

HUNTERVILLE CONSOLIDATED SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2366

Principal: Matt Howard

School Address: 33 Bruce Street

School Postal Address: 33 Bruce Street, Hunterville, 4730

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School Email: office@hunterville.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

HUNTERVILLE CONSOLIDATED SCHOOL

Annual Report - For the year ended 31 December 2022

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Hunterville Consolidated 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.

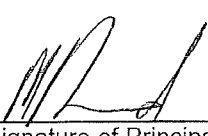
The School's 2022 financial statements are authorised for issue by the Board.


Full Name of Presiding Member


Signature of Presiding Member

25/5/23
Date:


Full Name of Principal


Signature of Principal

25/5/23
Date:

Huntermville Consolidated School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,441,664	1,355,475	1,446,847
Locally Raised Funds	3	103,117	75,300	107,088
Interest Income		3,730	1,000	573
Gain on Sale of Property, Plant and Equipment		899	-	-
		<u>1,549,410</u>	<u>1,431,775</u>	<u>1,554,508</u>
Expenses				
Locally Raised Funds	3	19,453	15,000	65,018
Learning Resources	4	1,087,947	1,038,637	1,057,022
Administration	5	114,642	85,450	103,283
Finance		1,292	-	1,472
Property	6	262,557	238,338	256,843
Other Expenses	7	1,737	2,000	-
		<u>1,487,628</u>	<u>1,379,425</u>	<u>1,483,638</u>
Net Surplus / (Deficit) for the year		<u>61,782</u>	<u>52,350</u>	<u>70,870</u>
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>61,782</u></u>	<u><u>52,350</u></u>	<u><u>70,870</u></u>

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

Huntermville Consolidated School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		326,511	255,641	255,641
Total comprehensive revenue and expense for the year		61,782	52,350	70,870
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,264	-	-
Equity at 31 December		397,557	307,991	326,511
Accumulated comprehensive revenue and expense		397,557	307,991	326,511
Equity at 31 December		397,557	307,991	326,511

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.

Hunterville Consolidated School Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	276,686	114,149	498,075
Accounts Receivable	9	80,956	67,419	87,953
GST Receivable		869	16,822	-
Prepayments		2,925	-	-
Inventories	10	8,284	7,539	-
Investments	11	55,625	54,159	54,609
Funds Receivable for Capital Works Projects	17	59,378	-	65,607
		484,723	260,088	706,244
Current Liabilities				
GST Payable		-	-	15,802
Accounts Payable	13	86,962	90,590	115,321
Revenue Received in Advance	14	3,478	-	-
Provision for Cyclical Maintenance	15	29,681	8,471	9,000
Finance Lease Liability	16	6,173	2,632	7,402
Funds held for Capital Works Projects	17	34,994	-	315,887
		161,288	101,693	463,412
Working Capital Surplus/(Deficit)		323,435	158,395	242,832
Non-current Assets				
Property, Plant and Equipment	12	182,691	213,504	189,802
		182,691	213,504	189,802
Non-current Liabilities				
Provision for Cyclical Maintenance	15	96,265	61,927	100,935
Finance Lease Liability	16	12,304	1,981	5,188
		108,569	63,908	106,123
Net Assets		397,557	307,991	326,511
Equity		397,557	307,991	326,511

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

Hunterville Consolidated School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		415,458	365,000	445,331
Locally Raised Funds		117,606	80,300	96,077
Goods and Services Tax (net)		(16,671)	-	32,624
Payments to Employees		(259,292)	(236,500)	(260,547)
Payments to Suppliers		(202,090)	(244,846)	(143,351)
Interest Paid		(1,292)	-	(1,472)
Interest Received		3,730	1,000	626
Net cash from/(to) Operating Activities		57,449	(35,046)	169,288
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(6,098)	(14,000)	(26,108)
Purchase of Investments		(1,016)	-	(450)
Net cash from/(to) Investing Activities		(7,114)	(14,000)	(26,558)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,264	-	-
Finance Lease Payments		(6,324)	(13,600)	(8,037)
Funds Administered on Behalf of Third Parties		(274,664)	-	186,587
Net cash from/(to) Financing Activities		(271,724)	(13,600)	178,550
Net increase/(decrease) in cash and cash equivalents		(221,389)	(62,646)	321,280
Cash and cash equivalents at the beginning of the year	8	498,075	176,795	176,795
Cash and cash equivalents at the end of the year	8	276,686	114,149	498,075

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

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

Huntermville Consolidated School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

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 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	20-50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	432,169	361,000	454,192
Teachers' Salaries Grants	833,173	831,637	831,637
Use of Land and Buildings Grants	175,153	158,838	158,838
Other Government Grants	1,169	4,000	2,180
	<u>1,441,664</u>	<u>1,355,475</u>	<u>1,446,847</u>

The school has opted in to the donations scheme for this year. Total amount received was \$22,800.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	54,884	54,500	70,687
Fees for Extra Curricular Activities	3,955	3,800	18,764
Trading	21,971	10,000	8,640
Fundraising & Community Grants	15,287	-	1,685
Other Revenue	7,020	7,000	7,312
	<u>103,117</u>	<u>75,300</u>	<u>107,088</u>
Expenses			
Extra Curricular Activities Costs	5,841	-	46,157
Trading	8,508	10,000	14,953
Fundraising & Community Grant Costs	2,664	-	1,554
Other Locally Raised Funds Expenditure	2,440	5,000	2,354
	<u>19,453</u>	<u>15,000</u>	<u>65,018</u>
<i>Surplus for the year Locally raised funds</i>	<u>83,664</u>	<u>60,300</u>	<u>42,070</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	59,982	59,000	20,679
Employee Benefits - Salaries	985,321	972,637	989,927
Staff Development	9,304	7,000	8,895
Depreciation	33,340	-	37,521
	<u>1,087,947</u>	<u>1,038,637</u>	<u>1,057,022</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,107	-	7,589
Board Fees	3,185	3,000	1,320
Board Expenses	7,423	7,150	1,738
Communication	2,434	2,100	1,941
Consumables	19,011	13,000	3,946
Other	10,542	4,800	23,139
Employee Benefits - Salaries	59,373	50,000	57,482
Insurance	1,167	-	1,028
Service Providers, Contractors and Consultancy	5,400	5,400	5,100
	114,642	85,450	103,283

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,644	6,500	3,746
Cyclical Maintenance Provision	16,011	-	16,537
Grounds	2,486	3,500	7,822
Heat, Light and Water	9,668	12,000	10,088
Rates	3,037	6,000	9,579
Repairs and Maintenance	5,872	5,000	4,921
Use of Land and Buildings	175,153	158,838	158,838
Security	537	1,000	537
Employee Benefits - Salaries	44,149	45,500	44,775
	262,557	238,338	256,843

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

7. Other Expenses

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	1,737	2,000	-
	1,737	2,000	-

8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	276,686	114,149	498,075
Cash and cash equivalents for Statement of Cash Flows	276,686	114,149	498,075

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

Of the \$276,686 Cash and Cash Equivalents \$34,994 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	1	-	11,011
Receivables from the Ministry of Education	10,742	-	8,450
Banking Staffing Underuse	3,913	4,142	-
Interest Receivable	-	53	-
Teacher Salaries Grant Receivable	66,300	63,224	68,492
	<u>80,956</u>	<u>67,419</u>	<u>87,953</u>

Receivables from Exchange Transactions	1	53	11,011
Receivables from Non-Exchange Transactions	80,955	67,366	76,942
	<u>80,956</u>	<u>67,419</u>	<u>87,953</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Uniforms	8,284	7,539	-
	<u>8,284</u>	<u>7,539</u>	<u>-</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	55,625	54,159	54,609
Total Investments	<u>55,625</u>	<u>54,159</u>	<u>54,609</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	119,119	-	-	-	(8,654)	110,465
Furniture and Equipment	36,067	5,471	-	-	(11,628)	29,910
Information and Communication Technology	15,633	1,956	-	-	(5,834)	11,755
Leased Assets	5,617	17,112	-	-	(5,345)	17,384
Library Resources	13,366	1,690	-	-	(1,879)	13,177
Balance at 31 December 2022	189,802	26,229	-	-	(33,340)	182,691

The net carrying value of equipment held under a finance lease is \$17,384 (2021: \$5,617)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	258,719	(148,254)	110,465	258,719	(139,600)	119,119
Furniture and Equipment	198,393	(168,483)	29,910	199,189	(163,122)	36,067
Information and Communication Technology	107,436	(95,681)	11,755	112,363	(96,730)	15,633
Leased Assets	49,771	(32,387)	17,384	40,482	(34,865)	5,617
Library Resources	59,585	(46,408)	13,177	57,895	(44,529)	13,366
Balance at 31 December	673,904	(491,213)	182,691	668,648	(478,846)	189,802

13. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,700	15,741	37,810
Accruals	10,112	5,791	6,000
Employee Entitlements - Salaries	66,300	63,224	68,492
Employee Entitlements - Leave Accrual	2,850	5,834	3,019
	86,962	90,590	115,321
Payables for Exchange Transactions	86,962	90,590	115,321
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	86,962	90,590	115,321

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Income in Advance	3,478	-	-
	3,478	-	-



15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	109,935	70,398	93,398
Increase to the Provision During the Year	16,538	-	16,537
Other Adjustments	(527)	-	-
Provision at the End of the Year	<u>125,946</u>	<u>70,398</u>	<u>109,935</u>
Cyclical Maintenance - Current	29,681	8,471	9,000
Cyclical Maintenance - Non current	96,265	61,927	100,935
	<u>125,946</u>	<u>70,398</u>	<u>109,935</u>

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

16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	7,501	2,632	7,402
Later than One Year and no Later than Five Years	13,806	1,981	5,188
Future Finance Charges	(2,830)	-	-
	<u>18,477</u>	<u>4,613</u>	<u>12,590</u>
Represented by			
Finance lease liability - Current	6,173	2,632	7,402
Finance lease liability - Non current	12,304	1,981	5,188
	<u>18,477</u>	<u>4,613</u>	<u>12,590</u>

17. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Blk 1 Roof		217718	315,887	41,871	(322,764)	-	34,994
MOE Playground Junior		221651	(2,291)	2,291	-	-	-
LSM / Universal Toilet		217720	(9,316)	-	-	-	(9,316)
Learning Support Fence & Gates		218509	(3,938)	3,938	-	-	-
Blk 2,8,10 Alterations		217722	(50,062)	-	-	-	(50,062)
Totals			250,280	48,100	(322,764)	-	(24,384)

Represented by:

Funds Held on Behalf of the Ministry of Education	34,994
Funds Receivable from the Ministry of Education	(59,378)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Blk 1 Roof		217718	51,883	311,331	(47,327)	-	315,887
MOE Playground Junior		221651	-	36,957	(39,248)	-	(2,291)
LSM / Universal Toilet		217720	-	5,987	(15,303)	-	(9,316)
Learning Support Fence & Gates		218509	39,562	-	(43,500)	-	(3,938)
MOE Playground Senior Expenses			(416)	-	-	416	-
Blk 2,8,10 Alterations		217722	(27,336)	-	(22,726)	-	(50,062)
Totals			63,693	354,275	(168,104)	416	250,280

Represented by:

Funds Held on Behalf of the Ministry of Education	315,887
Funds Receivable from the Ministry of Education	(65,607)

18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,185	1,320
<i>Leadership Team</i>		
Remuneration	229,900	320,554
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	233,085	321,874

There are 6 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80 - 90	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-
Principal 2		
The total value of remuneration paid or payable to the Principal was in the following bands:		
Salary and Other Payments	40 - 50	130 - 140
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

21. Contingencies

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

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

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

\$455,169 contract for the Blk 1 Roof as agent for the Ministry of Education. This project is fully funded by the Ministry and \$439,597 has been received of which \$404,603 has been spent on the project to balance date. This project has been approved by the Ministry; and

A contract for the LSM / Universal Toilet as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,987 has been received of which \$15,303 has been spent on the project to balance date. This project has been approved by the Ministry; and

A contract for the Blk 2,8,10 Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$50,062 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$437,610 contract for the Blk 1 Roof as agent for the Ministry of Education. This project is fully funded by the Ministry and \$363,214 has been received of which \$47,327 has been spent on the project to balance date. This project has been approved by the Ministry; and

A contract for the LSM / Universal Toilet as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,987 has been received of which \$14,407 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	276,686	114,149	498,075
Receivables	80,956	67,419	87,953
Investments - Term Deposits	55,625	54,159	54,609
Total Financial assets measured at amortised cost	413,267	235,727	640,637

Financial liabilities measured at amortised cost

Payables	86,962	90,590	115,321
Finance Leases	18,477	4,613	12,590
Total Financial Liabilities Measured at Amortised Cost	105,439	95,203	127,911

24. Events After Balance Date

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

25. Comparatives

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

Hunterville Consolidated School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Greg Parkes	Presiding Member	Elected	Sep 2025
Michael Hope	Principal	ex Officio	Apr 2022
Matt Howard	Principal	ex Officio	
Andrew Ramsay	Parent Representative	Elected	Sep 2025
Bridget Harvey	Parent Representative	Elected	Sep 2025
Paul Keenan	Parent Representative	Elected	Sep 2022
Anna Dobbs	Parent Representative	Elected	Sep 2025
Jed Mcalley	Parent Representative	Elected	Sep 2025
Shane Smith	Staff Representative	Elected	Sep 2022
JP Koteka	Staff Representative	Elected	Sep 2025

Hunterville Consolidated School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,868 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Hunterville Consolidated School Board:

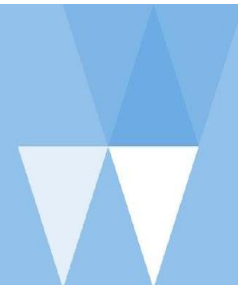
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements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

Analysis of Variance Reporting 2022



School Name:	Hunterville Consolidated School		School Number:	2366				
Strategic Aim: Analysis report	We will provide <ul style="list-style-type: none"> A quality, holistic education with a focus on developing high levels of competency in reading, oral language, writing and mathematics, and promoting sport, science, the arts and other extra-curricular learning opportunities as part of a broad curriculum 							
Annual Aim:	To increase the number of children achieving at and above the Curriculum Levels, for reading, writing and maths.							
Target:	To focus on a select group of children (in reading, writing and mathematics) with the aim of improving their achievements (and their belief in themselves) in relation to the Curriculum Levels. Specific information is included with the baseline data.							
Reading Baseline Data:	A group of 12 pupils at the Years 4, 5 & 6 who are below the expected curriculum level or at risk of not achieving the expected curriculum level: <table border="1" data-bbox="519 1147 2060 1422"> <thead> <tr> <th>Start of Year</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 12 Below (4 girls and 8 boys) Year 4 2 girls and 3 boys Year 5 2 girls and 2 boys Year 6 2 boys and 1 girl </td> <td> 4 Below, 5 At, and 3 have left the school <ul style="list-style-type: none"> Year 4 - Below: 2 (2 boys) 3 Above (2 girls and 1 boy) Year 5 - Below: 2 (1 boy and 1 girl) At (1 boy) 3 left the school </td> </tr> </tbody> </table>				Start of Year	End of Year	<ul style="list-style-type: none"> 12 Below (4 girls and 8 boys) Year 4 2 girls and 3 boys Year 5 2 girls and 2 boys Year 6 2 boys and 1 girl 	4 Below, 5 At, and 3 have left the school <ul style="list-style-type: none"> Year 4 - Below: 2 (2 boys) 3 Above (2 girls and 1 boy) Year 5 - Below: 2 (1 boy and 1 girl) At (1 boy) 3 left the school
Start of Year	End of Year							
<ul style="list-style-type: none"> 12 Below (4 girls and 8 boys) Year 4 2 girls and 3 boys Year 5 2 girls and 2 boys Year 6 2 boys and 1 girl 	4 Below, 5 At, and 3 have left the school <ul style="list-style-type: none"> Year 4 - Below: 2 (2 boys) 3 Above (2 girls and 1 boy) Year 5 - Below: 2 (1 boy and 1 girl) At (1 boy) 3 left the school 							

Tātaritanga raraunga



Reading What did we do?	Reading What happened?	Reading Why did it happen?	Reading Where to next?
<ul style="list-style-type: none"> • Data gathered, analysed and next steps for learning for both individuals and groups were identified • Junior school focus in Liz Kane's 'The Code' for professional development on reading and spelling. • Ongoing review of classroom learning programmes • Targeted purchase of resources aligned to goals and student needs • Used online support programmes, Sunshine Online and STEPs • Teacher professional goals (appraisal) linked to pupils concerned • Strengthen school programmes through an emphasis on guided reading. • Carefully chosen texts for group reading. • Bringing parents on-board with regards to the part they can contribute with home reading. 	<ul style="list-style-type: none"> • 3 students left the school. • 4 students below the expected Curriculum Level progressed but are still below • 5 students have progressed well from being below or at risk of not achieving the expected curriculum level, to being securely at the expected level 	<ul style="list-style-type: none"> • The planned actions were followed. • Ongoing COVID related disruptions • Liz Kane's professional development has been successful with student progress, especially in the juniors. • The amount of home reading these pupils completed also made a significant difference. • Regular reading to a teacher. • Ability guided reading groups • More one on one reading with the teachers and teacher aides • A development of structured literacy and explicit teaching. 	<ul style="list-style-type: none"> • The students who finished the year below the expected Curriculum Level will be closely monitored and supported next year. • Continue staff PLD into Reading – Liz Kane and structured literacy. • Strategic Planning is linked with our Reading needs and PLD. • Review and develop the school Reading Curriculum Document, aligned with the New Zealand Curriculum and the refresh. • More parent involvement inside the classroom to support reading • Encouragement of parents to read more to their children each night. • Develop action plans each term for the target group • Reflect as a teaching team on the progress of the group • Teaching sprints to really focus on gaps of teachers.

Tātaritanga raraunga

Writing Baseline Data:

Based on the school's written language expectations, PACT Writing, the exemplars and the OTJs made by staff there are 7 pupils below their expected curriculum level, 2 Year 2s, 1 Year 3 and 4 Year 4s

Start of Year	End of Year
<ul style="list-style-type: none"> • 7 below (3 boys & 4 girls) • Year 2 (1 boy and 1 girl) • Year 3 (1 girl) • Year 4 (2 boys and 2 girls) 	<ul style="list-style-type: none"> • 2 At, 4 Below, and 1 left the school • 2 Below • • 2 Below (2 boys) 2 at (2 girls)

Writing

What did we do?

Writing

What happened?

Writing

Why did it happen?

Writing

Where to next?

Tātaritanga raraunga

<ul style="list-style-type: none"> As a staff we identified a target group that would progress given the time and resources. This was done with assessment, OTJ and the use of PACT Writing. Staff PLD focus for the year was on PACT writing. Through PACT, specific needs and trends were identified and an action plan was developed. The school curriculum document is beginning to be reviewed, providing guidance, expectations, assessment and consistency when teaching writing. As a staff we moderated our writing. We moderated writing with other Kahui Ako schools Strategic planning, resources and budgeting was all linked with writing. Focused on clear writing objectives for year groups of children, ability groups and for individuals. 	<ul style="list-style-type: none"> Of the 7 pupils in the target group, all of them made progress with their writing skills. 4 pupils progressed but are still below 2 pupils progressed well and are just at the expected level 1 student left the school 2 students left the school. 	<ul style="list-style-type: none"> COVID related disruptions All of the planned actions were followed. Staff PLD and moderation with PACT Writing Specific areas of need were identified and addressed in a target writing group. Teachers have found the PACT isn't the right tool to be using and we have begun to move away from this. 	<ul style="list-style-type: none"> 8 of these children (below and just at) will continue to be closely monitored and supported in 2022 One on One and Guided writing sessions Writing scrapbooks created to support this target group PACT isn't a tool we feel works for our students and doesn't allow scope for our students or teachers to explore and expand on writing skills. Research into other writing programmes will be looked at moving forward. Continue moderating within the school will be vital to make sure teachers are accountable and are correct in their leveling of students. Identify areas of weakness of our at risk writers and target them. Develop the Hunterville School Writing Curriculum plan Reflect as a teaching team on the progress of the group Using teaching sprints to focus in on a particular area in writing. Small and concise.
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Tātaritanga raraunga

<ul style="list-style-type: none">• Ongoing review of the consistency of writing expectations throughout the school.• Specific use of teacher aide to enhance learning in writing.							
Mathematics Baseline Data:	A group of 6 specific pupils in Year 5 and 6. Based on national numeracy testing, unit assessments and teacher OTJs these pupils are at the following Curriculum levels:						
	<table><tr><th>Start of Year</th><th>End of Year</th></tr><tr><td><ul style="list-style-type: none">• Below: 6 children (3 girls and 3 boys)• Year 5 (3 boys and 1 girl)• Year 6 (1 girl and 1 boy)</td><td><ul style="list-style-type: none">• 3 below, 2 at, 1 left the school• 3 below (2 boys and 1 girl) at (1 boy)• Both left school</td></tr></table>			Start of Year	End of Year	<ul style="list-style-type: none">• Below: 6 children (3 girls and 3 boys)• Year 5 (3 boys and 1 girl)• Year 6 (1 girl and 1 boy)	<ul style="list-style-type: none">• 3 below, 2 at, 1 left the school• 3 below (2 boys and 1 girl) at (1 boy)• Both left school
	Start of Year	End of Year					
<ul style="list-style-type: none">• Below: 6 children (3 girls and 3 boys)• Year 5 (3 boys and 1 girl)• Year 6 (1 girl and 1 boy)	<ul style="list-style-type: none">• 3 below, 2 at, 1 left the school• 3 below (2 boys and 1 girl) at (1 boy)• Both left school						
Mathematics What did we do?	Mathematics What happened?	Mathematics Why did it happen?	Mathematics Where to next?				

Tātaritanga raraunga

<ul style="list-style-type: none"> • The children were grouped by ability • One on one sessions with the teacher • Assessed the children to identify areas of need and next steps • School wide (and home based) usage of an online mathematics programme – Mathletics. • Targeted use of teacher aide support to support enhanced learning in mathematics. • Targeted purchasing of mathematics resources where needed. • Clearly defined targeted action plans for the pupils being targeted. • Schoolwide (and home based) usage of an internet based mathematics programme. • Analysing the present structure of classroom mathematics routines. 	<ul style="list-style-type: none"> • Of the 6 pupils in the target group, all of them made progress with their maths skills. • 3 pupils progressed but are still below • 1 pupils progressed well and are just at the expected level • 1 student left the school. 	<ul style="list-style-type: none"> • <u>COVID</u> related disruptions delayed progress • <u>Overall</u> this is a frustrating outcome, as we were aiming to accelerate the progress of pupils who were below the expected curriculum level more. • <u>Most</u> of the planned actions were followed through. A greater focus on working to the scope and sequence of the maths programme. 	<ul style="list-style-type: none"> • Support and target all students below for 2023 • More one on one sessions with the students in our target group • Maths buddies created to support and encourage discussion • Moving away from ability grouping and towards a workshop approach where we know the learners' needs. • Identify areas of weakness of our at risk mathematicians and target them. • Target place value and basic facts • Develop action plans each term for the target group • Reflect as a teaching team on the progress of the learner
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Tātaritanga raraunga

<p>Planning for next Year:</p> <p>In 2023 the assessment targets will focus on:</p> <ol style="list-style-type: none"> 1. Reading: 14 children (Below their expected curriculum level, 3 year 2 students, 3 year 3 students, 2 year four students, 3 year 5 students and 3 year 7 students) 2. Writing: 16 children (Below their expected curriculum level, 1 year 2 student, 4 year 3 students, 4 year 4 students, 3 year 5 students and 4 year 7 students) 3. Mathematics: 15 children (Below their expected curriculum level, 3 year 2 students, 5 year 3 students, 2 year four students, 3 year 5 students and 2 year 7 students) <p><i>More information about specific targeted actions are included in the Hunterville School Charter.</i></p>			