenna	Parent Representative	Elected	Sep 2025
Tiffany Ihaka-Candy	Parent Representative	Elected	Sep 2025
Maia Wihare	Parent Representative	Elected	Sep 2025
Robina Gudopp	Staff Representative	Elected	Sep 2025

Marton Junction School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,298 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Marton Junction 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.



2022 Aspiration Marton Junction School

Mauri Ora

2022 Our year to shine, to be inspired, and to inspire others to continue to flourish our potential. Rise and shine, its Mauri Ora time.

Authentic Relationships	Flourish Potential	Culturally relational and responsive pedagogies
Ease the pathway for whanau, community, and lwi to participate in school teaching and learning programmes.	Inspire, support, and empower all learners to achieve personal excellence and flourish their potential.	All learners are positive and secure in their identity
Build authentic educationally powerful connections, relationships, and reciprocal partnerships with whanau and lwi, to encourage participation and contribution to help drive the culture, systems, and learning pathways of Marton Junction School	We will provide rich authentic learning opportunities that stem from who our learners are, in order to realise their potential (Mauri Ora). Teachers continuously inquire into the impact of their teaching actions on students learning and make informed changes to improve their teaching practice so as to enhance student learning.	All learners know where they come from, where they are, and how this is relevant to their lives. We will ensure that culturally relational and responsive pedagogies inform our actions, decisions, and attitudes.

2022 Curriculum Focus - Te Reo Matatini - Structured Literacy

2022 Aspiration and Achievement Plan Response (AoV)

Mauri Ora

“2022 Our year to shine, to be inspired, and to inspire others to continue to flourish our potential. Rise and shine, its Mauri Ora time”.

Learners at the Centre Barrier Free Access		
Authentic Relationships	Flourish Potential	Culturally relational and responsive pedagogies
<p>Conferenced with students and whānau using Te Whare Tapawhā model to guide our understanding of the child's holistic well-being, to set goals and aspirations for our mauri ora learning pathways, to equip every learner to build and realise their full potential and aspirations</p> <ul style="list-style-type: none"> - Mauri Ora plans using Te Whare Tapawhā were shared with whānau during conferences. - Whānau contributed to the plans - Reflections and Reviews termly <p>Liaise with Nga Wairiki Ngāti Apa Education facilitator to discuss Aotearoa Histories and our localised curriculum</p> <p>Through our Kāhui Ako we have continued to work with Iwi to develop a historical timeline. We will continue to develop a historical timeline alongside whānau and local Iwi.</p> <p>Seesaw was used in our year 4&5 class throughout the year to report to parents and showcase classwork, especially when parents couldn't come to school.</p>	<p>Every student in our kura has their own Mauri Ora learning pathway.</p> <ul style="list-style-type: none"> - Term 1 creating mauri ora moments for themselves. Looking after their whare tapawhā. Understanding skills and strategies to manage their emotions to help with their mauri ora. Finding our passion, what makes us happy? - Term 2-3 implementing mauri ora pathways. Passion projects - Term 3-4 creating mauri ora moments for others. Giving to others, helping others, and feeling good about helping others. <p>Mauri Ora time to manage emotions, well-being, passion projects, and learning pathways</p> <p>Students and staff developed a 'mauri ora' statement (kupu whakataki) for the year to guide learning and well-being.</p> <p>Using the knowledge from Te Whare tapawhā/Mauri Ora plans with student-led learning we were able to align and engage experts in our community to come in and further enhance learning opportunities.</p> <p>English Medium have used PaCT to evaluate student progress and inform next learning steps.</p> <p>Classroom programmes focussed on flourishing potential\.</p> <p>We will continue to have further PLD around the learning progressions framework.</p>	<p>Students have had opportunities to explore their authentic pepeha.</p> <p>All students confidently present their pepeha, lead whakamoemiti, hui-a-Kura, and pōwhiri.</p> <p>Leadership programmes run throughout the school have given students the skills and expertise to lead positively.</p> <p>Pōwhiri/Whakatau tikanga is embedded and students and staff are able to uphold tikanga/expectations.</p> <p>Students given leadership opportunities throughout the year. Lunchtime leaders, peer mediators, upholding tikanga, assemblies, sporting experiences, school events.</p> <p>Student achievements and success celebrated throughout the day, week, term and year.</p>

Māori Medium - Baseline Data - End of 2021

Panui Pukapuka/Reading - At the end of 2021 9/28 – 32% of students required extra support to access the required curriculum level. 9/28 – 32% of students were working towards the required curriculum level. 8/28 – 29% of students were working at the required curriculum level. 2/28 – 7% of students were working above the required curriculum level. Analysis showed that 5/9 of students requiring extra support, and 1/9 of students working towards the required level, were students who recently transitioned

from English Medium to Maori Medium.

Tuhituhi/Writing - At the end of 2021 9/28 – 32% of students required extra support to access the required curriculum level. 10/28 – 36% of students were working towards the required curriculum level. 7/28 – 25% of students were working at the required curriculum level. 2/28 – 7% of students were working above the required curriculum level. Analysis showed that 4/9 students requiring extra support, and 2/9 students working towards the required level, were students who recently transitioned from English Medium to Maori Medium.

Pāngarau/Mathematics - At the end of 2021 2/28 – 7% of students required extra support to access the required curriculum level. 11/28 – 39% of students were working towards the required curriculum level. 14/28 – 50% of students were working at the required curriculum level. 1/28 – 4% of students were working above the required curriculum level.

English Medium - Baseline Data - End of 2021

Reading - At the end of 2021 – 4 out of 58 students (7%) required extra support to access the required curriculum levels in reading. 18 out of 58 students (31%) were working towards the required curriculum level. 35 out of 58 students (60%) we working at the expected curriculum level. 1/ 58 (2%) was working above the expected curriculum level.

1 out of the 4 students who required extra support, 2 out of 18 were working towards moved onto college.

Writing - At the end of 2021 – 5 out of 58 students (9%) required extra support to access the required curriculum levels in reading. 17 out of 58 students (29%) were working towards the required curriculum level. 35 out of 58 students (60%) we working at the expected curriculum level. 1/ 58 (2%) was working above the expected curriculum level.

1 out of the 5 students who required extra support moved on to college.

Maths - At the end of 2021 – 2 out of 58 students (3%) required extra support to access the required curriculum levels in reading. 10 out of 58 students (17%) were working towards the required curriculum level. 46 out of 58 students (79%) we working at the expected curriculum level. 1 out of the 2 students who required extra support moved on to college.

2022 End of year summary

Māori Medium - 28	Manawa Toa	Manawa Ora	Manawa Aki	Manawa Taki
Pāngarau		18 - 64%	7 - 25%	3 - 11%
Tuhituhi		15 - 54%	8 - 29%	5 - 17%
Pānui Pukapuka		16 - 57%	7 - 25%	5 - 18%

English Medium - 68	Working Above	Working At	Working Towards	Requiring Support
Mathematics		43 - 72%	14 - 21%	5 - 7%
Writing		32 - 47%	27 - 40%	9 - 13%
Reading		33 - 49%	28 - 41%	7 - 10%

2023 Target Students

Target Students	Mathematics - Pāngarau	Writing - Tuhituhi	Reading - Pānui Pukapuka
Māori Medium	3	5	5
English Medium	5	9	7

2023 Curriculum Focus - Te Reo Matatini - Structured Literacy

Where to next? Actions 2023-225

Authentic Relationships	Flourish Potential	Cultural Relational and Responsive Pedagogy
Continue to develop a historical timeline to drive planning and learning alongside whānau and Iwi. Restorative Practice RP is inclusive in responding to racism, discrimination,	Peer Mediation (Mauri ora Mediation) - We will use explicit programmes to guide Mauri Ora mediators to be successful in their roles. Peer Mediators (Mauri Ora Mediators) will lead using	Align the mission statement with mauri ora. The graduate profile is evidence <ul style="list-style-type: none"> - Learning progressions - Mauri Ora Plan - Mauri Ora Pathways

<p>and bullying.</p> <ul style="list-style-type: none"> - Use voice from RTH to realign the mission to Mauri Ora - Align school visions/values - look like <p>Engage with staff, students, whānau and BoT to align the mission statement with mauri ora.</p> <ul style="list-style-type: none"> - 	<p>explicit hauora programmes, strategies and models, such as growth mindset strategies, Te Whare Tapawhā, and the pause, breathe, smile programme to be able to help and guide others to manage all aspects of hauora in all settings within our kura.</p> <p>Student leadership team will work together to gather ideas from each class to formulate a new mauri ora statement which will guide learning, future focus and the potential of our kura and students.</p> <p>Further develop understanding of Mauri Ora and the 5 pou of Te Whare Tapawha. Create our version of “ngā taha” that is authentic to who we are, and our kura.</p>	<p>Work with school docs</p> <ul style="list-style-type: none"> - Include NELPS n policy - What does safe and inclusive <p>Develop a Professional Cycle Model that works for the culture of our school, staff and students.</p> <p>Use Rongohia te Hau tool to inform culturally relational and responsive pedagogy actions, decisions and attitudes.</p>
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