

# Maraekākaho School

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



### School Directory

<b>Ministry Number:</b>	566
<b>Principal:</b>	Alexander (Sandy) Crawford
<b>School Address:</b>	68 Kereru Road, Maraekakaho
<b>School Postal Address:</b>	68 Kereru Road, R D 1, Hastings
<b>School Phone:</b>	06 874 9700, 027 8749700
<b>School Email:</b>	office@mkk.school.nz

**Accountant / Service Provider:** Eclypse Solutions 4 Schools Ltd

# Maraekākaho School

Annual Financial Statements - For the year ended 31 December 2024

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Report on how the school has given effect to Te Tiriti o Waitangi

# Maraekakaho School

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Nicola Elizabeth Nelson

Full Name of Presiding Member



Signature of Presiding Member

10 November 2025

Date:

Alexander D.A. Crawford

Full Name of Principal



Signature of Principal

10 November 2025

Date:

# Maraekākaho School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	1,516,595	1,327,997	1,404,109
Locally Raised Funds	3	191,924	123,700	91,175
Interest		6,750	4,000	8,134
Other Revenue		260	240	240
<b>Total Revenue</b>		1,715,529	1,455,937	1,503,658
<b>Expense</b>				
Locally Raised Funds	3	25,964	21,800	24,372
Learning Resources	4	1,068,862	960,503	975,039
Administration	5	118,536	118,078	121,145
Interest		1,745	1,219	639
Property	6	479,287	352,476	417,865
Loss on Disposal of Property, Plant and Equipment		1,800	-	1,042
<b>Total Expense</b>		1,696,194	1,454,076	1,540,102
<b>Net Surplus / (Deficit) for the Year</b>		19,335	1,861	(36,444)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		19,335	1,861	(36,444)

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

# Maraekākaho School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		304,302	270,000	329,783
Total Comprehensive Revenue and Expense for the Year		19,335	1,861	(36,444)
Contributions from MOE - Te Mana Tūhono		5,448	-	10,963
Distributions to MOE - Property Project		(23,537)	-	-
<b>Equity at 31 December</b>		305,548	271,861	304,302
Accumulated Comprehensive Revenue and Expense		305,548	271,861	304,302
<b>Equity at 31 December</b>		305,548	271,861	304,302

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.

# Maraekākaho School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	189,017	62,000	229,917
Accounts Receivable	8	77,798	65,000	60,865
GST Receivable		527	3,949	11,129
Prepayments		9,019	7,000	7,221
Inventories	9	3,082	2,000	1,460
Investments	10	59,850	60,000	57,323
Funds Receivable for Capital Works Projects	17	4,006	-	11,002
		343,299	199,949	378,917
<b>Current Liabilities</b>				
Accounts Payable	12	115,482	85,000	120,279
Revenue Received in Advance	13	36,645	3,000	69,560
Finance Lease Liability	15	13,467	8,000	5,880
Funds Held in Trust	16	19,862	-	26,716
Funds Held for Capital Works Projects	17	3,031	-	21,527
		188,487	96,000	243,962
<b>Working Capital Surplus/(Deficit)</b>		154,812	103,949	134,955
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	224,479	230,500	220,728
		224,479	230,500	220,728
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	55,122	52,588	41,430
Finance Lease Liability	15	18,621	10,000	9,951
		73,743	62,588	51,381
<b>Net Assets</b>		305,548	271,861	304,302
<b>Equity</b>		305,548	271,861	304,302

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

# Maraekākaho School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash Flows from Operating Activities</b>				
Government Grants		303,286	268,269	322,396
Locally Raised Funds		150,504	124,940	109,729
Goods and Services Tax (net)		10,442	39	2,496
Payments to Employees		(190,580)	(170,654)	(193,480)
Payments to Suppliers		(230,438)	(205,056)	(216,504)
Interest Paid		(1,745)	(1,219)	(639)
Interest Received		6,868	4,000	7,733
Net Cash from/(to) Operating Activities		48,337	20,319	31,731
<b>Cash Flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(40,359)	(49,319)	(29,191)
Purchase of Investments		(2,527)	20,000	(1,887)
Net Cash from/(to) Investing Activities		(42,886)	(29,319)	(31,078)
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	10,963
Contributions from Ministry of Education		(16,478)	-	-
Finance Lease Payments		(11,519)	(2,000)	(7,846)
Funds Administered on Behalf of Other Parties		(18,354)	-	(63,387)
Net Cash from/(to) Financing Activities		(46,351)	(2,000)	(60,270)
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>				
		(40,900)	(11,000)	(59,617)
Cash and Cash Equivalents at the Beginning of the Year	7	229,917	73,000	289,534
<b>Cash and Cash Equivalents at the End of the Year</b>	7	<b>189,017</b>	<b>62,000</b>	<b>229,917</b>

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

# Maraekākaho School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Maraekākaho 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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*

The 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 14.

###### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. 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 22.

#### *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.

### **c) 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.

### **d) 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.

**e) 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.

**f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's 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.

**g) Inventories**

Inventories are consumable items held for sale and are 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.

**h) 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 material.

**i) 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:

Land and Building Improvements	10 - 50 years
Furniture and Equipment	3 - 20 years
Information and Communication Technology	3 - 5 years
Intangible Assets	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**j) 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.

**k) 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 and annual leave earned, by non teaching staff, 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.

### **I) Revenue Received in Advance**

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

### **m) 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.

### **n) 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.

### **o) 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.

### **p) 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 and finance lease 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.

### **q) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

### **r) Budget Figures**

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

### **s) 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	294,671	305,449	307,767
Teachers' Salaries Grants	843,333	744,671	767,641
Use of Land and Buildings Grants	372,704	275,268	326,092
Other Government Grants	5,887	2,609	2,609
	<b>1,516,595</b>	<b>1,327,997</b>	<b>1,404,109</b>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	77,926	92,000	56,106
Fees for Extra Curricular Activities	4,399	4,600	3,910
Trading	23,183	19,200	19,207
Fundraising and Community Grants	82,334	4,000	7,724
Other Revenue	4,082	3,900	4,228
	<b>191,924</b>	<b>123,700</b>	<b>91,175</b>
<b>Expense</b>			
Extra Curricular Activities Costs	4,813	5,100	4,781
Trading	19,506	16,200	17,816
Fundraising and Community Grant Costs	1,645	300	1,679
Other Locally Raised Funds Expenditure	-	200	96
	<b>25,964</b>	<b>21,800</b>	<b>24,372</b>
<b>Surplus/ (Deficit) for the Year Locally Raised Funds</b>			
	<b>165,960</b>	<b>101,900</b>	<b>66,803</b>

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Curricular</b>			
Information and Communication Technology	34,986	47,830	37,260
Employee Benefits - Salaries	3,547	3,000	5,330
Staff Development	967,275	844,385	886,386
Depreciation	19,024	24,000	8,777
Other Learning Resources	42,354	40,088	36,134
	<b>1,676</b>	<b>1,200</b>	<b>1,152</b>
	<b>1,068,862</b>	<b>960,503</b>	<b>975,039</b>

## 5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	8,019	5,900	5,536
Board Fees and Expenses	6,625	8,250	8,319
Other Administration Expenses	17,364	21,693	20,232
Employee Benefits - Salaries	72,620	68,440	74,533
Insurance	7,008	6,895	6,025
Service Providers, Contractors and Consultancy	6,900	6,900	6,500
	<b>118,536</b>	<b>118,078</b>	<b>121,145</b>

## 6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	24,091	24,000	23,087
Cyclical Maintenance	13,692	9,508	14,170
Heat, Light and Water	17,567	18,500	16,988
Repairs and Maintenance	39,932	13,700	26,748
Use of Land and Buildings	372,704	275,268	326,092
Other Property Expenses	11,301	11,500	10,780
	<b>479,287</b>	<b>352,476</b>	<b>417,865</b>

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	189,017	62,000	229,917
Cash and cash equivalents for Statement of Cash Flows	<b>189,017</b>	<b>62,000</b>	<b>229,917</b>

Of the \$189,017 Cash and Cash Equivalents, \$3,031 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$189,017 Cash and Cash Equivalents, \$36,645 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$189,017 Cash and Cash Equivalents, \$33,455 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$189,017 Cash and Cash Equivalents, \$19,862 is held by the School on behalf of the Maraekakaho Friends of School.

## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	6,505	-	2,811
Receivables from the Ministry of Education	3,943	-	1,600
Interest Receivable	699	-	817
Teacher Salaries Grant Receivable	66,651	65,000	55,637
	<b>77,798</b>	<b>65,000</b>	<b>60,865</b>
Receivables from Exchange Transactions	7,204	-	3,628
Receivables from Non-Exchange Transactions	70,594	65,000	57,237
	<b>77,798</b>	<b>65,000</b>	<b>60,865</b>

## 9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	1,987	500	327
School Uniforms	1,095	1,500	1,133
	<b>3,082</b>	<b>2,000</b>	<b>1,460</b>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	59,850	60,000	57,323
Total Investments	<b>59,850</b>	<b>60,000</b>	<b>57,323</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land & Building Improvements	72,240	-	-	-	(2,371)	<b>69,869</b>
Furniture and Equipment	102,156	18,291	-	-	(23,160)	<b>97,287</b>
Information and Communication Technology	10,970	1,565	(144)	-	(2,542)	<b>9,849</b>
Intangible Assets	1,269	-	-	-	(1,088)	<b>181</b>
Leased Assets	14,804	26,324	-	-	(11,113)	<b>30,015</b>
Library Resources	19,289	1,725	(1,656)	-	(2,080)	<b>17,278</b>
	<b>220,728</b>	<b>47,905</b>	<b>(1,800)</b>	<b>-</b>	<b>(42,354)</b>	<b>224,479</b>

The net carrying value of furniture and equipment held under a finance lease is \$30,015 (2023: \$14,804)

### 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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Land & Building Improvements	118,570	(48,701)	69,869	118,570	(46,330)	72,240
Furniture and Equipment	375,358	(278,071)	97,287	357,495	(255,339)	102,156
Information and Communication Technology	49,514	(39,665)	9,849	49,215	(38,245)	10,970
Intangible Assets	6,587	(6,406)	181	6,587	(5,318)	1,269
Leased Assets	44,218	(14,203)	30,015	33,359	(18,555)	14,804
Library Resources	97,919	(80,641)	17,278	99,683	(80,394)	19,289
	<b>692,166</b>	<b>(467,687)</b>	<b>224,479</b>	<b>664,909</b>	<b>(444,181)</b>	<b>220,728</b>

## 12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	33,829	14,000	56,855
Accruals	6,768	6,000	5,535
Employee Entitlements - Salaries	72,153	65,000	55,639
Employee Entitlements - Leave Accrual	2,732	-	2,250
	<b>115,482</b>	<b>85,000</b>	<b>120,279</b>
Payables for Exchange Transactions	115,482	85,000	120,279
	<b>115,482</b>	<b>85,000</b>	<b>120,279</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	23,380	-	18,309
Other revenue in Advance	13,265	3,000	51,251
	<b>36,645</b>	<b>3,000</b>	<b>69,560</b>

#### 14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	41,430	35,968	27,260
Increase to the Provision During the Year	16,511	9,508	14,170
Other Adjustments	(2,819)	7,112	-
Provision at the End of the Year	<b>55,122</b>	<b>52,588</b>	<b>41,430</b>
Cyclical Maintenance - Non current	55,122	52,588	41,430
	<b>55,122</b>	<b>52,588</b>	<b>41,430</b>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan, painting quotes supplied in 2023, and 3% price increase for 2024.

#### 15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	13,467	8,000	5,880
Later than One Year and no Later than Five Years	22,375	12,000	12,424
Future Finance Charges	(3,754)	(2,000)	(2,473)
	<b>32,088</b>	<b>18,000</b>	<b>15,831</b>
<b>Represented by</b>			
Finance lease liability - Current	13,467	8,000	5,880
Finance lease liability - Non current	18,621	10,000	9,951
	<b>32,088</b>	<b>18,000</b>	<b>15,831</b>

#### 16. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	19,862	-	26,716
	<b>19,862</b>	<b>-</b>	<b>26,716</b>

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

## 17. 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, and includes retentions on the projects, if applicable.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Outdoor Permanent Cover - 221883		12,168	-	(39,711)	23,537	(4,006)
A E Partial DQLS & ILE Upgrade - 228966		(11,002)	201,596	(187,563)	-	3,031
Carpark Safety Project		9,359	49,273	(58,632)	-	-
Totals		10,525	250,869	(285,906)	23,537	(975)

### Represented by:

Funds Held on Behalf of the Ministry of Education	3,031
Funds Receivable from the Ministry of Education	(4,006)

Where project costs exceed Ministry funding, and therefore, the Board provide funding to complete and close out the project from retained surpluses. The Board contribution is treated as a donation to the Ministry of Education via a distribution through equity.

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Outdoor Permanent Cover - 221883		55,601	1,660	(45,093)	-	12,168
A E Partial DQLS & ILE Upgrade - 228966		9,451	-	(20,453)	-	(11,002)
Carpark Safety Project		(3,746)	27,231	(14,126)	-	9,359
Totals		61,306	28,891	(79,672)	-	10,525

### Represented by:

Funds Held on Behalf of the Ministry of Education	21,527
Funds Receivable from the Ministry of Education	(11,002)

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,905	2,515
<i>Leadership Team</i>		
Remuneration	252,453	302,034
Full-time equivalent members	2.00	2.50
Total key management personnel remuneration	<u><u>255,358</u></u>	<u><u>304,549</u></u>

There are 5 members of the Board excluding the Principal. The Board has 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.

### *Principal*

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### *Other Employees*

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	0.00
110 - 120	1.00	1.00
	<u><u>2.00</u></u>	<u><u>1.00</u></u>

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:

	2024 Actual \$0	2023 Actual \$0
Total	\$0	\$0
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 22. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$45,445 (2023:\$56,965) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
A E Partial DQLS & ILE Upgrade - 228966	\$ 45,445
<b>Total</b>	<b>45,445</b>

### (b) Operating Commitments

As at 31 December 2024, the Board has not entered into any operating commitments.

(Operating commitments at 31 December 2023: \$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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	189,017	62,000	229,917
Receivables	77,798	65,000	60,865
Investments - Term Deposits	59,850	60,000	57,323
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>326,665</b>	<b>187,000</b>	<b>348,105</b>

**Financial Liabilities Measured at Amortised Cost**

Payables	115,482	85,000	120,279
Finance Leases	32,088	18,000	15,831
Total Financial Liabilities Measured at Amortised Cost	<b>147,570</b>	<b>103,000</b>	<b>136,110</b>

**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.

# **Maraekākaho School**

## **Kiwisport Report**

For the year ended 31 December 2024

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$2,078 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF MARAEKAKAHO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Maraekakaho School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 10 November 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

The Board 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.

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information obtained at the date of our report is the Presiding member/principal's report, List of school board members, Statement of Variance, Evaluation Statement School's Students' Progress and Achievement, Statement of Effect to Te Tiriti O Waitangi, Statement of Compliance with Employment Policy, Statement of Responsibility, and Kiwispot Report, 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 (including International Independence Standards)* (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

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



Philip Pinckney  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
Hastings, New Zealand



*Maraekakaho School  
Annual Report 2024*

# Presiding member/principal's report



## Our Learning Highlights

As we come to the end of the school year, it is a great opportunity to celebrate the incredible learning and achievements of our children and community as a whole. We are more than just a country school. We punch well above our size.

This year we embarked on our BSLA structured literacy journey, implementing the systematic teaching of reading in the Junior team.

We had our 3 Junior teachers and 2 Reading Recovery teachers training in Better Start Literacy Approach during Term 3 and 4 completed the University of Canterbury micro credential alongside teaching in classes.

- The implementation of the government funded programme has been a great success at MKK. It has significantly reduced the cognitive load for children in literacy and given them the sounds they need to read words automatically. This has also helped to lift the writing levels of children across the board in Year 1 - 3
- The teachers who are trained are looking forward to continuing with BSLA and we will be part of the new Year 4 - 8 BSLA programme starting in early 2025

In our Senior team the teachers and support staff have worked hard with the children to make great strides with their learning as we move from our current curriculum and embark on teaching and learning with the new refreshed curriculum next year. This is the last time we will be reporting using our current curriculum levels in English and Maths. 2025 sees the introduction of the refreshed NZ Curriculum which has students assessed in Year groups within phases of learning.

The achievements of our Year 4 - 8 students to celebrate this year are

- a third of our Year 4 - 8 students exceeding National Curriculum expectations in Reading with 95% of children making positive progress.
- 80 % of our maori students reaching or exceeding expectation in writing, up 52%
- 76% of our students at or above expectation in Mathematics with all our target students make progress towards national expectation
- We implemented the TLF Maths programme this year to support our children and teachers as we unpack the new Maths Curriculum in 2025

We have continued to implement our Tier 1 Positive Behaviour for Learning systems based on our school values with children have enjoyed Rewards afternoons for their positive behaviour. We also had our MKK Big day out in Napier going to the Aquarium and Ocean Spa for the day.

Next year we will again be teaching the Navigating the Journey programme as part of our 2 year cycle to help children understand the importance of positive relationships and caring for themselves.

We have a very committed, talented team and we are very lucky to have each and every one of them working at MKK. Thank you Sammie for mentoring the EIT candidate teachers we have had this year and supporting them with their practicums and course work.

We completed our work with our ERO (Education Review Office) partner this year. Throughout the process we were able to proudly share the great learning going on in the classrooms and show her clear evidence of all the priorities we have been developing. We were very proud our ERO partner identified she could clearly see;

- all learners were achieving in reading, writing, maths
- The progress and achievement of students is equitable
- we have a focus on accelerated progress for target students
- Our diverse learners are quickly identified and responded to

- there were strong transition practices in place to identify children's needs and that foundation skills are taught through structured programmes
- we have a respectful and inclusive environment that supports learning and teaching
- we have highly committed and collaborative leaders and teachers who support the improvement journey to ensure there are excellent outcomes for learners
- we have strong partnerships with our parents and whānau
- the implementation of PB4L Tier 1 systems



## Our Sporting Highlights

On the sporting front, children took part in our cluster swimming sports, cross country and athletics. Our children competed in local cricket, touch rugby, netball and hockey competitions. We could not offer these experiences without you.

Thank you to our sports coaches for giving up their time to train and manage teams after school and on weekends so our children can play cricket, touch rugby, netball and hockey

We hosted the inaugural MKK Trophy one day sports tournament in August. We invited netball, soccer, rugby and hockey teams from Pukehaumoamoa, Twyford and Bridge Pa Schools to come and compete in a round robin competition. All teams played each other with points accumulated throughout the day. At the end of the day Maraekakaho School won the competition. It was a great opportunity for our full primary schools to come together to compete. It also provided our FOS groups a chance to cater the event and raise funds.

We look forward to hosting the MKK Trophy again in 2025.



## Our Cultural Highlights

- All children at school took part in Kapa Haka each week under the guidance of Miss Gardner and Matua Mike. The Senior children were amazing at our Kahui ako Kapa haka celebration at Karamu High School
- We had a very successful Matariki evening under the canopy with our community joining the children to listen to performances, and share the lovely soup and bread. Everyone went on a hikoi around the school so our new students could place their riverstone in the garden
- Next year we look forward to putting on a school show to give our children the opportunity to perform on stage



## Our Community Highlights

- In our Community we had an incredibly engaging pest inquiry where the children tracked pests in their local area and with the help of HBRC and our parents, made some amazing pest traps. Thank you Mr Golden for leading this awesome localised learning. Other highlights included
- The incredibly successful Year 5/6 camp at Wakarara and our new Year 7/8 ski camp at Whakapapa were both great highlights. Thank you Mrs V for driving the organisation of this to make it happen
- The return of MKK Market day was immense and an amazing experience. A huge thank you to Charlotte Macphee, Jay Sorensen and the committee for their terrific efforts organising a fantastic event which raised over \$60 000 for the school and Gumboots

- Thank you to Tracy Ashworth and the Friends of the School team for their great fundraising efforts this year. The pie sales, running sausage sizzles, and catering for our MKK Trophy day were great fundraisers.
- The funds have been used to purchase the Agility with Sound programme, to purchase the Year 8 pounamu gifts from the school community, to help subsidise our camps and purchase additional bark for the playground. Thank you for all you do
- Our Board have undertaken many significant projects in the school grounds this year with the help of the Rural Support fund. A huge thank you though to Laura Wade, Renee Ebbett, their husbands and families for the hours they have put in constructing our new swing area, spreading the mountains of bark on the playground, installing the shade sails and organising these projects. We are very fortunate to have such a committed, hands-on Board. Thank you Nic, Sam, Anna, Renee and Laura for all you do.
- We have had a lot of building developments this year with the completion of our long awaited canopy at the beginning of the year, the ILE upgrade of Whakapirau and Kereru classes and the Small Schools upgrade
- We also had the completion of the car park project with a new path going in to connect the office to the Explorers gate and the entrance gate being realigned to make for a better flow of traffic
- Connections to their past also included special ANZAC Day commemorations

## List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Nic Nelson – presiding member	
Diana Bezares Manzanares	resigned
Anna Couchman	
Laura Wade	
Sam Golden - Staff rep	
Rene Ebbett	
Sandy Crawford - Principal	

# Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanations for any differences and how you will address targets that were not achieved.]

<b>Strategic Goal 1</b>	To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships.		
<b>Annual Target/Goal</b>	A. Continue focus on accelerated progress for target learners through understanding their metacognitive processing b. Refresh our Mathematics curriculum and review structured literacy practices at MKK		
<b>Actions Taken What have we done?</b>	<b>How do we know? (Evidence)</b>	<b>Reasons for variance in relation to achieving the goal</b>	<b>Evaluation Where to next?</b>
<ul style="list-style-type: none"> <li>Joined TLF Maths cluster. TOD 26/1 at Havelock North Intermediate</li> <li>Sam attended cluster PLD then ran staff meetings to share the use of rich tasks and TLF formative assessment rich routines</li> <li>Staff took part online webinars during the year</li> <li>Year 4 - 8 signed up for Mathletics online learning</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>25% of students achieved above NZ Curriculum expectation</li> <li>76% of students achieved at or above NZ Curriculum expectation</li> <li>42% increase in number of students at or above expectation</li> <li>97% of students have made progress</li> </ul>	Teachers conferenced with students individually or during group sessions on their learning to provide specific feedback based on our learning goals.  Staff meetings focused on the need for Explicit teaching <ul style="list-style-type: none"> <li>defining and sequencing objectives clearly</li> <li>visualising steps to manage learning</li> <li>modelling to deepen concepts</li> </ul>	Governments stipulation that the strategic goals of school need to focus on: <ul style="list-style-type: none"> <li>Implementing new English curriculum</li> <li>Implementing new Mathematics curriculum</li> <li>Attendance</li> </ul> These goals will be the basis of the 2025 Strategic plan. They include: <ul style="list-style-type: none"> <li>Embed effective teaching strategies in mathematics to</li> </ul>

<ul style="list-style-type: none"> <li>• Jen met regularly with RTLB liaison and carried out student assessments with teachers for RTLB applications</li> <li>• Sandy visited classes to gather baseline data on how maths learning sessions are run and to provide feedback</li> <li>• ESOL funding application to MOE for two new South African students</li> <li>• Received RTLB support for individual students in the Junior school and a group of students in Senior school</li> <li>• Two reading recovery teachers supported Year 2 students to make accelerated progress with reading and writing Term 1 - 3</li> <li>• Staff Teacher-only day planned for 31 May</li> <li>• Teachers shared their Maths TAI data and areas they have identified to work on with their target group at Staff Meetings</li> <li>• Received BSLA funding for Structured literacy. Reading recovery and Junior teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students working towards are sitting one sub level below expectation</li> <li>• 17/18 target students have made progress towards NZ Curriculum end of year expectation</li> <li>• 11/15 - 73% Maori students have reached the NZ Curriculum expectation. 44% increase</li> <li>• 3 students are new to New Zealand and are ESOL - 1 Year 7, 1 Year 4, 1 Year 2</li> <li>• 2 students are high needs and have specific support</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring of progress with timely discussions</li> </ul> <p>Using a mix of Surface tasks, Rich problems and Rich Routines enabled teachers and students to access develop the tools to solve problems and reflect on their understanding.</p> <p>Teachers Mathematics (TAI) Teaching as Inquiry had specific strategies to try with their target group. They regularly shared with colleagues the strategies they used to support students, gaining feedback and other ideas on how to support their targets. These sessions occurred frequently throughout the year. This helped to</p> <ul style="list-style-type: none"> <li>• guide teachers in the investigative processes</li> <li>• support inclusivity and resilience when faced with a challenge</li> <li>• uses flexible groups and new learning approaches</li> <li>• allow time to reflect on strategies used</li> </ul>	<p>further support target students to reflect on their learning and progress.</p> <p>Continue working with TLF Mathematics cluster to build expertise and teacher capacity to support our learners</p> <p>Focused support for our Year 5 and ESOL students.</p> <p>Deputy Principal/SENCO to be released from class fulltime to run 10 week Tier 2 interventions to support accelerated student progress in Literacy.</p> <p>Introduction of 20 week phonics checks.</p> <p>SM create an action plan to continue our focus on accelerated progress for target learners and implementing refreshed curriculum.</p>
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<p>completed training. Jen facilitator</p> <ul style="list-style-type: none"> <li>• Received MOE funding to provide Tier 2 BSLA support</li> <li>• Looked at trends in PAT data with Senior teachers and areas we can focus on to support learners</li> <li>• Agility with Sound resource purchased to support Yr 4 - 8 children who need to make accelerated progress in literacy</li> <li>• Mid year assessments completed by teachers in preparation for reports</li> <li>• Sandy ran extension Maths programme one block a week for a group of Year 7/8 students to enrich and extend</li> <li>• Teacher only day in Term 4 to look at implementation of the Refreshed NZ Curriculum and the guiding principles <ul style="list-style-type: none"> <li>◦ te Tiriti o Waitangi</li> <li>◦ broad view of success</li> <li>◦ high expectations for akonga</li> </ul> </li> <li>• Kahui ako Year 7/8 teacher hui with secondary teachers to</li> </ul>		<p>Teachers' needs analysis for their students in Term 1 and 3 focused them on specific needs their learnings needed and what they could do to support their target students.</p> <p>Feedback to teachers after SM PGC observations to discuss next steps with teaching goals in mathematics.</p> <p>Discussions in team and staff meetings around students who are having difficulties making expected progress and shared possible strategies to support them.</p> <p>Share children's successes with families on HERO, Seesaw, parent conferences and in the newsletter.</p> <p>Year 5/6 and 7/8 extension maths groups set up to promote students achieving above expectation and give them the opportunity to prepare and compete in Mathletics competition.</p>	<p>Unpack the Refreshed Curriculum, as a staff and gain an understanding of the new phases and expectations at each year level.</p> <p>Take part in MOE PLD to support teacher understanding of Mathematics aspect of refreshed Curriculum</p> <p>Once we have developed an understanding of the phases, develop new student learning goals aligned with each year level.</p> <p>Work with HERO to develop and share the new learning goals and expectations with families.</p> <p>Opt in to MOE Mathematics resourcing opportunity</p> <ul style="list-style-type: none"> <li>• Numicom for Yr 0 – 4 as the equipment available with it will support with Mathematics learning</li> </ul>
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<ul style="list-style-type: none"> <li>look at reading/writing teaching and learning</li> <li>Class Needs Analysis completed Term 1 and 3 by all teachers in relation to National Curriculum expectations</li> <li>Term 4 BSLA review SWOT analysis with all teachers who engaged in learning</li> </ul>		<p>Jen attended BSLA facilitator training in Christchurch at CU 24-26/7. Jen, Sammie, Pauline and Vanessa completed 10 week BSLA training taking a group of 10 students each for an hour a day.</p> <p>End of Year testing completed and data collated by teachers in reading, writing and maths against National Curriculum levels. Principal analysed data and shared with teachers and Board, focusing on areas to develop in 2025.</p>	<ul style="list-style-type: none"> <li>Maths No Problem in Year 5 – 8 as it has a very clear, structured scope and sequence aligned with the refreshed curriculum</li> </ul> <p>Access MOE PLD available to support implementation of these two programmes.</p> <p>Unpack each learning area to draw from the science of learning to provide a knowledge base and guidance for teachers. Teachers use this to help make purposeful decisions about how to teach the learning area's content in ways that are inclusive of all students.</p> <p>Unpack</p> <ul style="list-style-type: none"> <li>Designing a comprehensive teaching and learning programme</li> <li>Using assessment to inform teaching</li> <li>Planning</li> </ul>
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			<p>Apply for MOE PLD to enable the remainder of teachers (Yr 4 – 8) to be trained in Structure Literacy. Apply to BLSA to provide this support.</p> <p>Continue to run extension Maths programme one block a week for a group of Year 4 - 6 students to enrich and extend their problem solving ability</p>
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<b>Strategic Goal 2</b>	To maximise the unique rural context of the community to support learning and provide opportunities to gain an understanding of the world around us. (NELP Obj 1 # 2)		
<b>Annual Target/Goal</b>	Explore how the rich localised context of Maraekakaho can engage learning in an authentic way		
<b>Actions Taken What have we done?</b>	<b>How do we know? (Evidence)</b>	<b>Reasons for variance in relation to achieving the goal</b>	<b>Evaluation Where to next?</b>
<ul style="list-style-type: none"> <li>Toitoi purchased to give our Year 8 leavers at farewell evening along with their riverstone to keep them connected to MKK</li> <li>Whole school travelled to Kereru School for inter school cross country</li> <li>Market Day was a huge success and a fantastic community event</li> <li>Year 7/8 students made biscuit mix and other food products to sell as well as activities for children to do on the day. Community donations came in for this</li> <li>Purchased two vege pods with Fuel for Schools vouchers. Amandas and Year</li> </ul>	<ul style="list-style-type: none"> <li>Very successful Year 8 leavers celebration at local winery with their families where they received a toitoi, the blessed pounamu they had carved and a photo book of their time at MKK</li> <li>Ngaratawa class were fully engaged in the process of growing vegetables in the vege pods and making food sourced from it</li> <li>All new children painted a river stone and with their parents placed it in the school front garden on Matariki night to build a connection with the awa</li> <li>Market Day 2024 incredibly successful with the event</li> </ul>	<p>Inquiry planning focussed on opportunities to utilise our local environment.</p> <p>Engaged our parent community to get their feedback on how can further utilise our local community.</p> <p>Term 3 planning included continuing with Water inquiry, Art intensive for 2 weeks, Digi tech for 4 weeks leading into an open afternoon to display art and digi learning presented at assemblies.</p> <p>Robotics team prepared for and competed in Regional competition.</p>	<p>Community consultation carried out to get feedback on our strategic goals and uniform.</p> <p>Investigate 'Take a kid' hunting competition as a community event.</p> <p>Plan for another production 2025.</p> <p>Inquiry learning looking at dairy farming in our area and the process from Grass to Glass. Visit a local dairy farm.</p> <p>Year 7 - 8 students preparing for a stall for Market Day selling food products they make and games they are running.</p>

<p>2/3 students grew vegetables in them</p> <ul style="list-style-type: none"> <li>• Mangatahi class attended Karamu High School production of Annie in May supported by parent transport</li> <li>• Year 8 boys attended STEAM programme at St Johns College Term 2</li> <li>• Very successful Innovation Inquiry focussed on pests in our environments and how we manage these through tracking and trapping</li> <li>• MKK ANZAC ceremony for the children at the monument</li> <li>• Very successful Year 7/8 Ski camp led by Anna V to Whakapapa ski field</li> <li>• Renamed classes to local roads in our community to build a stronger connection. <ul style="list-style-type: none"> <li>◦ Raukawa</li> <li>◦ Ngatarawa</li> <li>◦ Whakapirau</li> <li>◦ Kereru</li> <li>◦ Mangatahi</li> </ul> </li> </ul> <p>Incredibly successful MKK Community</p>	<ul style="list-style-type: none"> <li>• taking place for the first time in 3 years. A significant amount of money raised for the school and Gumboots ECT</li> <li>• Year 7/8 class made amazing products to sell at the school stall</li> <li>• Senior children fully engaged in trap making day with family members supporting. An authentic connection to learning in our environment which all children were engaged in. Setting traps at the local river and checking them supported the children's understanding that they are kaitiaki for our river</li> <li>• A number of children and their families attended the MKK ANZAC day service</li> <li>• 29/4 the school went to the monument to share our own ANZAC day commemoration</li> </ul>	<p>Local graphic designer created a new school crest with toitoi, the river included.</p> <p>Amanda started gardening with Ngatarawa class using the two new garden pods</p> <p>Members of staff part of the local MKK Focus groups which connects what is happening in the community to the learning opportunities we offer.</p> <p>Connecting with experts in the community to support learning opportunities for our tamariki.</p> <p>All classes engaged in art projects during school-wide Art intensive. Held an open afternoon on the last day of Term 3 for parents to view art display.</p> <p>Year 5/6 EOTC at local camp Wakarara</p>	<p>Successful Pet day with all our community involved.</p>
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<p>Matariki evening 20/7</p> <ul style="list-style-type: none"> <li>• 95% of families at the event</li> <li>• Local kaumatau and whanau lead karakia</li> <li>• All new students visited the river to collect stones to build a connection with whenua and awa. Hikoi to place them in the school front garden</li> <li>• Soup and bread made by students and shared with community</li> </ul>	<p>Students took part in A&amp;P Society art competition. Theme was food that comes from the farm – Farming feeds the whanau</p> <p>Utilising Year 7/8 learning opportunities at tech classes to create produce for Market day</p> <p>Children making more of a connection to ANZAC day through learning at school which encouraged them to attend the community commemoration.</p>	
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<b>Strategic Goal 3</b>	Develop a resilient attitude to learning and empathy for others so everyone at Maraekakaho feels safe, appreciated and included for who they are. (NELP Obj 3 # 6)		
<b>Annual Target/Goal</b>	Complete the implementation of PB4L Tier 1 systems at Maraekakaho with fidelity		
<b>Actions Taken What have we done?</b>	<b>How do we know? (Evidence)</b>	<b>Reasons for variance in relation to achieving the goal</b>	<b>Evaluation Where to next?</b>
<ul style="list-style-type: none"> <li>Started the year with our four new values - Respect, Responsibility, Aroha and Bravery</li> <li>Each term Jen led staff discussion to decide the 'in class' focus behaviours for each of these values and teaching schedule</li> <li>Staff social committee set up to organise termly staff social events to support well-being</li> <li>Received funding for Anna and Year 6 – 8 class to work with Student Growth Culture facilitator. Received 60 hours of support during the year. Facilitator worked with</li> </ul>	<ul style="list-style-type: none"> <li>We will know this has been successful when the children can use the language to solve conflict in the playground and teachers can prompt the use of 'Show me 5' in all settings across the school</li> <li>Akonga use "I can handle it" tool to resolve conflict on the playground in a confident way</li> <li>New values ready to be unpacked and implemented school-wide</li> <li>When SET is completed over 80% of students and staff will know our new values and</li> </ul>	<p>Commitment from board, staff and community to support the PB4L process.</p> <p>Structured PB4L Tier 1 implementation programme run by MOE facilitators.</p> <p>PB4L lead and coach attended training days with facilitator.</p> <p>Action plan developed to rollout stages of implementation.</p>	<p>Continue to embed new school values with students and community.</p> <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> <li>Aroha</li> <li>Bravery</li> </ul> <p>Utilise PB4L funding to visually display values around the school as well as iconic aspects of the MKK community.</p> <p>Michaela Baker approached us regarding running 6 week PE lessons with each class each term in 2025. She is applying for funding and will get back to me when she finds out the outcome.</p>

<p>class for 3 days at the start of Term 2 then develop plan</p> <ul style="list-style-type: none"> <li>• Sam and Jen attending PB4L training days during the year</li> <li>• MKK Blg Day out in Term 4 to celebrate children's positive behaviour throughout the year. Bused to Ocean Spa and the National Aquarium in Napier</li> <li>• PB4L Behaviour hotspots exercise with staff led by Jen</li> <li>• School Emotional regulation coaching sessions run with staff by Jen</li> </ul>	<ul style="list-style-type: none"> <li>• what they mean</li> <li>• Akonga developing resilience in all settings across the school and learning to deal with difficult situations</li> </ul>	<p>Values imbedded in the school and had a value focus with specific behaviour each week.</p> <p>Strong structures in place regarding affirmation of positive behaviour and teachers supporting students with diverse behaviours.</p> <p>Staff meetings run by Jen to look at PB4L data and discuss systems to help children be more responsible.</p> <p>Teaching and support staff attending PB4L training days and feeding back to wider staff next steps in our process.</p> <p>SM discussed the need for us to review how we acknowledge positive behaviours at MKK. As a staff we reviewed our current system and decided on new initiatives to trial.</p> <p>Started House playground values competition in Term 4 to promote positive behaviour. Winning house gets a reward at the end of term.</p>	<p>Develop system for teaching expected behaviours attached to each value</p> <p>Review our systems for reinforcing expected behaviours</p> <p>Revisit 'Show me 5' to support dealing with playground conflict - Did you handle it</p> <p>To foster a school environment that promotes inclusive play and shared understanding of inclusive practices among students, staff, and the wider school community.</p>
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Whole school trip to Napier for the school Big Day out to celebrate positive behaviour shown throughout the year.

Life Education truck at MKK Term 4 Wk 4 to teach each class a Health unit selected by the teacher with focus on relationships with others and making positive choice.

<b>Strategic Goal 4</b>	Their identity, language, culture, and whakapapa are respected and valued. (NELP Obj 1 # 1)		
<b>Annual Target/Goal</b>	Maraekakaho students and their families understand the importance of their cultural heritage and that of tangata whenua		
<b>Actions Taken What have we done?</b>	<b>How do we know? (Evidence)</b>	<b>Reasons for variance in relation to achieving the goal</b>	<b>Evaluation Where to next?</b>
<ul style="list-style-type: none"> <li>Connected with all maori whanau to discuss values their family uphold and aspirations for their children</li> <li>Toitoi purchased to give our Year 8 leavers at farewell along with their riverstone to connect them to MKK</li> <li>Donnelle and Kahui ako AST take whole school for kapa haka practices each week</li> <li>SM team and staff decided to rename classrooms after prominent roads in the area and schools no longer open. Consulted with Kereru about this <ul style="list-style-type: none"> <li>Room 6 - Mangatahi</li> <li>Room 5 - Kereru</li> <li>Room 4 – Whakapirau</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>First hand feedback after conversations with all maori whanau asking them what success looks like for their children at MKK and the values they feel are important as part of our school values consultation</li> <li>Boys built mana through the Mana Enhancement Wheel and Taonga Maori activities</li> <li>Less pastoral incidents recorded in Terms 3 and 4 for boys in ME groups.</li> <li>Boys in Mana enhancement group were more involved with the other boys in the class, becoming more positive and proud to share</li> <li>Children who had never been to the river before going for the</li> </ul>	<p>Support from Kahui Ako AST who has experience with Kapa Haka and the tikanga which sits alongside this.</p> <p>Resources created to support this teaching and now available on Kahui website.</p> <p>Very successful whole school visit to Korongata Marae 24/6. Review done</p> <p>MKK Matariki celebration at school 2/7. Fantastic night with lantern walk, waiata, soup and sausage sizzle</p> <p>Year 8 students carving their own pounamu with an expert carver helped them learn the tikanga</p>	<p>Connect with Ngati Kahungunu inc to supporting learning about tangata whenua history in the area.</p> <p>Look to take all students to Kahui kapa haka festival next time if we can get funding from the Kahui for buses.</p> <p>Rename our class spaces from numbers to prominent roads in our community.</p> <p>Build a connection with the local marae to establish an enduring relationship - Plan another school visit to Korongata marae in 2 or 3 years.</p>

<ul style="list-style-type: none"> <li>○ Room 3/library - Ngatarawa</li> <li>○ Explorers - Raukawa</li> <li>● New MKK logo to connect to the place where the school stands. Toitoi represents our name Maraekakaho - place of the kakaho, and the Ngaruroro river is the life giving essence that runs through our community, supporting rural life</li> <li>● Year 8 students carved their own pounamu with skilled carver as a gift from school. Blessed by kaumatua and presented at Prize giving</li> <li>● SM working with MOE advisor to further develop our Local curriculum plan, integrating further connections to mana whenua</li> <li>● Very successful whole school visit to Korongata Marae hosted by Bridge Pa School. Parents joined us. Donnelle organised singing preparations</li> </ul>	<ul style="list-style-type: none"> <li>● first time on our school trip and making a connection.</li> <li>● Great attendance from our families at our Matariki celebration and they all thoroughly enjoyed the soups and bread made by the students</li> <li>● Senior children fully engaged in kapa haka when taken by parent who had a lot of experience in performing and being a part of a successful kapa haka group</li> </ul>	<p>behind this and gave them a taonga to connect them with the school and river.</p> <p>Teachers providing quality learning experiences for children that develop and enhance their understanding of tikanga maori and traditional maori celebrations</p> <p>SM focus on connecting students to their local environment, in particular the awa and ensuring they gain an understanding of how important this connection is in tikanga maori.</p> <p>Expert support with boys Mana enhancement from RTLB</p> <p>Children bringing their own river stones back to school ensured there was an enduring connection and they will take this away with them when they leave in Year 8.</p>	<p>Senior kapa haka group to take part in Kahui ako kapa haka festival</p>
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- Senior students took part in Kahui ako kapa haka festival 21/11

Incredibly successful MKK Community Matariki evening 20/7

- Year 6-8 class made soup and bread for the evening
- 95% of children and families at the event
- Local kaumātua started evening with karakia. Grandson led karakia kai
- New students visited river to collect stones to build connection with whenua/awa
- Stones painted and placed in school front garden

# Evaluation and analysis of the school's students' progress and achievement (required)

This evaluation and analysis shows how all your students have progressed and achieved over the last year.

This is the last time we will be reporting using our current curriculum against the levels of achievement. 2025 sees the introduction of the refreshed NZ Curriculum which has students assessed in Year groups within phases of learning

## Mathematics Data Analysis

- 25% of students achieved above NZ Curriculum expectation
- **76% of students achieved at or above NZ Curriculum expectation**
- **42% increase in number of students at or above expectation**
- 97% of students have made progress
- 80% of students working towards are sitting one sub level below expectation
- 17/18 target students have made progress towards NZ Curriculum end of year expectation
- 11/15 - 73% Maori students have reached the NZ Curriculum expectation. 44% increase
- 3 students are new to New Zealand and are ESOL - 1 Year 7, 1 Year 4, 1 Year 2
- 2 students are high needs and have specific support
- Year 5 are an area to focus on in 2025 and our ESOL students

## TARGET

- Year 5 and our ESOL students are areas to focus in 2025 for accelerated support

## Reading Data Analysis

- Year 1 - 3 students started the Better Start Literacy programme in Term 3 to align with the refreshed NZ Curriculum being implemented in 2025. Their BSLA data is not included in this analysis and will be shared separately. The Year 3 students (7/13) are just those in Whakapirau class
- Reading recovery wound up in Term 3. Our Reading Recovery teachers did the BSLA micro credential course alongside our Year 1 - 3 teachers taking a group each for 10 weeks in the Explorers as part of their training
- 33% of students achieved above NZ Curriculum end of year expectation
- **75% of students achieved at or above the NZ Curriculum end of year expectation**
- 74% of students working towards are only one sub level below expectation
- **35% increase in number of students at or above expectation from the start of 2024 but does not take into account our Year 1 - 3 students which would have meant more students achieving expectation**
- 94% of students have made positive progress in reading
- 11/11 target students made progress towards NZ Curriculum end of year expectation
- 3/11 of target students have made accelerated progress
- 5/7 Maori students are meeting NZ Curriculum expectation
- 2 students are new to New Zealand and are ESOL - 1 Year 7, 1 Year 4
- 2 students are high needs and have specific support

## TARGET

- Year 5 is an area for continued support in 2025 to make accelerated progress

## Writing Data Analysis

- 10% of students achieved above end of year NZ Curriculum expectation
- **68% of students achieved at or above NZ Curriculum expectation. Double that of mid year**
- **39% increase in number of students at or above expectation. Up from 34% from mid year**
- 67% of students working towards are sitting one sub level below expectation
- 96% of students have made progress
- 22/24 students in target group have made progress. 4 have made accelerated progress
- 80% of Maori students have reached NZ Curriculum expectation. Up 52%
- 3 students are new to New Zealand and are ESOL - 1 Year 7, 1 Year 4, 1 Year 2
- 2 students are high needs and have specific support

## TARGET

- Year 3, 5 and 7 are areas to focus on in 2025 to make accelerated progress

## How we have given effect to Te Tiriti o Waitangi (required)

At Maraekakaho School, giving effect to Te Tiriti o Waitangi is one of the board's primary objectives.

We worked to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori by;

- Principal connected with all maori whanau to discuss values their family uphold and aspirations for their children
- Toitoi purchased to give our Year 8 leavers at farewell along with their riverstone to connect them to MKK
- Donnelle and Kahui ako AST take the whole school for kapa haka practices each week
- SM team and staff decided to rename classrooms after prominent roads in the area and schools no longer open. Consulted with Kereru about this
  - Room 6 - Mangatahi
  - Room 5 - Kereru
  - Room 4 – Whakapirau
  - Room 3/library - Ngatarawa
  - Explorers - Raukawa
- New MKK logo to connect to the place where the school stands. Toitoi represents our name Maraekakaho - place of the kakaho and the Ngaruroro river is the life giving essence that runs through our community, supporting rural life
- Year 8 students carved their own pounamu with skilled carver as a gift from school. Blessed by kaumatua and presented at Prize giving
- SM working with MOE advisor to further develop our Local curriculum plan, integrating further connections to mana whenua
- Very successful whole school visit to Korongata Marae hosted by Bridge Pa School. Parents joined us. Donnelle organised singing preparations
- Senior students took part in Kahui ako kapa haka festival 21/11

Incredibly successful MKK Community Matariki evening 20/7

- Year 6-8 class made soup and bread for the evening
- 95% of children and families at the event
- Local kaumatua started evening with karakia. Grandson led karakia kai
- New students visited river to collect stones to build connection with whenua/awa
- Painted rivers tones and placed in school front gardentaking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Adding maori labels to school spaces after advice from ERO. Discussions as a staff renaming classes after local schools no longer running and places to create connections with our past

achieving equitable outcomes for Māori students

- Identified group of boys successfully completed Mana enhancement programme with RTLB
- teachers aware of the maori students in their class and learning targets they have to make progress in their learning
- visual timetables set up in our Explorers and Year 2-3 space to support maori learners know what is expected of them

providing opportunities for learners to appreciate the importance of Te Tiriti o Waitangi and te reo Maori

- we have run phrase of the day as a school in te reo maori then shared the Te Reo Maori lesson site with teachers to continue at their own pace in class
- School whanau and our teacher take Senior school for kapa haka practices each week starting Term 4. Kahui Across School Teacher supported the Junior classes with Kapa haka fortnightly
- Cluster and Kahui Ako Ki-o-rahki tournament for Year 5 - 8 teams at Bridge Pa and Karamu HS
- *Emphasised the importance of local history through our School-wide Inquiry learning unit on Maraekakaho to find out about early maori and pakeha settlement*
- Having local kaumatua open important community events with karakia acknowledgement of those who have gone before us

# Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<p>Ensuring the work environment is safe and well maintained. There is a high standard of cleanliness and issues are responded to quickly.</p> <p>Principal and board members check the school environment for hazards and ensure these hazards are attended to for the safety of staff and students.</p> <p>Check-ins with staff to ensure they are supported and talk through any concerns they have.</p> <p>Professional well-being support available for staff if required.</p>
<b>What is in your equal employment opportunities programme?</b> <b>How have you been fulfilling this programme?</b>	<p>All staff fill in the EEO survey for us to gather information to ensure we are an equal opportunity employer.</p> <p>We respond to any concerns that arise in the EEO survey.</p>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<p>We advertise through NZ Gazette any teaching positions or use other advertising facilities for non-teaching roles.</p> <p>All those who apply for a position at our school are sent the same application pack and have the same details. Our Senior Management team conducts a short-listing process for teaching positions and the principal, with Presiding Member for Senior Management roles after receiving applications. All short-listed applicants are interviewed with at least two people on the panel. The successful candidate is offered the position and unsuccessful candidates are notified.</p>
<b>How are you recognising,</b> <ul style="list-style-type: none"><li>- The aims and aspirations of Māori,</li><li>- The employment requirements of Māori, and</li></ul>	<p>We make a commitment to improving Māori students' educational achievement by meeting with maori whanau individually to find out the aspirations they hold for their tamariki and how they feel we can best support them with their learning. We develop a partnership with whanau and open lines of communication so a strong relationship is</p>

<ul style="list-style-type: none"> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<p>intact. We build a connection and strong relationship with maori students so they understand we care for them and can be trusted.</p> <p>We asked all maori whanau and students the values they fell are most important to as part of our values consultation. After collating responses from all members of the community we decided on Respect, Responsibility, Aroha and Bravery as our new values.</p> <p>We are endeavouring to ensure Māori cultural identities and Māori cultural knowledge are seen by our community as normal, valid, and part of us.</p> <p>We are endeavouring to build relationships with local whanau and iwi so our tamariki have an understanding of local tikanga.</p> <p>We are building a strong connection to our local awa for our tamariki and an understanding that they are the kaitiaki of the awa.</p> <p>Utilised the expertise of one of our parents to teach kapa haka to all our students and support our staff understand the tikanga when we take kapa haka.</p> <p>We had a member of this same whanau join our board.</p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p>Using our Professional Growth Cycle we set goals with individual employees and use an inquiry process to support them achieve these goals. Through professional discussions we discuss the positive progress against the Standards of the Teaching Profession and areas for further development. Professional development is provided collectively and individually to support this progress.</p> <p>Provided support staff with specific training to support them working with neuro-diverse learners</p> <p>Kahui ako professional learning days</p> <p>Provided leadership opportunities for individual teachers to raise their capacity</p> <p>All teaching staff take part in Professional Growth Cycle process to set professional goals and identify areas to develop</p> <p>All teachers completed Teaching as Inquiry process in Writing to support a group of learners as well as improve their practice</p> <p>Staff are all part of School-wide professional learning with PB4L, Digital Fluency and Writing</p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p>87% of our employees are female.</p> <p>PGC expectations are the same for all teaching staff. Any position that is advertised is open to any applicant no matter their gender.</p> <p>Support the NZEI is in the process of negotiating for pay equity in the teaching profession.</p> <p>Ensured all vacant positions were advertised openly and without gender bias</p>

	Follow the guidelines of Te Mahere Whai Mahi Wahine – Women's Employment Action Plan
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<p>PGC expectations are the same for all teaching staff. Any position that is advertised is open to any applicant no matter their disability.</p> <p>Any employees with a disability are supported in their work with modifications to equipment or spaces if it is necessary.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES/NO
<b>Do you operate an EEO programme/policy?</b>	Yes
<b>Has this policy or programme been made available to staff?</b>	Yes
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Yes
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Yes
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Yes
<b>Does your EEO programme/policy set priorities and objectives?</b>	No