

MURITAI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



Muritai School

Principal:	Stu Devenport
School Address:	166 Muritai Road, Eastbourne Lower Hutt 5013
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School Email:	lowe@muritai.school.nz
Ministry Number:	2920
Accountant/Service Provider:	Accounting For Schools Ltd

MURITAI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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MURITAI SCHOOL

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Kaye Sherwin
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

27/5/2024
Date:

Str Davenport
Full Name of Principal

[Signature]
Signature of Principal

27/5/2024
Date:

MURITAI SCHOOL

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

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	3,582,642	3,077,605	3,063,645
Locally Raised Funds	3	374,985	290,500	198,813
Interest		22,247	2,500	9,434
		<u>3,979,874</u>	<u>3,370,605</u>	<u>3,271,892</u>
Expenses				
Locally Raised Funds	3	126,915	69,500	65,000
Learning Resources	4	2,753,026	2,359,578	2,166,260
Administration	5	211,533	196,233	235,068
Property	6	974,869	825,500	801,433
Interest		1,918	700	1,295
		<u>4,068,261</u>	<u>3,451,511</u>	<u>3,269,056</u>
Net Surplus / (Deficit)		(88,387)	(80,906)	2,836
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(88,387)</u>	<u>(80,906)</u>	<u>2,836</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 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	955,839	955,839	953,003
Total comprehensive revenue and expense for the year	(88,387)	(80,906)	2,836
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	20,171	-	-
Blair Family Legacy	761	-	-
Equity at 31 December	888,384	874,933	955,839
Accumulated comprehensive revenue and expense	875,799	874,933	944,015
Blair Family Legacy	12,585	-	11,824
Equity at 31 December	888,384	874,933	955,839

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 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	7	304,355	161,933	192,504
Accounts Receivable	8	189,542	214,000	207,235
Funds owed for Capital Works Projects	16	16,805	-	985
GST Receivable		25,482	20,000	4,887
Investments	9	225,878	215,000	314,859
Prepayments		14,952	18,000	19,051
		777,014	628,933	739,521
Current Liabilities				
Accounts Payable	11	210,511	214,500	206,509
Borrowings - Due in one year	12	9,084	-	-
Finance Lease Liability	15	12,743	12,000	13,269
Funds held for Capital Works Projects	16	29,768	15,000	27,290
Provision for Cyclical Maintenance	14	47,560	20,000	19,844
Revenue Received in Advance	13	6,000	-	-
		315,666	261,500	266,912
Working Capital Surplus		461,348	367,433	472,609
Non-current Assets				
Property, Plant and Equipment	10	599,039	600,000	567,503
		599,039	600,000	567,503
Non-current Liabilities				
Borrowings - Due beyond one year	12	34,065	-	-
Provision for Cyclical Maintenance	14	128,187	85,000	75,706
Finance Lease Liability	15	9,751	7,500	8,567
		172,003	92,500	84,273
Net Assets		888,384	874,933	955,839
Equity		888,384	874,933	955,839

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 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		886,417	706,144	765,707
Locally Raised Funds		373,639	289,667	209,218
International Students		(13,100)	-	(13,100)
Goods and Services Tax (net)		(20,595)	(15,112)	6,943
Payments to Employees		(708,737)	(491,566)	(535,162)
Payments to Suppliers		(464,469)	(510,999)	(393,691)
Interest Paid		(1,918)	(700)	(1,295)
Interest Received		25,005	3,775	12,066
Net cash from / (to) the Operating Activities		76,242	(18,791)	50,686
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(85,799)	(97,998)	(80,128)
Purchase of Investments		(225,878)	-	-
Proceeds from Sale of Investments		314,859	99,859	(4,171)
Net cash from / (to) the Investing Activities		3,182	1,861	(84,299)
Cash flows from Financing Activities				
Finance Lease Payments		(17,551)	(2,336)	(19,024)
Furniture and Equipment Grant		20,171	-	-
Loans Received/ Repayment of Loans		43,149	-	-
Funds Administered on Behalf of Third Parties		(13,342)	(11,305)	16,376
Net cash from Financing Activities		32,427	(13,641)	(2,648)
Net increase in cash and cash equivalents		111,851	(30,571)	(36,261)
Cash and cash equivalents at the beginning of the year	7	192,504	192,504	228,765
Cash and cash equivalents at the end of the year	7	304,355	161,933	192,504

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

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 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023

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 2023

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 2023

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 2023

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	786,413	596,905	757,470
Teachers' Salaries Grants	2,030,022	1,750,000	1,651,165
Use of Land and Buildings Grants	687,122	625,000	620,614
Other Government Grants	79,085	105,700	34,396
	<u>3,582,642</u>	<u>3,077,605</u>	<u>3,063,645</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Blair Family Legacy	-	-	5,284
Donations & Bequests	185,833	156,000	99,480
Fees for Extra Curricular Activities	129,989	96,000	69,474
Fundraising & Community Grants	7,643	-	7,169
Other Revenue	36,871	500	3,200
Trading	14,649	38,000	14,206
	<u>374,985</u>	<u>290,500</u>	<u>198,813</u>
Expenses			
Extra Curricular Activities Costs	122,515	69,500	59,254
International Student - Other Expenses	-	-	158
Trading	4,400	-	5,588
	<u>126,915</u>	<u>69,500</u>	<u>65,000</u>
<i>Surplus for the year Locally raised funds</i>	<u>248,070</u>	<u>221,000</u>	<u>133,813</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	69,326	79,900	29,706
Employee Benefits - Salaries	2,565,159	2,187,178	2,012,436
Information and Communication Technology	21,075	13,000	23,991
Library Resources	3,306	3,000	1,264
Staff Development	21,688	11,000	28,763
Depreciation	72,472	65,500	70,100
	<u>2,753,026</u>	<u>2,359,578</u>	<u>2,166,260</u>



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,260	200	7,051
Board of Trustees Expenses	6,663	1,320	2,886
Board of Trustees Fees	1,320	7,263	1,320
Communication	24,436	28,650	24,619
Employee Benefits - Salaries	130,192	800	144,656
Insurance	8,144	-	6,000
Other	22,748	155,000	39,115
Service Providers, Contractors and Consultancy	10,770	3,000	9,421
	211,533	196,233	235,068

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,119	1,000	5,361
Consultancy and Contract Services	75,494	1,500	57,228
Cyclical Maintenance Provision	80,197	25,000	14,670
Employee Benefits - Salaries	34,929	38,000	42,678
Grounds	13,988	43,000	7,911
Heat, Light and Water	31,333	52,000	26,129
Rates	10,949	500	5,244
Repairs and Maintenance	30,911	30,500	19,988
Security	3,827	9,000	1,610
Use of Land and Buildings	687,122	625,000	620,614
	974,869	825,500	801,433

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	87,340	67,685	39,649
Bank Call Account	205,387	82,248	37,605
Blair Trust Legacy	11,628	12,000	11,390
Short-term Bank Deposits	-	-	103,860
Net cash and cash equivalents for Cash Flow Statement	304,355	161,933	192,504

Of the \$304,355 Cash and Cash Equivalents, \$29,768 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	32,845	15,000	14,167
Receivables from the Ministry of Education	1,768	20,000	23,539
Interest Receivable	1,278	2,000	3,275
Teacher Salaries Grant Receivable	153,651	177,000	166,254
	<u>189,542</u>	<u>214,000</u>	<u>207,235</u>
Receivables from Exchange Transactions	34,123	17,000	17,442
Receivables from Non-Exchange Transactions	155,419	197,000	189,793
	<u>189,542</u>	<u>214,000</u>	<u>207,235</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	225,878	215,000	314,859

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2023.

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023	\$	\$	\$	\$	\$	\$
Buildings	408,198	45,420	-	-	(16,340)	437,278
Furniture and Equipment	21,290	7,888	-	-	(7,785)	21,393
Information Technology	26,374	4,377	-	-	(10,452)	20,299
Leased Assets	20,664	18,211	-	-	(17,824)	21,049
Library Resources	1,171	-	-	-	(146)	1,025
Office Furniture & Equipment	4,316	7,469	-	-	(3,956)	7,829
Playground Equipment	75,805	13,532	-	-	(11,229)	78,108
Sports Uniform	3,185	7,113	-	-	(2,402)	7,896
Teaching Equipment	1,076	-	-	-	(1,076)	-
Vehicles & Grounds	5,424	-	-	-	(1,262)	4,162
Balance at 31 December 2023	567,503	104,010	-	-	(72,472)	599,039

The net carrying value of equipment held under a finance lease is \$21,049 (2022: \$20,664).

Restrictions

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



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

10. Property, Plant and Equipment (cont.)

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	749,597	(312,319)	437,278	705,346	(297,148)	408,198
Furniture and Equipment	173,490	(152,097)	21,393	188,488	(167,198)	21,290
Information Technology	151,596	(131,297)	20,299	193,378	(167,004)	26,374
Leased Assets	155,536	(134,487)	21,049	138,729	(118,065)	20,664
Library Resources	33,662	(32,637)	1,025	33,662	(32,491)	1,171
Office Furniture & Equipment	44,775	(36,946)	7,829	46,534	(42,218)	4,316
Playground Equipment	195,111	(117,003)	78,108	169,870	(94,065)	75,805
Sports Uniform	31,745	(23,849)	7,896	25,859	(22,674)	3,185
Teaching Equipment	65,299	(65,299)	-	102,865	(101,789)	1,076
Vehicles & Grounds	10,811	(6,649)	4,162	10,811	(5,387)	5,424
Balance at 31 December	1,611,622	(1,012,583)	599,039	1,615,542	(1,048,039)	567,503

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	32,737	30,000	17,616
Accruals	7,260	7,500	7,051
Employee Entitlements - Salaries	162,083	170,000	176,767
Employee Entitlements - leave accrual	8,431	7,000	5,075
	210,511	214,500	206,509
Payables for Exchange Transactions	202,080	207,500	201,434
Payables for Non-exchange Transactions - Other	8,431	7,000	5,075
	210,511	214,500	206,509

The carrying value of payables approximates their fair value.

12. Borrowings

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	9,084	-	-
Due Beyond One Year	34,065	-	-
	43,149	-	-

The school has borrowings at 31 December 2023 of \$43,149. This loan is from the Energy Efficiency & Conservation Authority for the purpose of upgrading the lights. The loan is unsecured and is interest free.

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	6,000	-	-
	6,000	-	-

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	95,550	95,550	93,600
Increase to the Provision During the Year	80,197	25,000	14,670
Use of the Provision During the Year	-	(15,550)	(12,720)
Other Adjustments	-	-	-
Provision at the End of the Year	175,747	105,000	95,550
Cyclical Maintenance - Current	47,560	20,000	19,844
Cyclical Maintenance - Non current	128,187	85,000	75,706
	175,747	105,000	95,550

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	14,535	12,000	13,997
Later than One Year and no Later than Five Years	12,062	7,500	9,855
Later than Five Years	-	-	-
Future Finance Charges	(4,103)	-	(2,016)
	22,494	19,500	21,836
Represented by			
Finance lease liability - Current	12,743	12,000	13,269
Finance lease liability - Non current	9,751	7,500	8,567
	22,494	19,500	21,836



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

16. Funds Held for Capital Works Projects

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

2023		Opening Balances \$	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Hall Refurbishment	<i>In progress</i>	15,531	247,325	(279,661)	-	(16,805)
New Boundary Fencing	<i>Completed</i>	1,830	1,945	(3,775)	-	-
Junior School Upgrade	<i>In progress</i>	9,929	-	-	-	9,929
Roof Repairs	<i>In progress</i>	(985)	21,562	(15,850)	-	4,727
Heat Pumps	<i>In progress</i>	-	28,500	(13,388)	-	15,112
Totals		26,305	299,332	(312,674)	-	12,963

Represented by:

Funds Held on Behalf of the Ministry of Education

29,768

Funds Due from the Ministry of Education

(16,805)

12,963

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	<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)

26,305

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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 2023

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	1,320	1,320
<i>Leadership Team</i>		
Remuneration	501,771	548,889
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	503,091	550,209

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:

		2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:			
Salary and Other Payments	Principal 1	150 - 160	70 - 80
Benefits and Other Emoluments	Principal 1	2 - 3	2 - 3
Termination Benefits		-	-
Salary and Other Payments	Principal 2		40 - 50
Benefits and Other Emoluments	Principal 2		0 - 1

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
120 - 130	-	1
110 - 120	4	-
100 - 110	2	2
	6	3

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

19. 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:

	2023 Actual \$0	2022 Actual \$0
Total		
Number of People	-	-

MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$533,343 (2022: \$666,485) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital
	\$	\$	\$
Junior School Upgrade (Project 203199)	161,115	8,599	152,516
Roof Repairs (Project 230494)	240,000	16,835	223,165
Hall Refurbishment (Project 227246)	431,055	292,405	138,650
Heat Pumps (Project 243809)	32,400	13,388	19,012
Total	864,570	331,227	533,343

(b) Operating Commitments

As at 31 December 2023 the Board not has entered into any operating commitments. (Operating commitments at 31 December 2022: \$nil).



MURITAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	304,355	161,933	192,504
Receivables	189,542	214,000	207,235
Investments - Term Deposits	225,878	215,000	314,859
Total Cash and Receivables	719,775	590,933	714,598

Financial liabilities measured at amortised cost

Payables	210,511	214,500	206,509
Borrowings - Loans	43,149	-	-
Finance Leases	22,494	19,500	21,836
Total Financial Liabilities Measured at Amortised Cost	276,154	234,000	228,345

23. Events After Balance Date

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



MURITAI SCHOOL

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Term expired/expires
Kaye Sherwin	Presiding Member	Re-elected September 2022	September 2025
Stu Devenport	Principal	Appointed	
Kurt Renner	Parent Rep	Re-elected September 2022	September 2025
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
Jo Neilson	Parent Rep	Elected September 2022	September 2025

MURITAI SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

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

In 2023 the School received total Kiwisport funding of \$5,448 excluding GST (2022: \$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 2023 the 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.
- Meets all Equal Employment Opportunities requirements.

Independent auditor's report

To the readers of the financial statements of Muritai School for the year ended 31 December 2023

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 2023, 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 2023, 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 28 May 2024. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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 page 1, and pages 20 onwards but does not include the financial statements, and our auditor's report thereon.

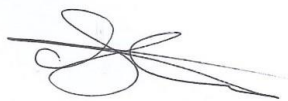
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Muritai School Strategic Plan: 2024 – 2025

'To be the BEST we can be.'

Learning – AKO	Working together – MAHI TAHI	Environment – TAIAO
Strategic Goals		
Our people will be well equipped with the right tools in their kete to be lifelong learners.	Our people will be their BEST through a cohesive & collaborative approach.	Our people will thrive by having strong connections with our place.
Key Initiatives		
Raising Achievement <ul style="list-style-type: none"> Reading, Writing and Maths targets with a particular focus on akonga Māori (Māori students) 	Strengthening Manaakitanga <ul style="list-style-type: none"> PB4L & Values Ready to Learn (ZoL, Pause, B.S) Student Leadership 	Buildings and Spaces <ul style="list-style-type: none"> Junior Block Senior Block
Enabling our Team Kaimahi <ul style="list-style-type: none"> Structured Literacy Curriculum Refresh 	Whānau Connection <ul style="list-style-type: none"> Reporting on achievement Website & Communication Whānau Ropu 	Beach to Bush <ul style="list-style-type: none"> Te Ara Tupua & Local Curriculum Kaitiakitanga Guardianship
Learning Map <ul style="list-style-type: none"> Graduate Profile Literacy Progressions 	Mātauranga Māori <ul style="list-style-type: none"> Kura Ahurea Strengthening Maori knowledge 	Learning Design <ul style="list-style-type: none"> Sensory audit Celebrating our bicultural society
What does success look like?		
Our team will be highly skilled & our students will be engaged in rich curriculum.	Our culture will be inclusive with a strong focus on hauora and leadership.	Our environment and practise will reflect a sense of connectivity and cohesion.

AKO Learning

Our people will be well equipped with the right tools in their kete to be lifelong learners

Initiative 1: Raising Achievement

Setting aspirational, targeted goals for all akonga to ensure they all reach their potential.

Focus	Action	Led by	Monitoring:	Success looks like?
Target setting & Monitoring progress	<ul style="list-style-type: none"> Using achievement data in Reading, writing and maths to set aspirational targets for our learners Identifying target groups for intervention, acceleration and extension. ALIM Professional Development 	Ginny Treadwell Supported by SLT	Termly	80% targets in Reading, Writing and Maths School wide
Accelerating progress for akonga Maori	<ul style="list-style-type: none"> Identifying our Māori learners for acceleration. Identify and implementing strategies to support acceleration. 	Jamie Power Supported by SLT	Termly	Māori learners clearly identified in target setting with deliberate intervention in place to accelerate achievement.

AKO Learning

Our people will be well equipped with the right tools in their kete to be lifelong learners

Initiative 2: Enabling the Team | Kaimahi

Providing targeted, relevant professional development for all our kaimahi to build confidence and capability.

Focus	Action	Led by	Monitoring:	Success looks like?
Structured Literacy development	<ul style="list-style-type: none"> Year 3 implementation of Structured Literacy approach with IDEal with focus on Writing Establishing curriculum team to support implementation of new initiatives Structured Literacy initiatives linked to Teacher's PGC Explore of the use of Ministry Decodable text to support IDEal approach. Start to develop Muritai model for Structure Literacy schoolwide. 	<p>Lisa Allen</p> <p>Supported by Nadia Henderson & Curriculum Action Team</p>	<p>PLD throughout the year with Learning Matters. (Centrally funded PLD)</p>	<ul style="list-style-type: none"> A structured literacy approach to teaching and learning will be embedded school wide A Muritai approach to structured literacy will be developed for implementation in 2025.
Curriculum Refresh	<ul style="list-style-type: none"> Curriculum Refresh Action Team established within teaching teams. Key developments from refresh progress communicated with wider teaching staff Particular emphasis on Numeracy and Literacy 	<p>Jamie Power</p> <p>Supported by SLT and Curriculum Action Team</p>	<p>Teacher Only Days in Term 2 and 4.</p> <p>Pending guidance from MoE</p>	<ul style="list-style-type: none"> Teachers Kaiaiko will become more familiar with Te Mataiaho

AKO Learning

Our people will be well equipped with the right tools in their kete to be lifelong learners

Initiative 3: Learning Map

Create progressions of learning in core areas to enable learners to be active participants on their journey

Focus	Action	Led by	Monitoring:	Success looks like?
Graduate Profile	<ul style="list-style-type: none"> Utilise new and existing resources together to create a clear graduate profile for our Year 8 learners. 	Jon Mackie Supported by SLT	Term 2 and 3	<ul style="list-style-type: none"> A clear Graduate Profile development through consultation with kaimahi. Ready for implementation in 2025
Writing Progressions	<ul style="list-style-type: none"> Implement PACT to moderate writing schoolwide (or asttle) 	Ginny Treadwell Supported by SLT	Term 2 and 4	<ul style="list-style-type: none"> All teachers will have used this moderation tool to measure student achievement in Writing

MAHI TAHI Working together

Our people will be their BEST through a cohesive & collaborative approach.

Initiative 1: Strengthening Manaakitanga

Embed a strong understanding of expectations for all learners in all context across the school

Focus	Action	Led by	Monitor	Success looks like?
PB4L & Values	<ul style="list-style-type: none"> Core team maintain Tier 1 systems and practices, and record and use data. Ensure Living Values are visible across the school and explicit teaching of these values are covered in classrooms. Embed Tier 2 implementation for students with challenging behaviours or recurring minor behaviours (referral system) Key team members attend MOE workshops Teachers: problem solving in groups around managing challenging behaviours 	Jon Mackie & Kate McLean Supported by Action Team & SLT	Tier 2 PLD throughout the year \$10,000 from MoE for 2023-24	<ul style="list-style-type: none"> Visible display and recognition of BEST values will reinforce pro-social behaviours, student well-being and school culture Teachers will develop consistent approaches to preventing and responding to minor and major behaviours in the classroom and playground.
Ready to Learn	<ul style="list-style-type: none"> Continue Zones of Regulation and other strategies to support pro-social behaviour. 	Ginny Treadwell & Lisa Allen	All year	<ul style="list-style-type: none"> ZoR language utilised by students and staff school wide. Visual prompts evident in classrooms
Student Leadership	<ul style="list-style-type: none"> Refining our student leadership programme to build stronger connections between the two sites. Dedicated 'Leadership time' timetabled 	Jon Mackie & Kāhu Syndicate	All year	<ul style="list-style-type: none"> Student Leadership opportunities will be regular with wide involvement of kaimahi to support

MAHI TAHI Working together

Our people will be their BEST through a cohesive & collaborative approach.

Initiative 2: Whānau Connection

Strengthen our connections with whānau to grow authentic and meaningful relationships between home and school.

Focus	Action	Led by	Monitoring:	Success looks like?
Reporting on Progress and Achievement	<ul style="list-style-type: none"> ● Review our reporting to parents model ● Student voice and exemplars ● Use of Etap Spotlight tools to enhance communication 	Stu Devenport Supported by SLT	Term 1	Reporting will be valuable, informed and realistic
Website & Communication	<ul style="list-style-type: none"> ● Review and update our website content. ● Streamline our comms with whānau with clear guidelines for kaiako. 	Stu Devenport Supported by SLT and Admin Team	Term 2 and 3	An updated website will reflect our current beliefs and practise. Communication will be consistent and streamlined.
Whānau Rōpū	<ul style="list-style-type: none"> ● Establish rōpū liaison with kaimahi ● Establish more regular hui dates 	Ginny Treadwell & Hilary Bevin	Term 1 and 3	Rōpū gatherings will be more regular (termly), focused on consultation and projects.

MAHI TAHI Working together

Our people will be their BEST through a cohesive & collaborative approach.

Initiative 3: Mātauranga Māori

Growing our capability and confidence in teaching Te Reo Māori and concepts of Mātauranga Māori.

Focus	Action	Led by	Monitoring:	Success looks like?
Kura Ahurea	<ul style="list-style-type: none"> Year 1 of the Kura Ahurea initiative to grow the implementation of Te Reo Māori for our team and learners. Establish Curriculum Action Team 	Hilary Bevin Carmen McDonald Support by Curriculum Action Team	Termly Hui for TOA \$3000 annual fee	<ul style="list-style-type: none"> Content of Kura Ahurea will be delivered in classrooms, integrated with current topics
Cultural Competencies / Self assessment	<ul style="list-style-type: none"> Review Ta taiko document with kaiako Professional reading with staff/ SLT 	Stu Devenport Hilary Bevin	Term 2 and 3	<ul style="list-style-type: none"> Key messages shared with kaiako

TAIAO Environment

Our people will thrive through our strong connection with our place.

Initiative 1: Buildings and Spaces

Ensuring our learning spaces are safe, welcoming and engaging for our people

Focus	Action	Led by	Monitoring:	Success looks like?
Junior Block	<ul style="list-style-type: none"> Planning for Rooms 1,2,3 modernisation Play resource building 	Stu Devenport	Term 2 commences planning	By the end of the year plans will be development to enhance this space, reflecting the needs for our youngest learners
Senior Block	<ul style="list-style-type: none"> Weather tightness work New classroom furniture for x1 classroom 	Stu Devenport	Term 1 construction is due to start	Weather tightness will be complete and new furniture purchased.

TAIAO Environment

Our people will thrive through our strong connection with our place.

Initiative 2: Beach to Bush

Our learning programmes will reflect the environment we are learning in.

Focus	Action	Led by	Monitor	Success looks like?
Te Ara Tupua alliance	<ul style="list-style-type: none"> Engage with Te Ara Tupua alliance to drive our Learning overview for 2024 Utilising our local environment to enhance our learning programmes 	Jamie Power Supported by SLT	All year	Classroom Inquiry will reflect actions from shared pathway developments around the bays.
Local Curriculum	<ul style="list-style-type: none"> Continue to review our localised curriculum. Refining and simplifying to ensure kaiako have ownership. Rebranding with new logo and colours 	Jamie Power Supported by SLT	Term 2-4	Kaiako school wide have a solid understanding of expectations on delivery. Documentation reflect our shared beliefs
Kaitiakitanga	<ul style="list-style-type: none"> Grow our understanding of being of guardians of the environments. Simple initiatives to grow change Enviro Schools engagement with PLD provided Parent and Teacher enviro group established 	Felicity Lovell or Nadia Support by Action Group	All year	Wider involvement of stakeholders in Enviro initiatives.

TAIAO Environment

Our people will thrive through our strong connection with our place.

Initiative 3: Learning Design

The learning environments support students well being and reflect our bicultural society.

Focus	Action	Led by	Monitoring:	Success looks like?
Sensory Audit	<ul style="list-style-type: none"> Through the work supported by Zones of Regulation initiatives, teachers will be complete an audit on their learning spaces, exploring ways of creating calm environments for students work thrive How are we addressing the needs of our diverse learners in the Junior School. 	<p>Ginny Treadwell & Felicity Lovell</p> <p>Supported by Kororā Syndicate</p>	Term 2 and 3	<ul style="list-style-type: none"> Students and Teachers will utilise the language and initiatives of ZoR Kororā kaiako visit other schools to explore success strategies for diverse learners
Te Aō Māori	<ul style="list-style-type: none"> Complete audit of our school environment to identify components that reflect our bi-cultural heritage. Identify simple ways of improving the visibility of Te Reo Māori across the school. 	<p>Stu Devenport & Hilary Bevin</p> <p>Te Ao Māori Action Team</p>	Term 2	<ul style="list-style-type: none"> Additional bilingual signage noted school wide.

Honouring Te Tiriti o Waitangi at Muritai School

Muritai Vision Statement	<p>‘Be the best that we can be’</p> <p>The vision for everyone involved with Muritai School is that the children’s education will help them develop their potential to be the best that they can possibly be.</p>		
Muritai WHY Statement	<p><i>Our tamariki are proud of who they are and where they come from.</i></p>		
Whakamārama / Explanation	<p>➤ It is important for our ākonga to have a sense of identity and belonging.</p> <p>➤ We want to give them a sense of whānau, community and belonging.</p> <p>➤ We want our ākonga to feel pride in where they come from and the people that came before.</p> <p>➤ Our ākonga need to understand the importance of local places and the stories behind them.</p> <p>➤ We want to develop a collective understanding of our past and our present, our shared history and our stories.</p>		
Links to Strategic Goals and NELPs	AKO Learning	MAHI TAHI Working together	TAIAO Environment
	<p>Learners at the Centre, Barrier free access, Quality teaching and leadership, Future of learning and work, World class inclusive public education</p>		

Article 1: Kāwanatanga / Honourable Governance	Article 2: Rangatiratanga / Māori Self Determination, Agency, Mana Motuhake	Article 3: Ōritetanga / Equity, Partnership	Article 4: The Spoken Promise / Protection
<p>1. We understand our position as Crown agents and affirm Māori as Tangata whenua.</p>	<p>1. Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised and celebrated.</p>	<p>1. In the interest of all, Māori have the same rights and opportunities as non-Māori.</p>	<p>1. Māori are empowered to have cultural and spiritual/religious freedom.</p>
<p>2. We seek to govern honourably - decisions are made with those who are impacted by them the most.</p>	<p>2. Our ākonga Māori are supported to succeed as Māori.</p>	<p>2. Barriers and inequalities are removed to ensure equitable outcomes for all.</p>	<p>2. Māori customs, spirituality and beliefs are protected.</p>
<p>3. We engage a shared decision making process with mana whenua and our communities.</p>	<p>3. Our Māori community has agency, mana, and the power to act.</p>	<p>3. Our resources, content and delivery reflects Aotearoa and our dual heritage. We ensure equitable representation of Mātauranga Māori, Reo, tikanga etc.</p>	<p>3. Te Reo Māori, tikanga, and Mātauranga Māori is respected, protected and enhanced.</p>
<p>4. Our communication is meaningful, ongoing, reciprocal and transparent.</p>	<p>4. Māori diversity is recognised and valued and self determination is enacted.</p>	<p>4. Māori perspectives and the voices of Māori are equitably represented.</p>	<p>4. Te Ao Māori and mana whenua narratives are protected</p>
<p>At Muritai we...</p> <ul style="list-style-type: none"> - We seek to understand the aspirations of the Māori Community - We share our planning and learning with mana whenua and provide ways to share our learning with them. 	<p>At Muritai we...</p> <ul style="list-style-type: none"> - The board and staff values Māori identity, language and culture and supports the growth and development of te reo Māori and mātauranga Māori - We (board and staff) demonstrate clear expectations that Māori students will make superb progress 	<p>At Muritai we...</p> <ul style="list-style-type: none"> - Make sure that our Māori students can see themselves in the curriculum. - We develop and continue to maintain partnerships with whānau and local iwi. 	<p>At Muritai we...</p> <ul style="list-style-type: none"> - Provide many opportunities for our Māori students to thrive and flourish and lead. - We have built strong connections to local iwi through our Local Curriculum.



End of Year Overall Teacher Judgements Students Achievement Data 2023

This report is a summary of our student achievement data for the end of the year 2023. This report reflects the students' achievement level against End of Year expectations for year groups in Reading, Maths and Writing.

NB: A shift in how we are measuring. As a school we are making a judgement at a point of time rather than against the end of year expectation.

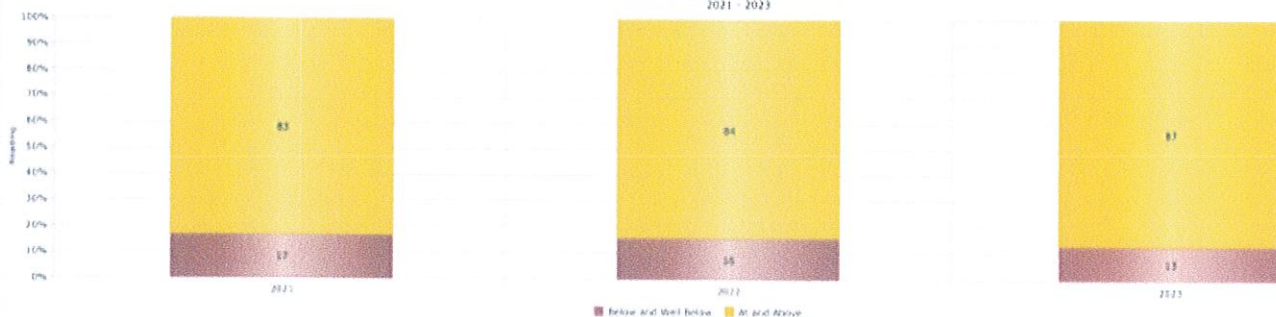
Reading.

The data below represents how students are achieving against end of year expectations in reading. It reflects the reading ages of students. This information is gathered through triangulation of information - it involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement. **Teacher Knowledge** (Observing the process a student uses to complete a learning tasks), **Learning Conversations** (Conversing with the student to find out what they know, understand and can do), **Assessment** (Gathering results from formal assessments, including standardised tools like reading assessments using running records (iSRS reading (Years 1-8), PM and PROBE assessment (Years 3-8)

All Student Achievement
Reading OTJ 2021 - 2023

All Student End of Year OTJ	2021	2022	2023
% Achieving and Exceeding	83	84	87
% Growing and Progression	17	16	13

Reading Achievement 2021 - 2023

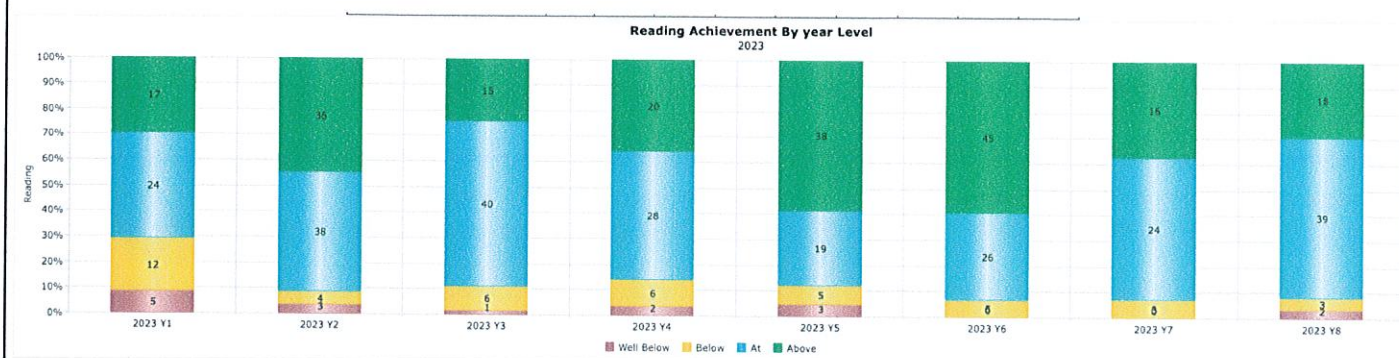


These first graphs show schoolwide reading achievement against expectations over the past 3 years at Muritai.

- There is continued growth in children Achieving and Exceeding in Reading
- Its positive to see that the children yet to achieve group is getting smaller over time, even with the new cohorts of children coming in to Muritai School
-

All Student Achievement
Reading OTJ 2021 - 2023 By Year Group

By Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% Achieving and Exceeding	2021	50	92	86	94	96	97	87	95
	2022	80	89	83	87	96	98	94	95
	2023	71	91	89	86	88	93	93	92
% Growing and Progression	2021	50	8	14	6	4	3	13	5
	2022	20	11	17	13	4	2	6	5
	2023	29	9	11	14	12	7	7	8

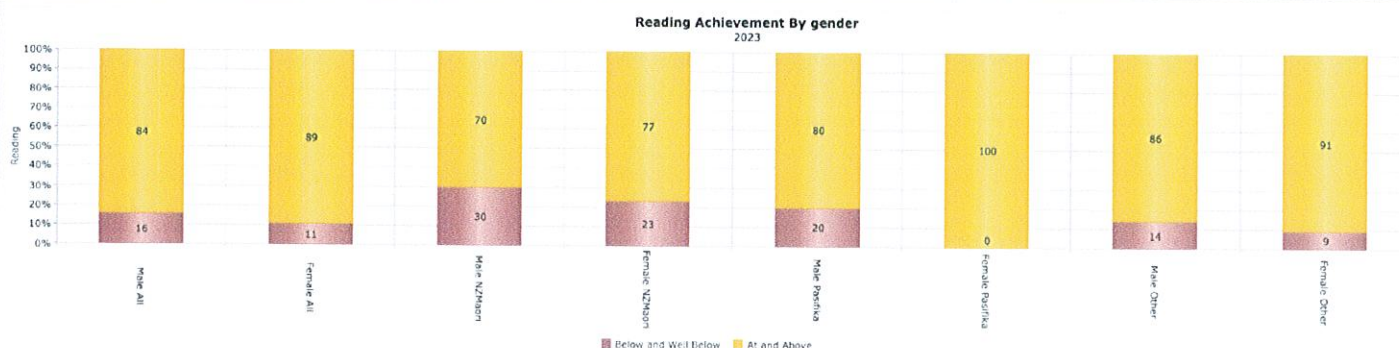


This graph shows a breakdown of the year group achievement at the end of the year in Reading.

- We will continue to observe the current Year 3 and 4 cohort as these are the children that had several years disrupted by Covid
- All of the children that are in Growing are receiving Learning Support with Brenda
- We will be looking at what we can do to support the large group of year 1 children that are not yet achieving (17%) in Year 2 2024
- After looking who the children are that are not yet achieving are children that have additional needs, specific diagnosis and many are on SENCO register

**All Student Achievement
Reading OTJ 2021 - 2023 By Gender**

By Gender		All Students (2023 416 children)		NZ Maori (2023 50 children)		Pacifika (2023 9 children)		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% Achieving and Exceeding	2021	83	84	76	81	100	50	83	84
	2022	82	86	71	75	80	50	84	88
	2023	84	89	70	77	80	100	86	91
% Growing and Progression	2021	17	16	24	19	0	50	17	16
	2022	18	14	29	25	20	50	16	12
	2023	16	11	30	23	20	0	14	9



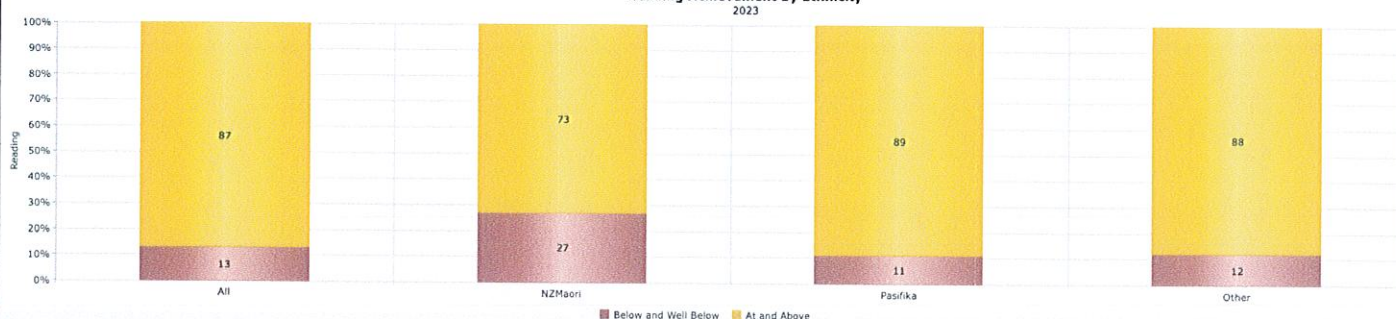
This graph shows a breakdown of the Gender group achievement at the end of the year in Reading.

- Similar results for both male and female for achieving and those that are not
- More males are underachieving in 2023, this is a pattern over time and has progressively got worse, while the amount of underachieving girls are decreasing
- Something to highlight is the achievement of Males and females compared to Maori males and females. Almost double for Maori males and females that are underachieving, almost 1:3 Maori are underachieving

All Student Achievement Reading OTJ 2021 - 2023 By Ethnicity

By Ethnicity		All Students (2023 416 students)	NZ Maori (2023 50 students)	Pacifika (2023 9 students)	Other
% Achieving and Exceeding	2021	83	78	83	84
	2022	84	73	71	86
	2023	87	73	89	88
% Growing and Progression	2021	17	22	17	16
	2022	16	27	29	14
	2023	13	27	11	12

Reading Achievement By Ethnicity
2023



These graphs show a breakdown of the ethnicity group achievement at the end of the year in Reading.

- NZ Maori underachievement needs to be a goal for 2024, there is almost double the amount of underachievement with our Maori learners. This has increased over time. While the overall number of children underachieving has decreased the overall number of Maori underachievement has increased. The gap is widening between all student achievement and Maori achievement.
-

End of Year OTJ Reading Analysis

1. It's really positive to see that we are continuing to have positive results and increased reading achievement for all students at Muritai School.
2. Maori Reading Achievement needs to be looked at and possible strategies implemented to address the ongoing underachievement of Maori learners
3. We need to be aware of our boys and how they are engaging in reading and monitor this group that is underachieving
4. Staff developing their understanding in Structured Literacy for 3rd year and whole school implementation of IRSR Reading Skills Assessment and programme

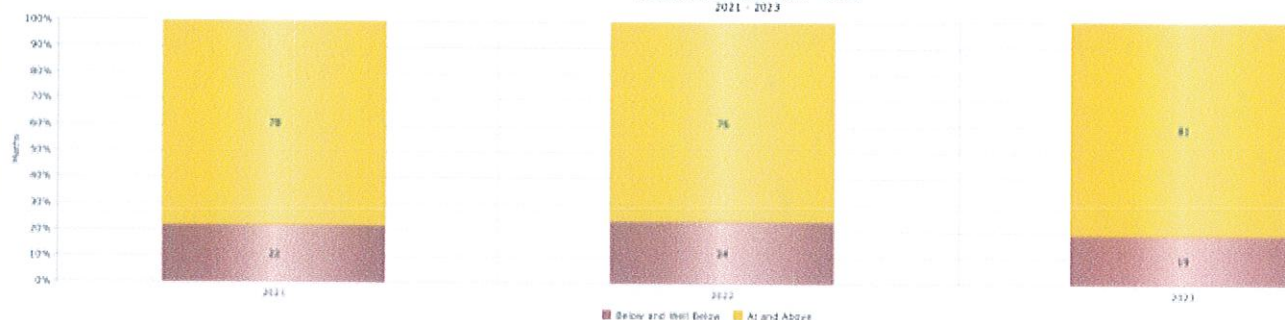
Maths

The data below represents how students are achieving against end of year expectations in mathematics. This information is gathered through triangulation of information - it involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement. **Teacher Knowledge** (Observing the process a student uses to complete a learning tasks), **Learning Conversations** (Conversing with the student to find out what they know, understand and can do), **Assessment** (Gathering results from formal assessments, including standardised tools like JAM assessments (Years 1-2) and GLOSS, Muritai Knowledge Tests (Years 3-8) and Maths PAT (Years 3-8).

All Student Achievement
Maths OTJ 2021 - 2023

All Student End of Year OTJ	2021	2022	2023
% Achieving and Exceeding	78	76	81
% Growing and Progression	22	24	19

Maths Achievement 2021 - 2023
2021 - 2023

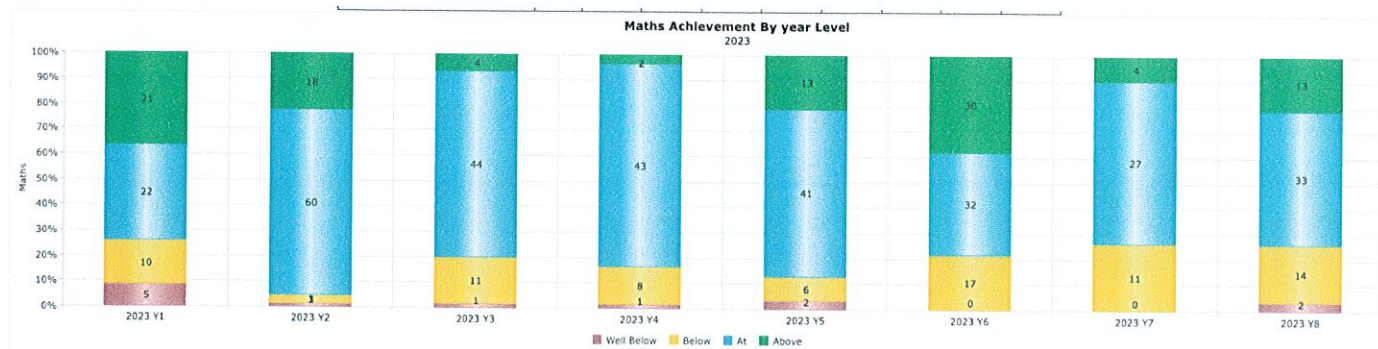


These first graphs show schoolwide maths achievement against expectations over the past 3 years at Muritai.

- There is continued growth in children Achieving and Exceeding in Maths
- Positive to see an increase after a dip in 2022
-

All Student Achievement
Maths OTJ 2021 - 2023 By Year Group

By Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% Achieving and Exceeding	2021	77	92	75	85	89	92	78	67
	2022	85	89	74	91	80	92	63	86
	2023	74	95	80	83	87	78	74	74
% Growing and Progression	2021	23	8	25	15	11	8	22	33
	2022	15	11	26	9	20	8	37	14
	2023	26	5	20	17	13	22	26	26

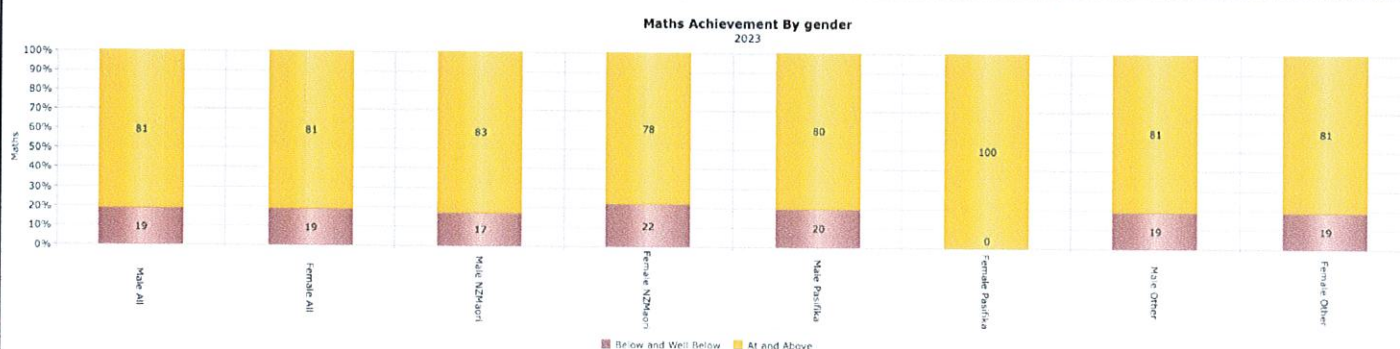


This graph shows a breakdown of the year group achievement at the end of the year in Maths.

- 2023 Year 3 and 4 cohorts are tracking similar to mid year with the smallest group at exceeding, however they have the 2nd and 3rd largest group at achieving.
- A large amount of Exceeding children in Year 1 for Maths
- A large amount of Exceeding children in Year 6 for Maths

All Student Achievement Maths OTJ 2021 - 2023 By Gender

By Gender		All Students (2023 416 children)		NZ Maori (2023 50 children)		Pacifika (2023 9 children)		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% Achieving and Exceeding	2021	80	77	71	63	100	50	80	78
	2022	75	78	67	60	60	100	76	80
	2023	81	81	83	78	80	100	81	81
% Growing and Progression	2021	20	23	29	38	0	50	20	22
	2022	25	22	33	40	40	0	24	20
	2023	19	19	17	22	20	0	19	19



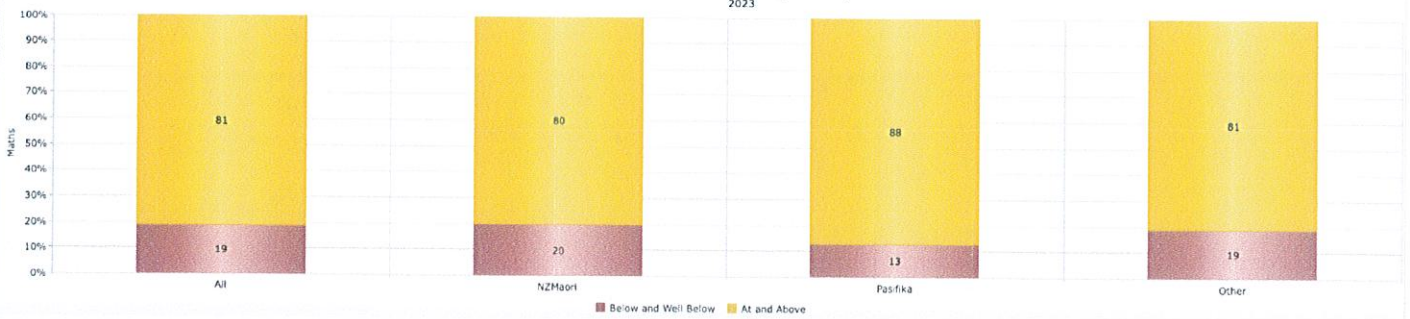
This graph shows a breakdown of the Gender group achievement at the end of the year in Maths.

- Very similar achievement for males and females
-
-

**All Student Achievement
Maths OTJ 2021 - 2023 By Ethnicity**

By Ethnicity		All Students (2023 416 children)	NZ Maori (2023 50 children)	Pacifika (2023 9 children)	Other
% Achieving and Exceeding	2021	78	68	83	79
	2022	76	64	71	78
	2023	81	80	88	81
% Growing and Progression	2021	22	32	17	21
	2022	24	36	29	22
	2023	19	20	13	19

**Maths Achievement By Ethnicity
2023**



This graph shows a breakdown of the Ethnicity group achievement at the end of the year in Maths.

- Great improvement for Maori underachievement from 2022 to 2023, 36%-20%
- Maori underachievement is similar to that of all student in maths
- Great improvement for Pasifika learners underachievement from 2022 to 2023, 29%-13%
-

End of Year OTJ Maths Analysis

1. There is continued growth in children Achieving and Exceeding in Maths
2. Looking at implementing ALIM and SPRING in Maths intervention 2024, similar to what we did in 2020 - 2021 with Julie Roberts to support our underachievement in maths
- 3.

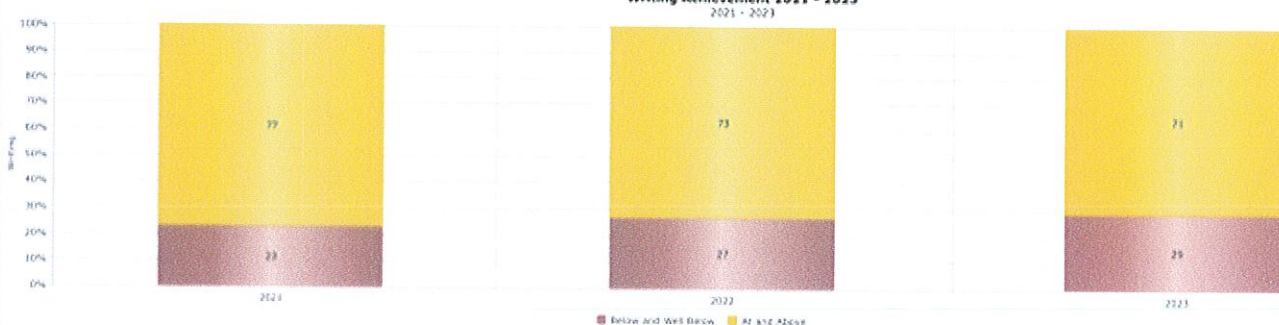
Writing

The data below represents how students are achieving against end of year expectations in writing. This information is gathered through triangulation of information - it involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement. **Teacher Knowledge** (Observing the process a student uses to complete a learning tasks), **Learning Conversations** (Conversing with the student to find out what they know, understand and can do), **Assessment** (Gathering results from formal assessments, including standardised tools like e-asttle writing assessments and writing samples in Terms 2)

All Student Achievement
Writing Age / Level 2021 - 2023

All Student End of Year OTJ	2021	2022	2023
% Achieving and Exceeding	77	73	71
% Growing and Progression	23	27	29

Writing Achievement 2021 - 2023

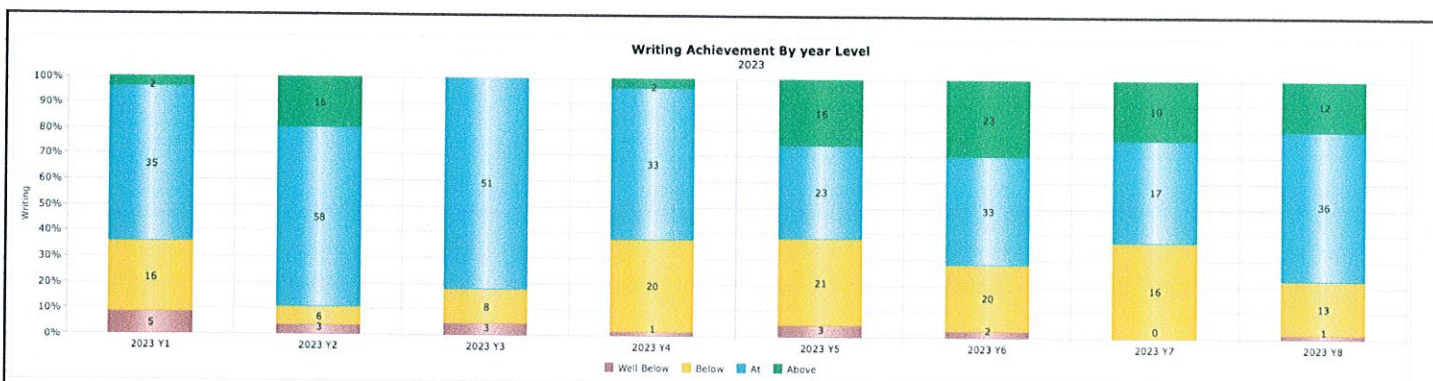


These first graphs show schoolwide writing achievement against expectations over the past 3 years at Muritai.

- Writing has continued to be an area of concern compared to Reading and Maths. Achievement has been declining over the past few years
- Even though Spelling achievement has increased with the implementation of Structured Literacy, the other areas of writing have continued to decline which is evident in our OTJs
-

All Student Achievement
Writing OTJ 2021 - 2023 By Year Group

By Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% Achieving and Exceeding	2021	80	89	66	80	80	92	70	86
	2022	73	93	67	77	80	78	81	91
	2023	74	95	80	83	87	78	74	74
% Growing and Progression	2021	20	11	34	20	20	8	30	14
	2022	27	7	33	23	20	22	19	9
	2023	26	5	20	17	13	22	26	26

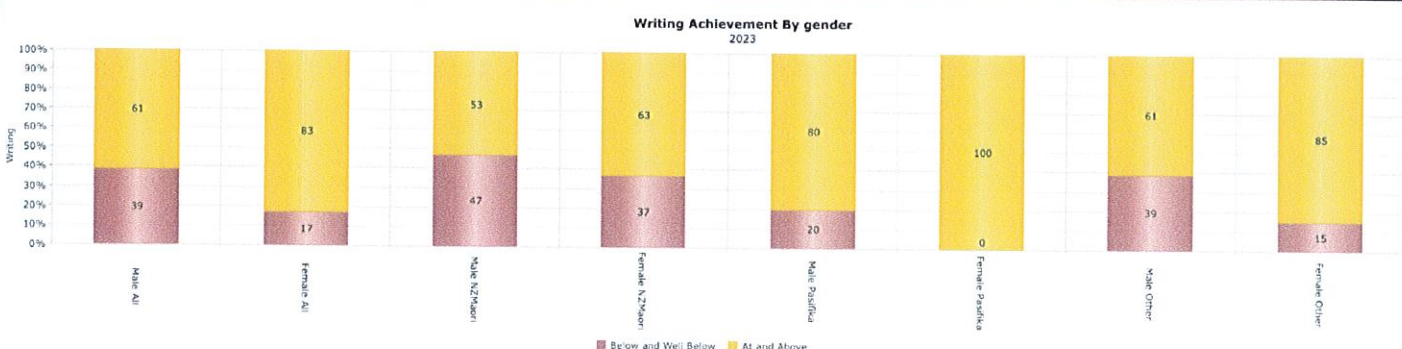


This graph shows a breakdown of the year group achievement at the end of the year in Writing.

- Year 2 and year 6 children are showing great improvement in the writing achievement in 2023
- Year 3 and 4 continue to need to be monitored in 2024, many of these children have additional learning needs and are having writing support with Brenda
-

All Student Achievement
Writing OTJ 2021 - 2023 By Gender

By Gender		All Students (2023 416 children)		NZ Maori (2023 50 children)		Pacifika (2023 9 children)		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% Achieving and Exceeding	2021	70	84	67	81	75	50	70	85
	2022	62	85	50	75	20	100	65	87
	2023	61	83	53	63	80	100	61	85
% Growing and Progression	2021	30	16	33	19	25	50	30	15
	2022	38	15	50	25	80	0	35	13
	2023	39	17	47	37	20	0	39	15



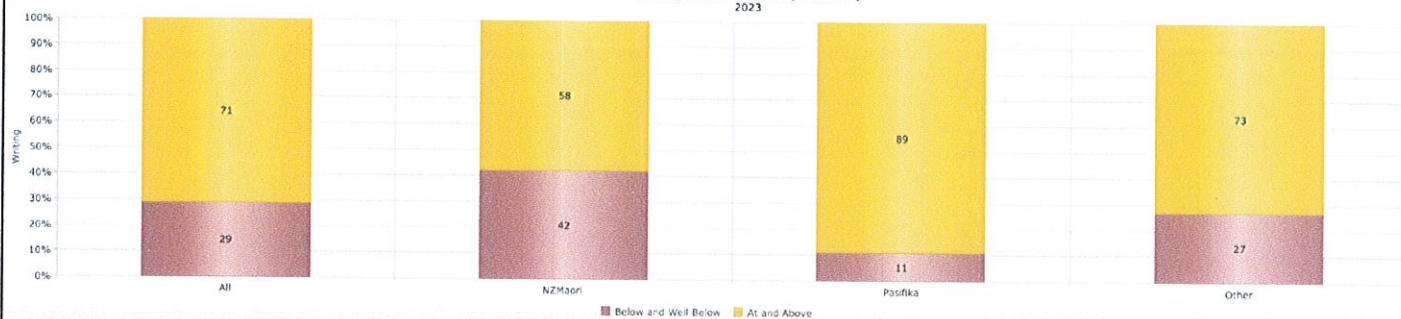
This graph shows a breakdown of the Gender group achievement at the end of the year in Writing.

- Males are continuing to have lower achievement in writing than females, this is seen in Maori, Pacifica and other ethnicities as well.
- Almost half of our maori boys are not achieving at their expectation for Writing
-

All Student Achievement Writing OTJ 2021 - 2023 By Ethnicity

By Ethnicity		All Students (2023 416 students)	NZ Maori (2023 50 students)	Pacifika (2023 9 students)	Other
% Achieving and Exceeding	2021	77	73	67	77
	2022	73	61	43	76
	2023	71	58	89	73
% Growing and Progression	2021	23	27	33	23
	2022	27	39	57	24
	2023	29	42	11	27

Writing Achievement By Ethnicity
2023



This graph shows a breakdown of the Ethnicity group achievement at the end of the year in Writing.

- Maori achievement in writing continues to be a concern, increasing in underachievement over time
- Ongoing increase of children not achieving in writing for the past 2 years
-

End of Year OTJ Writing Analysis

1. Addressing Maori achievement in writing is a priority
2. Addressing Boys achievement in writing is an ongoing concern
3. Years 3 4 and 5 cohorts need to have some investigation as they have larger groups of children not yet achieving their years expectations
4. Staff developing their understanding of Structured Literacy for 3rd year and whole school implementation of Ideal Writing programme

So what does this mean for the Board?

Overall, our Muritai students are performing very well in Reading, Writing and Maths, with strong overall results in achievement. It is pleasing to see an improvement in all curriculum areas from this time in 2022.

Our Maori and Pasifika students are not achieving as well overall as our overall data.

There are some particular year groups cohorts that we are continuing to monitor in 2023 and beyond. They are:

- 2023 Years 4 and 5 cohorts for Writing achievement
- 2023 Years 6 and 7 cohorts for Maths achievement
- Ongoing support for our Junior School Reading programme to continue the achievement of these children

There are some particular staff developments we will implement in 2024 and beyond. They are:

- Structured Literacy (3rd Year), with a focus around full implementation of reading and developing staff ability with writing
- Maori Learners achievement, Reading and Maths focus, Writing will be covered
- PacT Writing Assessment tool and progressions
- Boys Literacy, particularly writing

All syndicates have continued to identify and track progress of targeted students throughout the year, with a particular focus on our Māori learners. (FACES documents). As a syndicate they have identified specific interventions and strategies to support these learners in the classroom on a regular basis. This may involve intervention programmes and/or differentiated learning programmes in the class. We address all learners on the Learning Support Tier System.

Classroom teachers have identified and monitored the individual progress of our Maori and Pasifika students within the class. Identifying and implementing specific strategies to support these learners through our FACES documentation will be important to observe continued growth of these students in 2023. Potential professional development on Cultural Competencies may be a value approach for us in 2024.

Looking ahead, it may be beneficial for us to prioritise professional development in writing, ensuring it aligns with our work in structured literacy from the last two years.

Stu Devenport & Jamie Power
November 2023



Muritai School

'Be the **BEST** we can be'

Annual Declaration: Professional Coaching & Well Being Support 2023

To whom it may concern,

Towards the end of 2023, as principal of Muritai School I was allocated \$6000 for Professional Coaching & Well Being Support through my latest collective pay agreement.

In 2024, I have planned to allocate a large portion of this fund to go towards expenses and fees to attend the annual ULead Leadership conference in Singapore in April 2024.

While setting the budget for 2024, the Board of Trustees agreed to transfer this \$6000 to the 2024 budget.

Yours sincerely,

Stu Devenport
Principal/Tumuaki
Muritai School.