

MURITAI SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2022



Principal:	Stu Devenport
School Address:	166 Muritai Road, Eastbourne Lower Hutt 5013
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Ministry Number:	2920
Accountant/Service Provider:	Accounting For Schools Ltd

MURITAI SCHOOL

Financial Statements - For the year ended 31 December 2022

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MURITAI 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.

Kaye Sherwin

Full Name of Presiding Member

Stu Devenport

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

22 May 2023

Date:

22 May 23

Date:

MURITAI 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	3,063,645	3,258,070	3,140,566
Locally Raised Funds	3	198,813	220,200	261,589
Interest Earned		9,434	2,000	2,839
		<u>3,271,892</u>	<u>3,480,270</u>	<u>3,404,994</u>
Expenses				
Locally Raised Funds	3	65,000	91,200	95,444
Learning Resources	4	2,166,260	2,269,394	2,314,631
Administration	5	235,068	164,929	172,542
Property	6	801,433	1,050,800	831,917
Finance Costs		1,295	1,550	1,425
		<u>3,269,056</u>	<u>3,577,873</u>	<u>3,415,959</u>
Net Surplus / (Deficit)		2,836	(97,603)	(10,965)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>2,836</u>	<u>(97,603)</u>	<u>(10,965)</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.

MURITAI SCHOOL

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	953,003	953,003	963,968
Total comprehensive revenue and expense for the year	2,836	(97,603)	(10,965)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	955,839	855,400	953,003
Accumulated comprehensive revenue and expense	944,015	848,859	946,462
Blair Family Legacy	11,824	6,541	6,541
Equity at 31 December	955,839	855,400	953,003

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.

MURITAI SCHOOL

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	192,504	150,500	228,765
Accounts Receivable	8	207,235	166,000	171,167
Funds owed for Capital Works Projects	15	985	-	-
GST Receivable		4,887	5,000	11,825
Investments	9	314,859	310,000	310,688
Prepayments		19,051	15,000	12,999
		<u>739,521</u>	<u>646,500</u>	<u>735,444</u>
Current Liabilities				
Accounts Payable	11	206,509	182,000	191,527
Finance Lease Liability	14	13,269	14,500	11,284
Funds held for Capital Works Projects	15	27,290	-	9,929
Provision for Cyclical Maintenance	13	19,844	52,200	34,200
Revenue Received in Advance	12	-	-	4,000
		<u>266,912</u>	<u>248,700</u>	<u>250,940</u>
Working Capital Surplus		472,609	397,800	484,504
Non-current Assets				
Property, Plant and Equipment	10	567,503	525,000	531,889
		<u>567,503</u>	<u>525,000</u>	<u>531,889</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	75,706	59,400	59,400
Finance Lease Liability	14	8,567	8,000	3,990
		<u>84,273</u>	<u>67,400</u>	<u>63,390</u>
Net Assets		<u>955,839</u>	<u>855,400</u>	<u>953,003</u>
Equity		<u>955,839</u>	<u>855,400</u>	<u>953,003</u>

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

MURITAI 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		765,707	623,070	723,899
Locally Raised Funds		209,218	221,956	225,127
International Students		(13,100)	-	(2,250)
Goods and Services Tax (net)		6,943	6,830	(5,305)
Payments to Employees		(535,162)	(447,739)	(509,002)
Payments to Suppliers		(393,691)	(417,329)	(386,499)
Interest Paid		(1,295)	(1,550)	(1,425)
Interest Received		12,066	1,624	2,811
Net cash from / (to) the Operating Activities		<u>50,686</u>	<u>(13,138)</u>	<u>47,356</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(80,128)	(63,112)	(99,661)
Proceeds from Sale of Investments		(4,171)	688	(108,576)
Net cash from / (to) the Investing Activities		<u>(84,299)</u>	<u>(62,424)</u>	<u>(208,237)</u>
Cash flows from Financing Activities				
Finance Lease Payments		(19,024)	7,226	(30,861)
Funds Administered on Behalf of Third Parties		16,376	(9,929)	16,112
Net cash from Financing Activities		<u>(2,648)</u>	<u>(2,703)</u>	<u>(14,749)</u>
Net increase in cash and cash equivalents		<u>(36,261)</u>	<u>(78,265)</u>	<u>(175,630)</u>
Cash and cash equivalents at the beginning of the year	7	228,765	228,765	404,395
Cash and cash equivalents at the end of the year	7	<u>192,504</u>	<u>150,500</u>	<u>228,765</u>

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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these Financial Statements.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Muritai 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 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 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 13.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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.



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) 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.

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.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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.

Property, plant and equipment acquired as an individual asset that have a value under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 – Crown	5 - 50 years
Furniture and Equipment	5 - 10 years
Information and Communication Technology	3 - 5 years
Leased Assets	4 - 5 years
Library Resources	12.5% Diminishing value
Maintenance Equipment	5 - 10 years
Office & Teaching Equipment	3 - 5 years
Playground	10 years
Sports Uniforms	5 years

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

k) 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) 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 Revenue and Expense.

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

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

p) Provision for Cyclical Maintenance

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

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

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

q) 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.

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.

r) 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.

s) 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.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) 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.

MURITAI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	757,470	604,070	689,193
Other Government Grants	34,396	19,000	37,326
Teachers' Salaries Grants	1,651,165	1,785,000	1,788,170
Use of Land and Buildings Grants	620,614	850,000	625,877
	<u>3,063,645</u>	<u>3,258,070</u>	<u>3,140,566</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Blair Family Legacy	5,284	-	1,200
Donations & Bequests	99,480	114,000	133,519
Fees for Extra Curricular Activities	69,474	91,200	90,587
Fundraising & Community Grants	7,169	2,000	9,048
International Student Fees	-	-	10,850
Other Revenue	3,200	1,000	3,630
Trading	14,206	12,000	12,755
	<u>198,813</u>	<u>220,200</u>	<u>261,589</u>
Expenses			
Extra Curricular Activities Costs	59,254	91,200	90,898
International Student - Other Expenses	158	-	373
Trading	5,588	-	4,173
	<u>65,000</u>	<u>91,200</u>	<u>95,444</u>
<i>Surplus for the year Locally raised funds</i>	<u>133,813</u>	<u>129,000</u>	<u>166,145</u>

During the year the School hosted 0 International students (2021:1)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	29,706	30,120	55,014
Employee Benefits - Salaries	2,012,436	2,098,974	2,142,331
Information and Communication Technology	23,991	24,500	27,287
Library Resources	1,264	1,800	728
Staff Development	28,763	44,000	11,949
Depreciation	70,100	70,000	77,322
	<u>2,166,260</u>	<u>2,269,394</u>	<u>2,314,631</u>

MURITAI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	7,051	8,109	6,846
Board of Trustees Expenses	2,886	3,000	4,319
Board of Trustees Fees	1,320	1,320	3,020
Communication	24,619	15,000	17,985
Employee Benefits - Salaries	144,656	99,000	102,163
Insurance	6,000	6,300	6,211
Other	39,115	24,700	22,776
Service Providers, Contractors and Consultancy	9,421	7,500	9,222
	<u>235,068</u>	<u>164,929</u>	<u>172,542</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	5,361	5,500	5,008
Consultancy and Contract Services	57,228	59,000	64,504
Cyclical Maintenance Provision	14,670	18,000	(900)
Employee Benefits - Salaries	42,678	35,000	54,320
Grounds	7,911	4,700	8,671
Heat, Light and Water	26,129	26,000	22,334
Rates	5,244	5,000	6,588
Repairs and Maintenance	19,988	43,600	41,886
Security	1,610	4,000	3,629
Use of Land and Buildings	620,614	850,000	625,877
	<u>801,433</u>	<u>1,050,800</u>	<u>831,917</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
ANZ Current Account	39,649	14,000	12,861
ANZ Call Account	37,605	50,000	106,213
Blair Trust Legacy	11,390	6,500	6,501
Short-term Bank Deposits	103,860	80,000	103,190
Net cash and cash equivalents for Cash Flow Statement	<u>192,504</u>	<u>150,500</u>	<u>228,765</u>

Of the \$192,504 Cash and Cash Equivalents, \$27,290 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.



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	14,167	15,000	20,756
Receivables from the Ministry of Education	23,539	-	-
Interest Receivable	3,275	1,000	624
Teacher Salaries Grant Receivable	166,254	150,000	149,787
	<u>207,235</u>	<u>166,000</u>	<u>171,167</u>
Receivables from Exchange Transactions	17,442	16,000	21,380
Receivables from Non-Exchange Transactions	189,793	150,000	149,787
	<u>207,235</u>	<u>166,000</u>	<u>171,167</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	314,859	310,000	310,688

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2022.

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	365,743	56,156	-	-	(13,701)	408,198
Furniture and Equipment	16,142	11,678	-	-	(6,530)	21,290
Information Technology	33,875	3,024	-	-	(10,525)	26,374
Leased Assets	13,688	25,586	-	-	(18,610)	20,664
Library Resources	1,551	-	-	-	(380)	1,171
Office Furniture & Equipment	7,599	-	-	-	(3,283)	4,316
Playground Equipment	81,671	5,089	-	-	(10,955)	75,805
Sports Uniform	4,756	-	-	-	(1,571)	3,185
Teaching Equipment	5,126	-	-	-	(4,050)	1,076
Vehicles & Grounds	1,738	4,181	-	-	(495)	5,424
Balance at 31 December 2022	<u>531,889</u>	<u>105,714</u>	<u>-</u>	<u>-</u>	<u>(70,100)</u>	<u>567,503</u>

The net carrying value of equipment held under a finance lease is \$20,664 (2021: \$13,688).

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

10. Property, Plant and Equipment (Cont.)

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings - School	705,346	(297,148)	408,198	649,191	(283,448)	365,743
Furniture and Equipment	188,488	(167,198)	21,290	176,811	(160,669)	16,142
Information Technology	193,378	(167,004)	26,374	190,355	(156,480)	33,875
Leased Assets	138,729	(118,065)	20,664	154,702	(141,014)	13,688
Library Resources	33,662	(32,491)	1,171	33,662	(32,111)	1,551
Office Furniture & Equipment	46,534	(42,218)	4,316	46,534	(38,935)	7,599
Playground Equipment	169,870	(94,065)	75,805	164,781	(83,110)	81,671
Sports Uniform	25,859	(22,674)	3,185	25,859	(21,103)	4,756
Teaching Equipment	102,865	(101,789)	1,076	102,865	(97,739)	5,126
Vehicles & Grounds	10,811	(5,387)	5,424	6,630	(4,892)	1,738
Balance at 31 December	1,615,542	(1,048,039)	567,503	1,551,390	(1,019,501)	531,889

11. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	17,616	20,000	30,129
Accruals	7,051	7,000	6,846
Employee Entitlements - Salaries	176,767	150,000	149,787
Employee Entitlements - leave accrual	5,075	5,000	4,765
	206,509	182,000	191,527
Payables for Exchange Transactions	201,434	177,000	186,762
Payables for Non-exchange Transactions - Other	5,075	5,000	4,765
	206,509	182,000	191,527

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance	-	-	4,000
	-	-	4,000

MURITAI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

13. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	93,600	93,600	94,500
Increase to the Provision During the Year	14,670	18,000	(900)
Use of the Provision During the Year	(12,720)	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>95,550</u>	<u>111,600</u>	<u>93,600</u>
Cyclical Maintenance - Current	19,844	52,200	34,200
Cyclical Maintenance - Non current	75,706	59,400	59,400
	<u>95,550</u>	<u>111,600</u>	<u>93,600</u>

14. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	13,997	14,500	12,087
Later than One Year and no Later than Five Years	9,855	8,000	4,224
Later than Five Years	-	-	-
Future Finance Charges	(2,016)	-	(1,037)
	<u>21,836</u>	<u>22,500</u>	<u>15,274</u>
Represented by			
Finance lease liability - Current	13,269	14,500	11,284
Finance lease liability - Non current	8,567	8,000	3,990
	<u>21,836</u>	<u>22,500</u>	<u>15,274</u>

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

15. Funds Held for Capital Works Projects

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

2022		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$				\$
Hall Refurbishment	<i>Completed</i>	-	28,274	(12,743)	-	15,531
New Boundary Fencing & Impro	<i>Completed</i>	-	13,500	(11,670)	-	1,830
Junior School Upgrade Expense	<i>In progress</i>	9,929	-	-	-	9,929
Roof Repairs	<i>In progress</i>	-	-	(985)	-	(985)
Totals		9,929	41,774	(25,398)	-	26,305

Represented by:

Funds Held on Behalf of the Ministry of Education	27,290
Funds Due from the Ministry of Education	(985)
	<u>26,305</u>

2021		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Junior School Upgrade	<i>In progress</i>	(6,183)	16,112	-	-	9,929
Totals		(6,183)	16,112	-	-	9,929

Represented by:

Funds Held on Behalf of the Ministry of Education	9,929
Funds Due from the Ministry of Education	-
	<u>9,929</u>

16. 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.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	1,320	3,020
<i>Leadership Team</i>		
Remuneration	548,889	580,728
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	550,209	583,748

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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.

Principals

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

		2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:			
Salary and Other Payments	<i>Principal 1</i>	70 - 80	140 - 150
Benefits and Other Emoluments	<i>Principal 1</i>	2 - 3	4 - 5
Salary and Other Payments	<i>Principal 2</i>	40 - 50	-
Benefits and Other Emoluments	<i>Principal 2</i>	0 - 1	-

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
120 - 130	1	-
100 - 110	2	4
	3	4

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be Trustees, Committee Member, 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	\$0	\$0
Number of People	-	-

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

19. 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 School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments 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 confirmed, 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.

20. Commitments

(a) Capital Commitments

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

(a) Junior School Upgrade with a total cost of \$161,115 which is being funded by the Ministry. At 31 December 2022, \$18,528 had been received and \$8,599 had been spent on this project.

(b) Roof repairs with a total cost of \$240,000 which is being funded by the Ministry. At 31 December 2022, \$985 had been spent on this project with no funding received.

(c) Hall refurbishment with a total cost of \$282,774 which is being funded by the Ministry. At 31 December 2022, \$12,743 had been spent on this project with \$28,274 received.

(d) Site safety improvements with a total cost of \$16,593 which is being funded by the Ministry. At 31 December 2022, \$11,670 had been spent on this project with \$13,500 received.

(Capital commitments at 31 December 2021: \$173,115, with \$9,270 spent to date).

(b) Operating Commitments

As at 31 December 2022 the Board not has entered into any operating commitments.

(Operating commitments at 31 December 2021: \$nil).

MURITAI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	192,504	150,500	228,765
Receivables	207,235	166,000	171,167
Investments - Term Deposits	314,859	310,000	310,688
Total Cash and Receivables	714,598	626,500	710,620

Financial liabilities measured at amortised cost

Payables	206,509	182,000	191,527
Finance Leases	21,836	22,500	15,274
Total Financial Liabilities Measured at Amortised Cost	228,345	204,500	206,801

22. Events After Balance Date

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

23. Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2021. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2022.

MURITAI SCHOOL

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Kaye Sherwin	Presiding Member	Re-elected September 2022	September 2025
Stu Devenport	Principal	Appointed	
Maureen Buckley	Acting Principal	Appointed	Resigned 2022
Bec Power	Principal	Appointed	Resigned 2022
Kurt Renner	Parent Rep	Re-elected September 2022	September 2025
Jeremy Buckley	Parent Rep	Elected June 2019	June 2022
Andrew Saunderson	Parent Rep	Elected June 2019	June 2022
Lisa South	Parent Rep	Re-elected September 2022	September 2025
Felicity Lovell	Staff Rep	Re-elected September 2022	September 2025
Matt McCorkindale	Parent Rep	Elected September 2022	September 2025

MURITAI SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022

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

In 2022 the School received total Kiwisport funding of \$5,448 excluding GST (2021: \$5,375 excluding GST).

The funding was used to run specific sports programmes for our students. Opportunities offered to our students included swimming tuition and badminton. A sports co-ordinator was employed to organise sports events in the school.

Our students continue to enjoy success across all areas of sporting endeavour.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Muritai School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.

Analysis of Variance Reporting



School Name:	Muritai School	School Number: 2920
Strategic Aim:	Empowerment: We will improve learner empowerment through an agentic approach	
Annual Aim:	<p>1.1 Learning Map: Create a learning map/graduate profile framework that pictorially identifies the learning capabilities and dispositions developed with learners at Muritai School</p> <p>1.2 Progressions of Learning: Create progressions of learning in core areas to enable learners to be active participants on their journey</p> <p>1.3 Driving My Learning: Develop abilities in all, around goal setting and feedback on our learning success, to enable learners to have agency around their learning</p>	
Target:	We will improve student empowerment through an agentic approach	
Baseline Data:	Students who have clear & cohesive learning pathways can see what they need to learn and will be empowered to set goals and strive to achieve them. A shift for us all from engaging learners to empowering them. All of us will focus on continuous improvement – <i>kaizen</i> . We aim to grow a culture where goal setting and growth are the focus of our progress and achievement.	



MINISTRY OF EDUCATION

Te Kaitiaki o Mātauranga

Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Designer employed to create a revised Muritai school branding including learning map/logo/icons of learning capturing all that makes Muritai the special place it is. Special launch of new logo - something we can all be proud of and feel a part of Classroom numbers produced and visible on all classrooms Development of Learning Map, Graduate Profile Muritai Site developed. Pulled together all parts of MS and kept in one place. Hybrid Learning readings provided to SLT and whole teaching team SLT reflect on readings, discuss, and provide guidance and support to their teams around Hybrid Learning SLT write some guiding principles of Hybrid Learning for Muritai School Hybrid learning team overview document - Why How What hybrid Learning would be in each syndicate Hybrid learning is ready to 	<ul style="list-style-type: none"> This was not completed. These were not completed. Our Learning Map, Graduate Profile Muritai Site has been created on Google Sites. This platform has provided us with a one-stop shop of our Local Curriculum work and other valuable curriculum documents. As an SLT we discussed our continued ways to use Hybrid learning with our Home Learning tasks and finding ways to connect homes with our learning at school. This was not completed. This was not completed. 	<ul style="list-style-type: none"> The primary driver for this not being achieved was due to the departure of the principal mid year. An acting principal was in place for two terms. Therefore there was a change in priorities Change in leadership (as above) Dedicated time by Senior Leadership to compile valuable documents It is normal practice to connect with whanau using learning grids via Home Learning but this online platform was essential at the beginning of the year with covid restrictions in place. We needed to ensure the learning could still happen at home if students were unable to attend school 	<ul style="list-style-type: none"> Move this initiative to 2023 Move this initiative to 2023 This Google Site needs to now be shared with all stakeholders: Staff, parents and board. As an SLT we will relook at our direction of Hybrid learning as we are adjusting our subscription to Seesaw due to a price increase.

<p>launch for when needed e.g when working from home could be creating content in advance, creating cross level resources etc.</p> <ul style="list-style-type: none"> • Staff PLD on creating video of lessons, live meetings with learners - Google Meet year 3-8, Zoom year 0-2 • Met with Derek Wenmoth about Online content, empowering learnings with digital resources in a Hybrid learning model 	<ul style="list-style-type: none"> • In SLT we discussed what each team uses for online learning and how this connects to learning in class. • Our Learning Site and Learning Grids are able to be relaunched at any time and have been set up to be sustainable in the event of Covid • Staff PD - This was not completed. • Meeting with Derek Wenmoth was not completed. 	<ul style="list-style-type: none"> • Change in leadership • Change in leadership • Due to Covid restrictions at the start of the year and a change in leadership mid year, we were unable to achieve some of our goals from our roadmap (including spelling fully embedded schoolwide and introducing reading). What is pleasing is that through 1:1 conversations with staff at the end of last year the vast majority of staff are keen to pursue structured literacy development in 2023 	<ul style="list-style-type: none"> • Teams to continue to connect via their digital platforms • PD will be offered as needed
<ul style="list-style-type: none"> • Design a detailed roadmap of the year for the interaction with iDeal • Create a plan for the year around how we will work with our staff • Implement a plan for on site and off site • Lessons are modelled by Ruth, with a focus on model - co-teach - feedback - model etc • Staff undertake professional learning and reading using the iDeal platform 	<ul style="list-style-type: none"> • We started our structured literacy journey with Learning Matters/iDeal this year. A road map was created in partnership with Learning Matters facilitators. Spelling with a structured literacy approach was rolled out school wide across the year. Professional development was provided by Learning Matters throughout the year - remotely at the start of the year, then face to face in the second half of the year. 		<ul style="list-style-type: none"> • Transitioned away from using Derek to putting PLD funds towards the newly accredited Ideal Structured Literacy • We will continue with our Structured Literacy journey in 2023, consolidating our spelling knowledge in Term 1 and moving into Reading in Term 2.

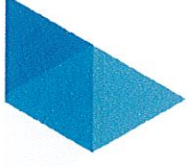
Planning for next year:

New Goals for Empowerment Goal:

- Promoting our learning map Google Site with all stakeholders so there is transparency and consistency in what and how we teach across the school.
- Continue roll out of Structured Literacy approach schoolwide, in partnership with Learning Matters.

Strategic Aim:	Partnership: Our people will be their BEST through cohesive partnerships
Annual Aim:	<ul style="list-style-type: none"> ● 2.1 Teacher Practice: Grow teacher capability and develop learning partnerships in inquiry learning by <ul style="list-style-type: none"> ○ developing shared language ○ moving from expert to guide ○ enabling voice and choice to learners to truly inquire ● 2.2 Wellbeing: Nurture a holistic wellbeing initiative around learners - Zones of Regulation & link this to the continuing PB4L journey (year 3 of 3) ● 2.3 Whānau Engagement: Connecting with our parent community through the sharing of learning and progress - school direction, pedagogical understanding - website spotlights - Maori consultation - whole school consultation
Target:	Our People will be their BEST through cohesive partnerships
Baseline Data:	Our people are connected and learning is shared. Teacher capabilities and practice are grown in alignment with our learners' needs. Our people enable growth in our learners by having powerful learning partnerships - parents are engaged in their children's learning through sharing our learning adventures. We have cohesive partnerships to enable the BEST outcomes for all learners.

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Teachers will actively use the Muritai Progressions in lesson preparation, goal setting, reflection, feedback and assessments. Teachers will develop content knowledge of the curriculum expectations of their years and other years learning outcomes. Inquiry model is linked to our learning values, connect, explore and contribute. These values are known by all participants (staff, student, community), are embedded into our inquiry planning, are actively taught and reflected on. Teachers will move from expert to guide. They will find ways to enable student voice and choice so learners will truly inquire into their own learning and passions. This can be seen through the development of inquiry passion projects, online clubs, learning grid opportunities, in class programme development, grouping opportunities, activity selection, Inquiry opportunities. Living values are reflected across 	<ul style="list-style-type: none"> Not completed. Maths Progression are continuing to be used across the school This has continued to be part of the Inquiry planning and the planning template was updated in 2022 with additional support for each phase of the inquiry process. Staff have been part of planning using this template for 2022. Theme Teams were created and the Curriculum Theme Team support teams through the planning and implementation of the Inquiry Not completed. Teachers have always provided inquiry opportunities as part of the inquiry process and learning grids options. However the other opportunities such as online clubs have been run by a few staff members over the years. 	<ul style="list-style-type: none"> Change of leadership mid year. Part of our normal inquiry practices and planning and yearly Learning Overview Change of leadership mid year. Focus was on Structured Literacy in 2022 	<ul style="list-style-type: none"> The creation of Curriculum teams in 2023 for Local Curriculum, Curriculum refresh and NZ Curriculum Understanding

<p>the school and learner dispositions are refined and settled upon to promote empowered learners. PB4L plan for 2022 to be written - ZoR integrated into PB4L team. This will include - support structures at Muritai and capturing students of concern, House points/Gotchases/celebrations,</p> <ul style="list-style-type: none"> • Staff wellbeing plan to be written and implemented. This will include - Focusing on the key points from the 2021 wellbeing survey, provision of EAP, Team ways of working and team agreements written (with regular reflections on these), Wellbeing theme team created, ongoing staff voice sought. • Student wellbeing plan to be written and implemented - Heather's plan written for RED delivery, linked with PB4L plan around support structures • Continuity of student learning is sustained in all circumstances, students feel empowered with purposeful activities that continue growth in education, noticing and responding to the wellbeing needs and how we connect with them online, e.g. regular Google meets from year 3-8, online learning 	<ul style="list-style-type: none"> • Promotion of Living Values is evident with signage posters in all classes and shared spaces. Reward systems (Gotcha's) to celebrate our Living Values were aligned schoolwide. Zones of Regulations were not implemented this year. We continued to monitor student behaviour through Etap, identifying trends with particular children. • Not completed although our board still administered a pulse Umbrella survey with staff to seek evidence in improvements in school culture. Good improvements have been noted across most indicators since the last survey. • Not completed • Robust hybrid learning plans implemented to ensure learning could continue at home in case of further lockdowns or self isolation requirements. 	<ul style="list-style-type: none"> • The promotion of our values through assemblies was challenging this year due to covid restrictions (limited assembly times). There is further work to do in making values visible schoolwide. Zones of Regulations was not implemented due to change of priorities with change in leadership mid year. • Due to change in leadership mid year 	<ul style="list-style-type: none"> • Move to PB4L Tier in 2023 while consolidating work from Tier 1. • Roll out implementation of Zones of Regulations schoolwide.
<ul style="list-style-type: none"> • Explore using NZCER Student well being survey in Term 3 2023 • Continue to respond accordingly to any changes in Covid restrictions. 	<ul style="list-style-type: none"> • Due to change in leadership midyear. • There was a significant need for this due to a covid surge at the beginning of the year. Large portions of students were away from school due to self isolation requirements. 	<ul style="list-style-type: none"> • Our board will continue to monitor staff well being and culture through annual umbrella surveys. 	<ul style="list-style-type: none"> • Explore using NZCER Student well being survey in Term 3 2023 • Continue to respond accordingly to any changes in Covid restrictions.



Tātaritanga raraunga



<ul style="list-style-type: none"> opportunities in real time etc Communication focus group created to give a wider insight into parent communication wishes 	<ul style="list-style-type: none"> Not completed 	<ul style="list-style-type: none"> Change of leadership mid year 	<ul style="list-style-type: none"> These spotlight documents now need to be promoted and shared with staff and our community.
<ul style="list-style-type: none"> Spotlight Creation - Beginning School at 5/Transition, Hybrid Learning/Home Learning, PB4L, BYOD, Digital Technologies etc 	<ul style="list-style-type: none"> Spotlights were created in all of these areas across the year. They highlight our 'What' 'Why' and 'How' in particular focus areas of our school. Spotlights were created and published on the School Website, displayed in staffroom, shared with staff, PD with Staff 	<ul style="list-style-type: none"> Provided dedicated Senior release time to complete this work. Was part of the Local Curriculum development of an SLT member 	<ul style="list-style-type: none"> Move these initiatives to annual plan for 2023 We plan to make these hui more collaborative going forward and can see us connecting more as with families as we consult on the future direction of the school.
<ul style="list-style-type: none"> Website developed - updated to reflect new branding and colours Whānau hui held termly across the year, feedback sought termly 	<ul style="list-style-type: none"> Not completed We hosted our whānua hui in Term 3 after most of the covid restrictions had been lifted. We received great feedback and some future direction from the small group of parents that attended. 	<ul style="list-style-type: none"> Change in leadership Due to Covid restrictions, we were unable to gather as often as we would have preferred with whānau. 	<ul style="list-style-type: none"> Move these initiatives to annual plan for 2023 We plan to make these hui more collaborative going forward and can see us connecting more as with families as we consult on the future direction of the school.
<ul style="list-style-type: none"> Consultation on curriculum learning map e.g. camps and arts events etc at Muriwai School 	<ul style="list-style-type: none"> Not completed. 	<ul style="list-style-type: none"> Change in leadership 	<ul style="list-style-type: none"> Move these initiatives to annual plan for 2023 We plan to make these hui more collaborative going forward and can see us connecting more as with families as we consult on the future direction of the school.

Planning for next year.

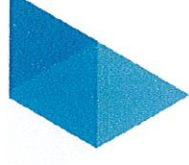
New Aims for Partnership Goal:

- Consolidate initiatives from PB4L Tier 1
- Initiate PB4L Tier 2
- Implement Zones of Regulation schoolwide.



Strategic Aim:	Environment: Our spaces are linked to / enable learners and kaiako to be their BEST
Annual Aim:	<ul style="list-style-type: none"> ● 3.1 Curriculum: The MS local curriculum will be finalised to include a three year conceptual approach. Digital Tech will be integrated ● 3.2 Buildings & Spaces: The spaces around the school will be remodelled, or moved around to enable learning possibilities ● 3.3 Learning Design: The environment and curriculum are linked to enable learning possibilities for our empowered Muritai learners
Target:	Our spaces are linked to / enable learners to be their BEST
Baseline Data:	The spaces, the curriculum and the learning design combine to enable our kaiako and learners to be empowered.. Our environment invites possibilities of learning design and enables all to be their BEST. Our environment enables us to strengthen our learning and celebrate our place.

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Use the property plan as created by Lee Ashby to undertake maintenance and property improvements Gather staff voice from each team around how the spaces are used - classrooms at different levels, resource storage rooms, STEAM Room, Hall, Library, quiet room, Room 4, Link the learning map to the staff voice - review and consider what might be needed next e.g. PLD, school visits, readings, conference attendance Review what we currently have in the way of furnishings and furniture and what we can plan to purchase or fundraise for to enable the learning map to be enacted Create a 3 year curriculum overview created for our conceptual approach Plan out the 3 year curriculum coverage cycle ensuring concepts, passion projects and place-based learning are all woven into the framework. 	<ul style="list-style-type: none"> Our Junior block (Rooms 1-3) were repainted in Term 3 and 4 this year. We have been liaising more closely with Lee Ashby towards the end of 2022 to developed a clear plan for 2023 Theme Teams were created around school spaces (a small group of teachers). Minor initiatives were started with reviewing the resources within our shared spaces. Staff were introduced to the Learning Map and provided with opportunities to investigate and explore the layout and expectations. From there, PLD plans were developed on a termly basis to support developed ment (particularly around structured literacy and PB4L) A class set of desks and chairs were purchased for a class in our Year 7 and 8 area which has helped modernise one of these spaces. Not completed. Drafted for 2023 This was completed as part of the Local Curriculum. We have a cycle of Inquiry Concepts to follow as part of the Learning overview. Exploration of Aotearoa New Zealand Histories Curriculum in 2022 with a view of full implementation in 2023. 	<ul style="list-style-type: none"> A change in leadership meant several of the property priorities for 2022 were not completed. Further work is needed in how we utilise these additional learning spaces in 2023 as we were unable to give this project the time it deserved in 2022. A large part of the initiatives we plan to complete were unable to be done due to Covid restrictions and a change in leadership in 2022. Prioritising an area of need. Further focus is needed on this in the future, aligning to property developments 	<ul style="list-style-type: none"> Prioritise these property initiatives in 2023 and include in annual plan Add to annual plan in 2023 Curriculum Team created to support the launch of the learning map. SLT to look into the Graduate Profile and adjust to create clarity and concise language for our children and staff. Learning map to be updated with current things to know and do. Create 3 year learning overview with SLT

<ul style="list-style-type: none"> • Muritai Curriculum overview/Learning Map & resources selected and completed (links with 2.3 Whānau Engagement - parent meeting Term 4) • Develop a Muritai Google Site where all key documents are kept and can be accessed. All supporting documentation will be accessed from here. • Use the revised names from 2020 to further unpack the passion learning projects at Muritai School. Review how the capabilities and dispositions link with inquiry learning. • Create a framework around how these link to the learning map and the progressions through the school in a coherent growth of capabilities and dispositions 	<ul style="list-style-type: none"> • Learning Map and Graduate Profile documentation were published on our Local Curriculum Site to support our staff • Not completed. • Continually updated with How and What we do at Muritai School. The learning map will be revised. Progressions of learning were created for Maths and will be created for Literacy with Theme Teams for Writing progressions and for Structured Literacy Scope and Sequence 	<ul style="list-style-type: none"> • Time was given in Term 4 Meetings and weekly coms about the Local Curriculum • Due to a change in leadership • 	<ul style="list-style-type: none"> • Continue to update the Local Curriculum and what and how we teach and learn and Muritai School • Continue to update this site and review our Muritai School Practices • Look into what each team is doing in relation to Agentic Learning opportunities. Look for ways to integrate these into the Learning Overview • Streamline the Learning Values and how they link with our Muritai Schools Dispositions • This will be a Senior Leadership Team focus for 2023
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Planning for next year:

New Environment Goals for 2023

- The MS local curriculum will be finalised to include a three year conceptual approach. Digital Tech and Aotearoa New Zealand Histories will be integrated
- Creating learning environments that enhance collaboration and innovative.
- The learning environments support students well being and reflect our bicultural society.



Tātaritanga raraunga



Independent auditor's report

To the readers of the financial statements of Muritai School for the year ended 31 December 2022

The Auditor-General is the auditor of Muritai School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 22 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 Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 33, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand