

# **MORRINSVILLE INTERMEDIATE**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

#### **School Directory**

**Ministry Number:** 1833

**Principal:** Jenny Clark

**School Address:** Elizabeth Avenue

**School Postal Address:** Elizabeth Avenue, Morrinsville, 3300

**School Phone:** 07 889 6629

**School Email:** m.cook@mi.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# MORRINSVILLE INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2024

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## Morrinsville Intermediate

### 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.

Michael Garrud

Full Name of Presiding Member

Jennifer May Clark

Full Name of Principal

M Garrud

Signature of Presiding Member

JM Clark

Signature of Principal

26 May 2025

Date:

26 May 2025

Date:

## Morrinsville Intermediate

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	3,880,500	3,091,452	3,303,191
Government Grants - Resource Teachers: Learning and Behaviour	4	2,619,849	104,270	2,931,337
Locally Raised Funds	3	350,788	201,915	378,300
Interest		52,417	10,000	52,281
<b>Total Revenue</b>		<b>6,903,554</b>	<b>3,407,637</b>	<b>6,665,109</b>
<b>Expense</b>				
Locally Raised Funds	3	239,141	84,788	215,194
Learning Resources	5	2,805,545	2,332,819	2,286,009
Administration	6	274,412	241,446	237,355
Resource Teachers: Learning and Behaviour	4	2,619,849	-	2,931,330
Interest		4,756	3,344	5,141
Property	7	782,444	640,534	719,353
Loss on Disposal of Property, Plant and Equipment		-	-	2,488
<b>Total Expense</b>		<b>6,726,147</b>	<b>3,302,931</b>	<b>6,396,870</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>177,407</b>	<b>104,706</b>	<b>268,239</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>177,407</b>	<b>104,706</b>	<b>268,239</b>

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

**Morrinsville Intermediate**

**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>		1,552,309	1,243,050	1,223,542
Total comprehensive revenue and expense for the year		177,407	104,706	268,239
Contributions from the Ministry of Education - Contribution from MOE- ICT Devices		-	-	17,455
Contributions from the Ministry of Education - Furniture and Equipment Grant		24,960	-	43,073
<b>Equity at 31 December</b>		1,754,676	1,347,756	1,552,309
Accumulated comprehensive revenue and expense		1,754,676	1,347,756	1,552,309
<b>Equity at 31 December</b>		1,754,676	1,347,756	1,552,309

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.

# Morrinsville Intermediate

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	255,132	672,129	1,218,729
Accounts Receivable	9	447,231	346,198	368,613
GST Receivable		33,113	32,459	28,892
Prepayments		10,890	20,356	31,355
Investments	10	1,175,474	-	-
Funds Receivable for Capital Works Projects	16	33,295	-	1,800
		<u>1,955,135</u>	<u>1,071,142</u>	<u>1,649,389</u>
<b>Current Liabilities</b>				
Accounts Payable	12	513,761	385,792	415,645
Revenue Received in Advance	13	25,553	90,000	31,554
Provision for Cyclical Maintenance	14	-	-	164,657
Finance Lease Liability	15	59,605	50,028	33,362
		<u>598,919</u>	<u>525,820</u>	<u>645,218</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,356,216</u>	<u>545,322</u>	<u>1,004,171</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	624,187	840,677	582,101
		<u>624,187</u>	<u>840,677</u>	<u>582,101</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	160,082	793	-
Finance Lease Liability	15	65,645	37,450	33,963
		<u>225,727</u>	<u>38,243</u>	<u>33,963</u>
<b>Net Assets</b>		<u><u>1,754,676</u></u>	<u><u>1,347,756</u></u>	<u><u>1,552,309</u></u>
<b>Equity</b>		<u><u>1,754,676</u></u>	<u><u>1,347,756</u></u>	<u><u>1,552,309</u></u>

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

# Morrinsville Intermediate

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,387,913	899,216	1,147,165
Locally Raised Funds		339,342	275,915	298,200
Goods and Services Tax (net)		(4,221)	-	3,567
Payments to Employees		(541,001)	(519,160)	(514,931)
Payments to Suppliers		(889,743)	(651,109)	(707,465)
Interest Paid		(4,756)	(3,344)	(5,141)
Interest Received		50,235	10,000	55,334
Net cash from/(to) Operating Activities		337,769	11,518	276,729
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(78,452)	(440,000)	(193,633)
Purchase of Investments		(1,175,474)	-	-
Proceeds from Sale of Investments		-	905,000	905,000
Net cash from/(to) Investing Activities		(1,253,926)	465,000	711,367
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		24,960	-	43,073
Finance Lease Payments		(48,657)	(75,067)	(51,061)
Funds Administered on Behalf of Other Parties		(23,743)	-	(32,057)
Net cash from/(to) Financing Activities		(47,440)	(75,067)	(40,045)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(963,597)</b>	<b>401,451</b>	<b>948,051</b>
Cash and cash equivalents at the beginning of the year	8	1,218,729	270,678	270,678
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>255,132</b>	<b>672,129</b>	<b>1,218,729</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.

# Morrinsville Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Morrinsville Intermediate (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 21b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Board-owned Buildings	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

Employee 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.

#### **n) Revenue Received in Advance**

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

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

#### **o) 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.

#### **p) 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.

#### **q) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **r) 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.

#### **s) Financial Instruments**

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

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

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

**t) Borrowings**

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

**u) 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.

**v) Budget Figures**

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

**w) 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

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Use of Land and Buildings Grants  
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
1,037,442	911,890	960,431
2,296,489	1,749,327	1,809,600
519,770	430,235	505,301
26,799	-	27,859
<b>3,880,500</b>	<b>3,091,452</b>	<b>3,303,191</b>

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests  
Fees for Extra Curricular Activities  
Trading  
Fundraising and Community Grants  
Other Revenue

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
19,719	11,500	12,031
237,635	66,865	197,166
37,230	40,550	34,419
55,870	83,000	129,115
334	-	5,569
<b>350,788</b>	<b>201,915</b>	<b>378,300</b>

### Expense

Extra Curricular Activities Costs  
Trading  
Fundraising and Community Grant Costs

171,417	32,500	154,663
50,780	52,288	45,413
16,944	-	15,118
<b>239,141</b>	<b>84,788</b>	<b>215,194</b>

*Surplus for the year Locally Raised Funds*

<b>111,647</b>	<b>117,127</b>	<b>163,106</b>
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#### 4. Resource Teachers: Learning and Behaviour Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers: Learning and Behaviour to its group of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Teachers' Salary Grant	2,227,565		2,506,789
Administration Grant	86,286		83,144
Learning Support Funding	157,416		152,382
MoE Refund of Surplus	-20,340		-45,121
Travel Grant	141,290		136,202
Other Revenue	26,974		19,885
	2,619,191	-	2,853,281
Revenue received in advance	658	104,270	78,056
Revenue recognised	2,619,849	104,270	2,931,337
<b>Expense</b>			
Employee Benefit - Salaries	2,227,565		2,506,789
Administration	151,393		172,966
Learning Support	14,908		10,971
Travel	99,259		83,628
Other Expenses	126,724		156,976
<b>Total Expense</b>	2,619,849	-	2,931,330
<i>Surplus/ (Deficit) for the year - RTLB Service</i>	-	104,270	7

#### 5. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	62,289	108,350	71,192
Employee Benefits - Salaries	2,539,433	2,023,869	2,031,961
Staff Development	26,254	61,500	17,787
Depreciation	164,141	125,000	154,791
Other Learning Resources	13,428	14,100	10,278
	2,805,545	2,332,819	2,286,009

## 6. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,004	7,000	5,447
Board Fees and Expenses	3,923	6,900	4,805
Operating Leases	7,193	1,750	1,674
Other Administration Expenses	85,272	68,250	68,750
Employee Benefits - Salaries	142,708	133,946	129,502
Insurance	12,172	8,500	10,121
Service Providers, Contractors and Consultancy	13,140	15,100	17,056
	<u>274,412</u>	<u>241,446</u>	<u>237,355</u>

## 7. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	(4,575)	17,327	26,057
Heat, Light and Water	40,498	26,000	28,096
Rates	8,306	4,600	5,813
Repairs and Maintenance	93,835	37,400	43,165
Use of Land and Buildings	519,770	430,235	505,301
Employee Benefits - Salaries	103,012	110,672	95,101
Other Property Expenses	21,598	14,300	15,820
	<u>782,444</u>	<u>640,534</u>	<u>719,353</u>

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

## 8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	255,132	672,129	1,218,729
Cash and cash equivalents for Statement of Cash Flows	<u>255,132</u>	<u>672,129</u>	<u>1,218,729</u>

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



## 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	12,237	-	1,808
Receivables from the Ministry of Education	3,396	-	-
Interest Receivable	2,350	3,221	168
Teacher Salaries Grant Receivable	429,248	342,977	366,637
	<u>447,231</u>	<u>346,198</u>	<u>368,613</u>
Receivables from Exchange Transactions	14,587	3,221	1,976
Receivables from Non-Exchange Transactions	432,644	342,977	366,637
	<u>447,231</u>	<u>346,198</u>	<u>368,613</u>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,175,474	-	-
Total Investments	<u>1,175,474</u>	<u>-</u>	<u>-</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	15,223	-	-	-	(1,502)	13,721
Building Improvements	134,149	4,653	-	-	(12,778)	126,024
Furniture and Equipment	297,616	81,368	-	-	(54,801)	324,183
Information and Communication Technology	39,749	3,336	-	-	(10,999)	32,086
Motor Vehicles	10,908	-	-	-	(9,664)	1,244
Leased Assets	79,246	116,870	-	-	(73,746)	122,370
Library Resources	5,210	-	-	-	(651)	4,559
	582,101	206,227	-	-	(164,141)	624,187

The net carrying value of equipment held under a finance lease is \$122,370 (2023: \$79,246)

### 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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	60,087	(46,366)	13,721	60,087	(44,864)	15,223
Building Improvements	268,223	(142,199)	126,024	263,570	(129,421)	134,149
Furniture and Equipment	809,583	(485,400)	324,183	765,829	(468,213)	297,616
Information and Communication Technology	155,321	(123,235)	32,086	155,910	(116,161)	39,749
Motor Vehicles	48,320	(47,076)	1,244	53,720	(42,812)	10,908
Leased Assets	381,593	(259,223)	122,370	264,723	(185,477)	79,246
Library Resources	43,654	(39,095)	4,559	43,654	(38,444)	5,210
	1,766,781	(1,142,594)	624,187	1,607,493	(1,025,392)	582,101

## 12. Accounts Payable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	64,713	28,964	34,890
Accruals	8,504	6,259	4,947
Employee Entitlements - Salaries	429,248	342,977	366,637
Employee Entitlements - Leave Accrual	11,296	7,592	9,171
	513,761	385,792	415,645
Payables for Exchange Transactions	513,761	385,792	415,645
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	513,761	385,792	415,645

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
MOE Income in Advance	-	-	5,340
Grants in Advance - RTLB Funds	25,553	90,000	26,214
	25,553	90,000	31,554

### 14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	164,657	(16,534)	138,600
Increase to the Provision During the Year	16,010	17,327	17,327
Use of the Provision During the Year	-	-	-
Other Adjustments	(20,585)	-	8,730
Provision at the End of the Year	160,082	793	164,657
Cyclical Maintenance - Current	-	-	164,657
Cyclical Maintenance - Non current	160,082	793	-
	160,082	793	164,657

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

### 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	63,439	50,028	36,842
Later than One Year and no Later than Five Years	68,071	37,450	36,056
Future Finance Charges	(6,260)	-	(5,573)
	125,250	87,478	67,325
<b>Represented by</b>			
Finance lease liability - Current	59,605	50,028	33,362
Finance lease liability - Non current	65,645	37,450	33,963
	125,250	87,478	67,325

## 16. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
WT I, T: Weathertightness Remediation (Clad Classroom Upgrade)		231649	(1,800)	33,041	(31,241)	-	-
			-	-	(33,295)	-	(33,295)
Totals			(1,800)	33,041	(64,536)	-	(33,295)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-  
(33,295)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Boiler Rationalisation		228607	30,257	2,260	(32,517)	-	-
WT I, T: Weathertightness Remediation (Clad)		231649	-	-	(1,800)	-	(1,800)
Totals			30,257	2,260	(34,317)	-	(1,800)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-  
(1,800)

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,750	3,650
<i>Leadership Team</i>		
Remuneration	751,622	775,027
Full-time equivalent members	6.00	7.00
Total key management personnel remuneration	<u>754,372</u>	<u>778,677</u>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (1 members) committees that met 8 and 4 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	5 - 6	5 - 6
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	18.00	20.00
110 - 120	5.00	2.00
120 - 130	2.00	1.00
	<u>25.00</u>	<u>23.00</u>

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

## 19. 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 Number of People	0	0

## 20. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 21. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$3,783).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	255,132	672,129	1,218,729
Receivables	447,231	346,198	368,613
Investments - Term Deposits	1,175,474	-	-
Total financial assets measured at amortised cost	1,877,837	1,018,327	1,587,342

### Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	513,761	385,792	415,645
Finance Leases	125,250	87,478	67,325
Total financial liabilities measured at amortised cost	639,011	473,270	482,970

## 23. Events After Balance Date

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

## 24. Comparatives

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

## 25. Prior Period Adjustment

In the 2023 year, the RTLB movement balance was recorded in a separate line in the Statement of Financial Position, and the RTLB revenue in advance balance was recognised separately in the Revenue in Advance note. After further consideration of how these RTLB balances should be recorded in the financial Statements, it was determined that the RTLB movement should be recognised as income in the Government Grants note, and the RTLB revenue in advance in the RTLB note.

To rectify the financial statements, a prior period adjustment has been made in 2024 financial year. The impact of these adjustments on the financial statements are outlined below.

	Balance Reported at 31 December 2023	Effect of Prior Period	Restated Balance at 31 December 2023
<b>Statement of Comprehensive Revenue and Expense</b>			
Government Grants	-338,129	78,048	-3,303,191
Government Grants RTLB	-2,853,281	-78,048	-2,931,329
<b>Statement of Financial Position</b>			
Movement in RTLB	78,045	78,045	-
Funds for RTLB Services	-104,270	104,270	-
Revenue Received in Advance	-5,340	-26,214	-31,554



## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF MORRINSVILLE INTERMEDIATE SCHOOLS FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Morrinsville Intermediate School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, 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 21, 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 26 May 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 arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 49, 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.

A handwritten signature in black ink, appearing to read 'JvL', written in a cursive style.

Johann van Loggerenberg  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand

## Morrinsville Intermediate

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Mike Garrud	Presiding Member	Elected	Sep 2025
Jenny Clark	Principal	ex Officio	
Teresa Higham	Parent Representative	Elected	Sep 2025
Mark Soffe	Parent Representative	Co-opted	Sep 2025
Greg Mills	Parent Representative	Elected	Sep 2025
Rochelle Taylor	Parent Representative	Elected	Sep 2025
Kylie Wells	Staff Representative	Elected	Sep 2025

## **Morrinsville Intermediate**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,097 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

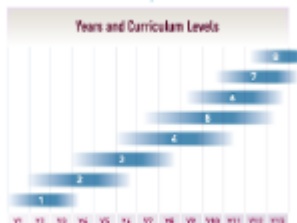
For the year ended 31st December 2024 the Morrinsville Intermediate Board:

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



**School name:** Morrinsville Intermediate School

**School number:** 1833



<p><u>Entry expectation:</u> working within the following bands -</p>	<p><u>End of Year expectation:</u> working within the following bands -</p>
<p>Y. 7 = L. 3 (3P/3A e-asTTle equivalent) Y. 8 = Early L. 4(3A/4B e-asTTle equivalent)</p>	<p>Y. 7 = L.3ii - Early L.4ii (3A/4B e-asTTle equivalent) Y. 8's = E.L4ii - L. 4ii (4B/4P e-asTTle equivalent)</p>

### 2024 Student Achievement Summary (based on OTJs):

Curriculum Area	Whole School BoY	Whole School EoY	Year 7 Girls		Year 7 Boys		Year 8 Girls		Year 8 Boys		Year 7 Maori		Year 8 Maori	
	Y. 7 (EL. 3ii - L3ii) Y. 8 L3ii-E4ii	Y. 7 (L3ii-EL4ii) Y. 8 (EL4ii-L4ii)	Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)	Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)
Reading	63%	69%	76%	72%	59%	70%	67%	74%	65%	58%	F: 30% M: 75%	F: 30% M: 75%	F: 50% M: 43%	F: 55% M: 43%
Writing	60%	64%	72%	71%	52%	58%	72%	74%	47%	54%	F: 30% M: 63%	F: 40% M: 63%	F: 55% M: 38%	F: 50% M: 43%
Maths	60%	66%	59%	63%	59%	71%	55%	66%	66%	65%	F: 40% M: 56%	F: 40% M: 69%	F: 40% M: 58%	F: 47% M: 58%

NB: Clean data comparison ≥5% improvement (ie acceleration) < -5%Not keeping pace

#### **Morrinsville Intermediate School Strategic Goals:**

1. **Mātaiahika: Connecting and Collaboration** - connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders
2. **Mātauranga: Curriculum** - we have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles
3. **Mātairea - Strengthening Capability** - we have a highly competent and committed team who affect equitable outcomes

#### **Strategic Aim # 1: Attendance and Engagement**

- to improve students' regular attendance rates (i.e. students attending 90%+)

#### **Annual Objectives and Aims:**

- Strategic Goal 1c) promote a culture that fosters a strong sense of belonging, identity, wellbeing and engagement; aligned with the five pou of Ka Hikitia

#### **Background (our WHY?)**

As a school we monitor student attendance with vigilance as we strongly believe there is a direct correlation between student engagement and achievement. Historically we have always aimed for a daily attendance rate of more than 90%. Over the past six years there has been a decline in daily attendance rates with a significant drop evident in 2022. However, we were able to improve on this in 2023 with concerted efforts and endeavoured to continue this momentum in 2024.

Year	Daily Attendance Rates
2017	93.2%
2018	92.8%
2019	91.4%
2020	91.25%
2021	91.6%
2022	85.1%
2023	89.5%

As a school we collaborate with our local College, primary school and Starfish (Attendance Services, who meet with us every fortnight to monitor chronic non-attendance i.e. those students who attend  $\leq 70\%$  of the time). We believe that working together with families collectively is more likely to achieve success than acting independently.

Moving forward, after targeting attendance and engagement in 2023, we will continue to strengthen our practices and processes to enable regular attendance for all ākonga. As an intermediate who enrol only Y. 7s and Y. 8s we need to enquire into the attendance rates of our 2023 Y. 7 cohort who are enrolled with us again in 2024. These students will be our target group initially and will form the basis of our internal evaluation. Regular attendance is defined as those students who attend school 90%+.

**Cohort Analysis Attendance Rates: Y. 7s 2023 (used to inform 2024 targets)**

Y. 7 Attendance Rate 2023	All Y. 7 Girls	All Y. 7 Boys	Total Y. 7 Students	Ethnicity			
				Non-Māori Girls	Non-Māori Boys	Māori Girls	Māori Boys
Regular ( $\geq 90\%$ )	53/83 = 64%	47/77 = 61%	100/160 = 63%	41/59 = 69%	35/60 = 58%	12/24 = 50%	12/17 = 71%
Irregular (80-89%)	21/83 = 25%	22/77 = 29%	43/160 = 27%	13/59 = 22%	19/60 = 32%	8/24 = 33%	3/17 = 18%
Moderate (70%-79%)	8/83 = 10%	5/77 = 6%	13/160 = 8%	5/59 = 8%	3/60 = 1%	3/24 = 13%	2/17 = 12%
Chronic (<70%)	1/83 = 1%	3/77 = 4%	4/160 = 3%	0/59 = 0%	3/60 = 1%	1/24 = 4%	0/17 = 0%

NB: Y. 7 Māori boys' attendance in 2023 was significantly better than Māori girls (by 21%), and also their non-Māori counterparts (exception being moderate absences)

#### 2024 Attendance and Engagement Targets (based on 2023 Year 7 students attendance):

1. Improve our daily attendance rate as a whole school from 89.5% to  $\geq 91\%$
2. Reduce unjustified attendances across the school
3. The group of [four Y. 8 students](#) (one girl + three boys) who had chronic attendance (i.e. less than 70%) in 2023 will make progress and attend school  $\geq 75\%$  of the time
4. The group of [13 Y. 8 students](#) (eight girls and five boys) who had moderate absences (i.e. 70% - 79%) in 2023 will make progress and attend school  $\geq 90\%$  of the time
5. The group of [43 Y. 8 students](#) (21 girls and 22 boys) who had irregular attendance (i.e. 80% - 89%) in 2023 will make progress and attend school  $\geq 90\%$  of the time

**Student Progress and Achievement Summary: Actions and Outcomes (WHAT did we do and how did it impact? Did we achieve our targets?)**

Actions taken to improve attendance and engagement (aligned with our Annual Plan):

**Target # 1:** Improve our daily attendance rate as a whole school from 89.5% to  $\geq 91\%$

2022 EoY	2023 EoY	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
85.1%	89.4	92.44% (T. 1) 92.44% (YTD)	89% (T. 2) 91.1% (YTD)	88.6% (T. 3) 90.4% (YTD)	90% (T. 4) 90.5% (YTD)

Commentary: we have improved our daily attendance rate from 2023 - 2024 by 1.1% to 90.5%. If this was rounded it would take it to 91% **ACHIEVED**

**Target # 2:** Reduce unjustified attendances across the school (from 2% in 2023)

2023 EOY	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
2%	2% (T. 1) 2% (YTD)	1.8% (T. 2) 1.9% (YTD)	2.2% (T. 3) 1.9% (YTD)	1.7% (T. 4) 1.9% (YTD)

Commentary: we have reduce our unjustified attendance from 2% in 2023 to 1.9% in 2024 **ACHIEVED**

**Target # 3:** The group of [four Y. 8 students](#) (one girl + three boys) who had chronic attendance (i.e. less than 70%) in 2023 will make progress and attend school  $\geq 75\%$  of the time



<b>2024 Chronic Cohort</b> (x 2; 1 student did not enrol for 2024 and one student left on June 1st)	<b>&lt; 70% (chronic)</b>	<b>70% - 79% (moderate)</b>	<b>80 - 89% (irregular)</b>	<b>90 - 100% (regular)</b>	<b>Total</b>
<b>Girls</b>				<b>1</b> (69% - 90%)	<b>1</b>
<b>Boys</b>		<b>1</b> (69% - 78%)			<b>1</b>

Commentary: of the two students in the 'chronic' cohort, both are attending 75% or higher (one at 78% and the other at 90%) **ACHIEVED**

**Target # 4:** The group of [13 Y. 8 students](#) (eight girls and five boys) who had moderate absences (i.e. 70% - 79%) in 2023 will make progress and attend school  $\geq$  90% of the time

<b>2024 Moderate Absences Cohort</b> (x 9; 4 students have left)	<b>&lt; 70% (chronic)</b>	<b>70% - 79% (moderate absences)</b>	<b>80 - 89% (irregular)</b>	<b>90 - 100% (regular)</b>	<b>Total</b>
<b>Girls</b>		1	5	1	7
<b>Boys</b>	2				2

Commentary:

- 7/9 (78%) of these students have made progress on their 2023 attendance **Good progress (only x 1 achieved the goal of 90%)**
- 1/9 (11%) girl is now attending regularly
- 7/7 (100%) girls made progress from Term 1 to Term 4
- 6/9 (68%) of these students have progressed into the next band/s of attendance (i.e. moderate absences - irregular or regular)
- Two boys have regressed from their 2023 attendance rates; one has ongoing and significant medical issues. The second student had justified absences for two terms and has had comprehensive support to improve attendance. It is improving in the latter part of Term 4.

**Target # 5:** The group of [43 Y. 8 students](#) (21 girls and 22 boys) who had irregular attendance (i.e. 80% - 89%) in 2023 will make progress and attend school  $\geq 90\%$  of the time

<b>2024 Irregular Attendance Cohort</b> (x 40; 3 students have left)	<b>&lt; 70% (chronic)</b>	<b>70% - 79% (moderate absences)</b>	<b>80 - 89% (irregular)</b>	<b>90 - 100% (regular)</b>	<b>Total</b>
Girls		1	9	10	20
Boys		1	12	7	20

Commentary:

- 43% (17/40) of these students are now attending regularly **PARTIALLY ACHIEVED**
- 70% (28/40) of these students have made progress in 2024 compared with their 2023 attendance
- % (12/40) students have regressed in their attendance in 2024 compared with 2023; two students have moved into the 'moderate' category from irregular attendance
- Two of these students have attended school 99% of the time this year

**Attendance Data (4 Point Scale) Year To Date - 2024 - 100% Bar Chart**



**66% of all students attended regularly in 2024**

2024 Cohort Attendance Summary 2024 (whole school)

Cohort	<70	70% - 80%	80 - 90%	90%+	Total
Asian	0 (0%)	0 (0%)	4 (19%)	17 (81%)	21
Māori	4 (6%)	11 (17%)	17 (26%)	33 (51%)	65
MELLA	2 (20%)	1 (10%)	1 (10%)	6 (60%)	10
NZE	2 (1%)	12 (5%)	56 (24%)	165 (70%)	235
Other	0 (0%)	0 (0%)	1 (50%)	1 (50%)	2
Pacific People	0 (0%)	1 (14%)	2 (29%)	4 (57%)	7
Total	8 (2%)	25 (7%)	81 (24%)	226 (66%)	340

#### **Actions taken to improve attendance and engagement (aligned with our Annual Plan) in 2024**

1. Identify and monitor target students weekly (i.e. those attending less than 90%); Y. 8s have been the target group but we have a similar system to monitor Y. 7s
2. Leaders' Board (top five classes for attendance, weekly, at assembly)
3. Celebratory morning tea (with dub dubs) for those target students making progress, and any students achieving 100% attendance
4. Random draw at assembly in Week 10 for any students attending 100%. The student receives a \$10 Warehouse voucher
5. Assisting one student to get dual enrolment with Northern Health
6. Attendance letters for both Y. 7 and Y. 8 have gone home (these have been personalised to celebrate success as well as remind others of the need to step up)
7. Meetings with individual students, and families where needed, are ongoing
8. Letters sent home to both Y. 7 (concerns only) and Y. 8 target students
9. Drilling into data to identify Monday/Friday attendance issues - letters sent home
10. Working with our Kahui Ako and Starfish attendance officers fortnightly
11. ROCK On meetings held in Week 5 each term
12. Information in the newsletter regarding attendance
13. Referrals to 'strengthening families' and OT
14. Online hui with Te Mahau

#### **Evaluation and planning for next year**

We are pleased with the progress made in attendance; students (and their whānau) are much more aware of the importance of attending school regularly, and that there is accountability to do so. We have strong processes in place and collaborate with Starfish (attendance service) and our local schools. We have strong practices in place for effective transitions in, throughout, and beyond Morrinsville Intermediate School. We put our students' wellbeing at the centre of our decision making.

We will continue to monitor attendance with rigour by:

1. Continuing to clearly communicate attendance expectations to both students and whānau
2. Continuing to share attendance data during assemblies
3. Continuing to celebrate improved attendance
4. Sending home attendance letters to families of students attending <90% daily, each term
5. Continue working with the Kahui Ako Attendance and Engagement officer to further grow attendance
6. Revisit MOE reports on effective practices to engage whānau
7. Implement the Stepped Attendance Response - STAR (Te Mahau)

## Strategic Aim # 2: To improve student achievement in WRITING

All students are able to access the *New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum Levels

### Annual Objective: WRITING

To increase the number of students achieving at/above the New Zealand Curriculum Levels in Writing (Early Level Four: Year 7, Level Four: Year 8)

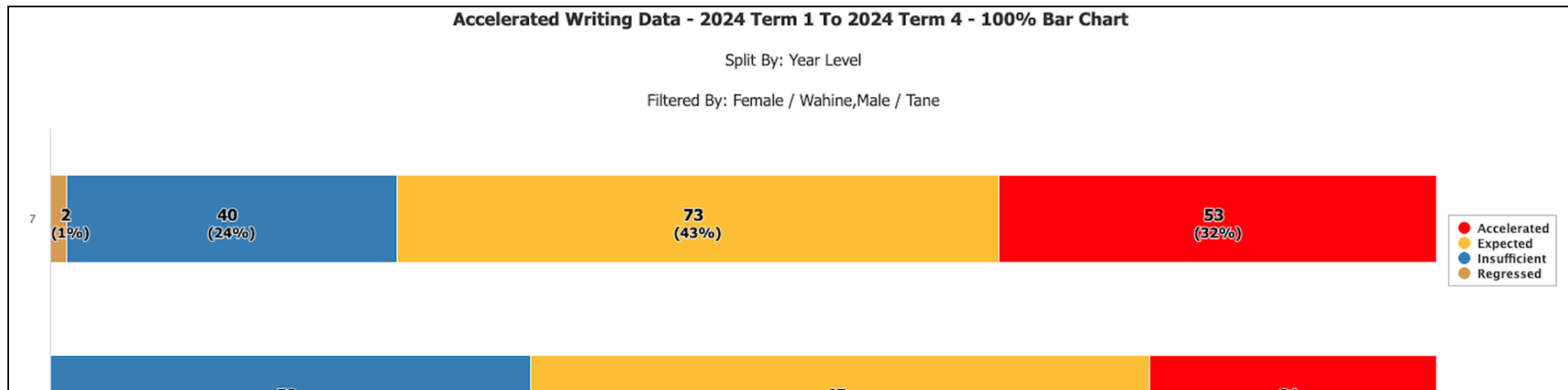
#### 2024 Targets (based on 2023 exit data)

1. All students will make progress in WRITING (in relation to the NZC curriculum levels)
2. The group of [15 Y. 8 Māori students](#) (x 7 girls and x 8 boys out of a total of 31 Y. 8 Māori students) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth)
3. The group of [42 Y. 8 non-Māori students](#) (x 16 girls and x 26 boys out of a total of 80 non-Māori students) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth)

#### WRITING Outcomes and Supporting Data:

**Target # 1:** All students will make progress in WRITING (in relation to the NZC curriculum levels)

**Outcome:** All students, but two students, made progress. While some may be regarded as 'insufficient' we need to remember that progress can be made within a 'band of achievement' which is the case.

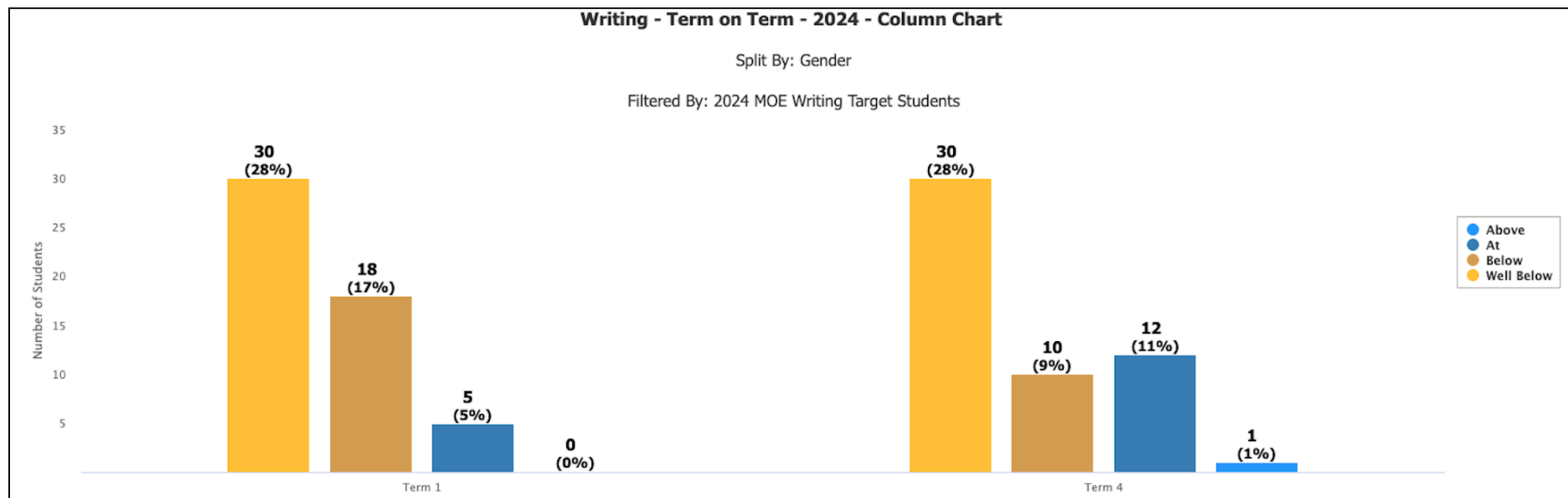


## 2024 Target Group Data:

Progress from Term 1 OTJ to End-of-Year OTJ (from March - November = eight months, so 12+ months is acceleration)

Cohort	24+months	18 months	12 months	6 months	Maintained	Regressed	Total
Māori Males	1	1	2	3		1 (-6m)	8
Māori Females	1	1	2	3			7
Non-Māori Males	5	5	5	8			23
Non-Māori Females	5	2	6	2			15
<b>TOTAL:</b>	<b>12</b>	<b>9</b>	<b>15</b>	<b>16</b>		<b>1</b>	<b>53</b>

**Commentary:** 36/53 (68%) of all target students made accelerated progress in 2024)



**The graphs above indicate:**

- 5/53 (9%) target students achieving at expectation in T. 1 compared with 13/53 (25%) in Term 4
- 0% target students were achieving at expectation in T. 4 2023 (this is why they were identified as target students for 2024)

**Target # 2:** The group of 15 Y. 8 Māori students (x 7 girls and x 8 boys out of a total of 31 Y. 8 Māori students) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth)

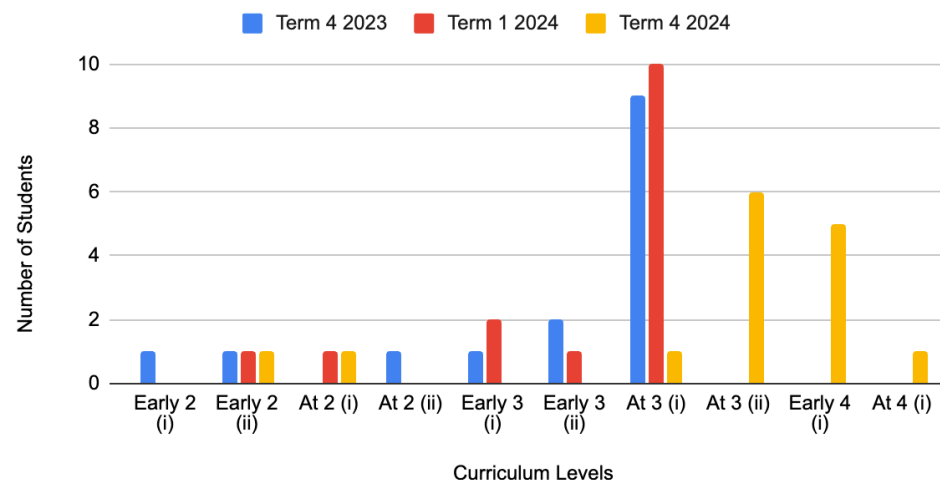
- 8/15 (53%) of Māori target students made accelerated progress
- 1/15 (27%) of Māori target students are now achieving at expectation

Key: EoY 7 Expectation BoY 8 Expectation EoY 8 Expectation

Writing (Māori) MOE Target Students	Clean Data cohort tracking										
Description	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	At 4 (i)	Total
Term 4 2023 Male	1			1	1	1	4				8
Term 1 2024 Male			1		2		5				8
Term 4 2024 Male		1					1	3	3		8
Term 4 2023 Female		1				1	5				7
Term 1 2024 Female		1				1	5				7
Term 4 2024 Female			1					3	2	1	7



### WRITING Māori Target Students: Progress and Achievement EoY 2023 - EoY 2024 (clean data comparison)



**Target # 3:** The group of [42 Y. 8 non-Māori students](#) (x 16 girls and x 26 boys out of a total of 80 non-Māori students) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth)

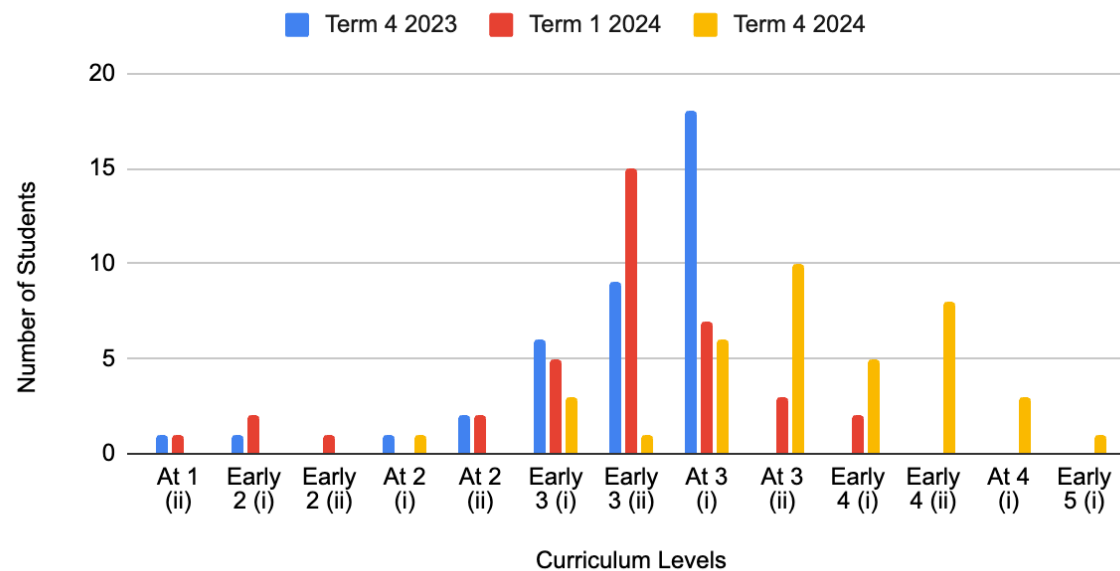
- 38 students are included in this data (x 4 have left our school throughout the year)
- 28/38 (74%) have made accelerated progress from entry to exit 2024
- 12/38 (32%) Non-Māori target students are achieving at/above expectation (compared with 0% in 2023)

Key: EoY 7 Expectation BoY 8 Expectation EoY 8 Expectation

WRITING: Non-Māori MOE Target Students														
Description	At 1 (ii)	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	Early 5 (i)	Total
Term 4 2023	1	1		1	2	6	9	18						38

Term 1 2024	1	2	1		2	5	15	7	3	2				38
Term 4 2024				1		3	1	6	10	5	8	3	1	38

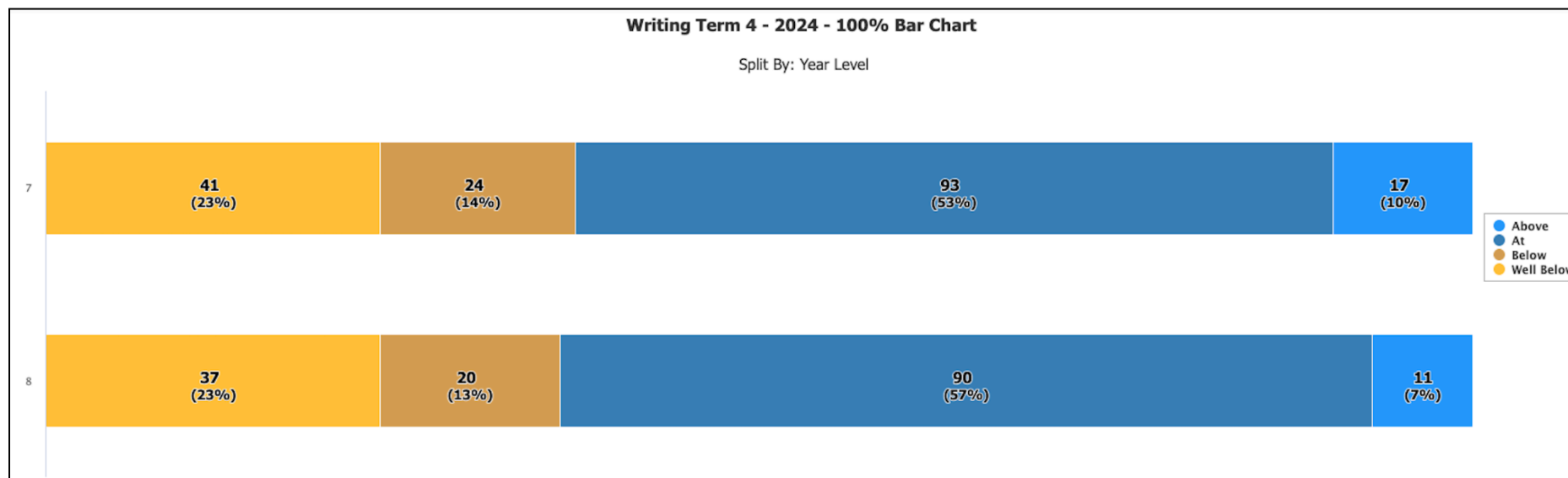
### WRITING Non-Māori Target Students: Progress and Achievement EoY 2023 - EoY 2024 (clean data comparison)



**WRITING Cohort Analysis Entry - Exit 2024 (NB: this is NOT totally clean data, but a close comparison across 2024)**

**Key:** Accelerated by ≥5% Regressed by ≥5% from entry to exit (NB: small cohort numbers are distorted when converted into percentages)

Cohort	BoY OTJ: At/Above expectation	Mid-Year OTJ: At/Above expectation	EoY OTJ: At/Above expectation
Whole School	58% (195/335)	61% (204/336)	63% (211/334)
Year 7	58% (103/178)	63% (112/178)	63% (110/176)
Year 8	59% (92/157)	58% (92/158)	64% (101/158)
Y. 7 Females	71% (50/70)	73% (52/71)	69% (50/72)
Year 7 Males	49% (53/108)	56% (60/107)	58% (60/104)
Year 8 Females	71% (60/84)	63% (53/84)	73% (61/84)
Year 8 Males	44% (32/73)	53% (39/74)	54% (40/74)
Year 7 Māori Females	30% (3/10)	38% (3/8)	40% (4/10)
Year 7 Māori Males	56% (10/18)	56% (10/18)	59% (10/17)
Year 8 Māori Females	55% (11/20)	40% (6/15) x 5 less students included in this data	50% (10/20)
Year 8 Māori Males	33% (5/15)	40% (6/15) x 1 student	50% (8/16)
Pasifika	100% (4/4)	67% (4/6) x 2 new students	57% (4/7)
Asian	67% (12/18)	67% (10/15)	65% (13/20)
MELAA	63% (5/8)	63% (5/8)	80% (8/10)



### Actions (WHAT did we do?)

#### Actions taken to improve and accelerate achievement in WRITING:

- TAls targeting Writing practices, particularly aligned with target students
- Schooling improvement PLD with Dr Jacqui Patuawa - coaching framework modified and support with coaching conversations held
- Increasing use/understanding of The Code; shared practices at staff meeting
- Team Piako to trial using 'Writer's Toolbox' and share PLD with staff (each term)
- Moderation of writing at SLT and within teams
- Regular moderation of target students' writing at team meetings
- TAls focused on Writing practices
- TOD with Murray Gadd in T. 2
- Explicit teaching/learning in Writing for one hour per day
- PLGs based on Writing practices and sharing of interventions that have 'made a positive impact'
- Extension through Writing Warriors (for 45 students) for Term 2
- X 2 teachers participating in A.L.L.
- SLT created an exemplar of writing models to support developing a common understanding of writing at each level

- Writing extension group (T. 2)

### Reasons for the variance (why did it happen?)

We have been focusing on our target learners particularly in Writing in classrooms, with extensive intervention in Reading through the provision of the Literacy Centre (we employ a staff member for 26 hours per week to support use of Stepsweb and additional Reading interventions).

### Evaluation and planning for next year:

**Evaluation:** Overall, we are generally pleased with the progress the majority of our students have made in WRITING but want further improvement. The Literacy Centre continues to be valuable with high levels of acceleration achieved in Reading for those students who attend this intervention throughout the year.

In 2025 we will:

1. Implement Writers Toolbox across the whole school, with coaching provision (x 3 days) and online PLD through webinars
2. Continue to fund the Literacy Centre intervention
3. Build on Structured Literacy (The Code)
4. Increased writing opportunities in authentic contexts with explicit teaching foci
5. Familiarisation with the NZC Refresh 'phases of writing'
6. Writing hot spots identified:
  - Planning (tends to be minimal and lacking detail to support writing process)
  - Sentence varieties - L. 3/4 requires elaboration on ideas and impact through varied sentence structures
  - Paragraphing
  - Punctuation
  - Correct tense
  - Breadth of vocabulary (keeping the text tight by using specific vocabulary)
7. Continue working with Dr Jacqui Patuawa in 2025 on 'Leading by Learning'

## Te Tiriti o Waitangi Statement of Implementation 2024:

(as outlined in the [Regulatory Impact Statement: Regulations for the Planning and Reporting Framework](#), Hon. Chris Hipkins (Minister of Education, Hon. Jan Tinetti, Associate Minister of Education, 16th November 2022)

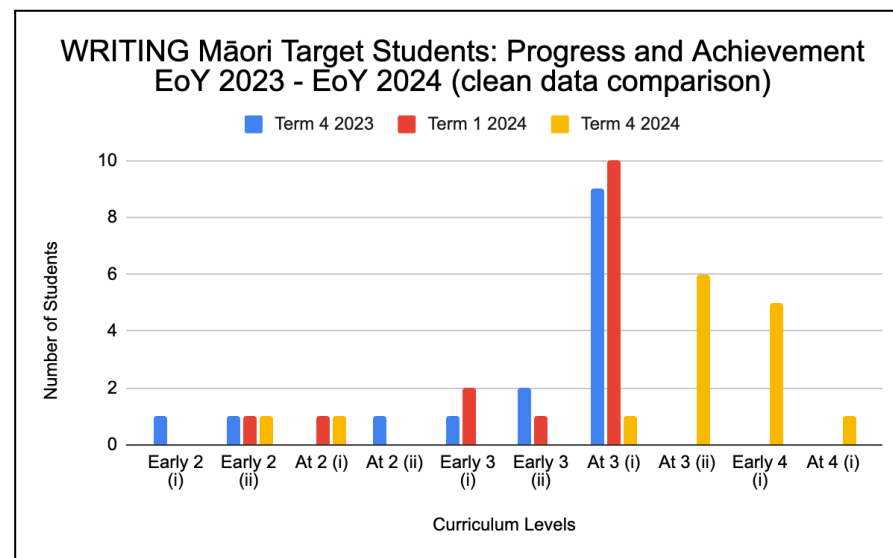
### Strategic Goals (enacting Te Tiriti o Waitangi):

1. Mātaiahika: Connecting and Collaboration - connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders
2. Mātauranga: Curriculum - we have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles
3. Mātairea - Strengthening Capability - we have a highly competent and committed team who affect equitable outcomes

Report on how the school has given effect, and enacting Te Tiriti o Waitangi / The Treaty including:

#### • ***the progress and achievement of the school's Māori students***

Progress and achievement can be measured in a variety of ways, including academic progress and wellbeing (attendance and engagement at school).



The graph above shows significant growth by Māori students from entry into, and exit from, Morrinsville Intermediate School

Progress from Term 1 OTJ to End-of-Year OTJ (from March - November = eight months, so 12+ months is acceleration)

Cohort	24+months	18 months	12 months	6 months	Maintained	Regressed	Total
Māori Males	1	1	2	3		1 (-6m)	8
Māori Females	1	1	2	3			7

#### Attendance and Engagement:

Cohort	<70	70% - 80%	80 - 90%	90%+	Total
Asian	0 (0%)	0 (0%)	4 (19%)	17 (81%)	21
Māori	4 (6%)	11 (17%)	17 (26%)	33 (51%)	65
MELLA	2 (20%)	1 (10%)	1 (10%)	6 (60%)	10
NZE	2 (1%)	12 (5%)	56 (24%)	165 (70%)	235
Other	0 (0%)	0 (0%)	1 (50%)	1 (50%)	2
Pacific People	0 (0%)	1 (14%)	2 (29%)	4 (57%)	7
Total	8 (2%)	25 (7%)	81 (24%)	226 (66%)	340

Overall we have seen some significant improvement by some of our Māori students, but we are always working to improve this, and will continue to engage with whānau to support regular attendance and engagement by all Māori tamariki.

• ***the progress the school has made towards making instruction available in tikanga and te reo Māori***

As part of teachers' Professional Growth Cycle, they have been required to set one goal focused on strengthening their capability and understanding of tikanga and the use of te reo Māori in their day-to-day practice. They have been given some autonomy as to the professional learning and development (PLD) approach they have undertaken. This ranges from formal, outsourced PLD including: Te Ahu o Te Reo Māori, Education Perfect, Kupu (use of the app).

The principal has established in-school PLD and demonstrates increasing use of te reo Māori in all forms of communication.

Our Kahui Ako has held waananga at one of our local marae to collectively build on culturally responsive practices including marae protocol or kawa. These have been well received.

In 2024 all teachers have been required to undertake PLD using Education Perfect (see responses to our EoY strategic plan review questions).

We have offered Education Perfect (te reo Māori) for students as part of an extension programme in 2023 and have continued this in 2024

**Further evidence of enacting Te Tiriti o Waitangi:**

- Our policies and procedures
- School Vision: Hei whakamana nga ākonga i te whai ao - empowering learners to succeed
- Motto: Kia U Ki Te Pai - whatever you do let it be your best
- Values: Rangatiratanga, Manaakitanga, Kaitiakitanga, Whakawhanaungatanga
- Kapa Haka (tutored by local iwi)
- Opportunities for whānau to be actively involved in the learning partnership and wider school activities
- Whānau hui
- Iwi representation on the Board
- Analysis of school-wide data including monitoring of Māori students in learning and engagement (attendance)
- Our Learner Profile (EMPOWERED) reflects the skills and dispositions for ALL students to succeed and aspire for excellence
- Provision of extension te reo Māori for any students wanting to extend their capability and competence (release for a teacher to oversee this)
- Marae visits - teaching and learning local kawa and tikanga
- Matariki whakanuia
- Inclusion of pepeha/mihi as part of classroom practices
- Pōwhiri (new students/staff and international travel groups); led by tangata whenua
- School production based on our local histories (in collaboration with tangata whenua)
- Daily karakia (beginning/end of school)



### Kiwisport Funding 2024:

Kiwisport is a Government funding initiative to support sport for school-aged children. A direct fund has been included in the Ministry of Education's Operations Grant paid quarterly to schools for 2024 and has been identified as a separate line in the entitlement notice.

Morrinsville Intermediate School received \$4700.00 as part of our Operations Grant. This funding is used to support all our students to have access to regular PE and sport initiatives. The funding helps support, but by no means covers, the following opportunities:

1. Swimming (at local council pools, and College pools)
2. Friday sport (whole school)
3. Class weekly PE programmes
4. Students to attend Inter-Intermediate competitions (this required entry fees, transport and teacher release)
5. Provision of new sports equipment (replacement items plus new gear)
6. School events: Athletics sports, swimming programmes, X-country
7. Winter netball
8. Winter hockey
9. Lacrosse
10. Sports Camp (35 students attend camp; we provide two teachers and four parent helpers)
11. AIMS Games participation

All students at our school are well supported to be involved in sports or physical activity throughout the year and our Kiwisports funding contributes to this.

In 2024 we continued to provide a staff member who has been utilised as part of our specialist team, teaching PE in several classes - the aim is to improve students' fitness and motor skills.

PE, Sport and Health are very important to Morrinsville Intermediate and we endeavour to provide a broad range of opportunities to engage all students in physical activity to enhance their health and wellbeing.

### Compliance with Employment Policy (and Equal Employment) 2024:

As a School Board we ensure we are good employers, and are complying with the principles of being a good employer, as outlined below:

- Morrinsville Intermediate School reports to the Board annually regarding Equal Employment opportunities
- The Board ensures all staffing appointments are conducted in a fair and transparent process, employing the best candidate for the position as per policy
- The Board carefully considers the skills required, to align with the strategic direction of the school
- Candidates are assessed against selection criteria identified at the time of advertising for the position

- To ensure a fair and effective appointment is made, insights from several selection sources are used in the decision-making process e.g. CV's, appointment letters, references and referees are consulted
- During the appointment process assessment of the candidate's potential knowledge, experience, expected on-the-job behaviours and personal attributes will be made
- Throughout the year all teaching staff participate in the Professional Growth Cycle and are well supported with professional learning opportunities
- Beginning teachers are well supported through an induction and mentoring programme
- Teachers receive their CRT (in fact our staff receive more than their entitlement)
- Support staff are appraised annually; the process incorporates self-reflection and the formulation of goals for the year (reviewed in T. 4)
- An EEO survey is carried out annually (to establish the demographics of our staff but also to check in on staffs' wellbeing and aspirations)
- A culture of health, safety and wellbeing is established and maintained

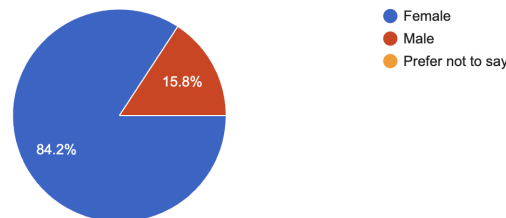
#### 2024 teaching staff comprised (including part time):

1. 4 male
2. 19 female

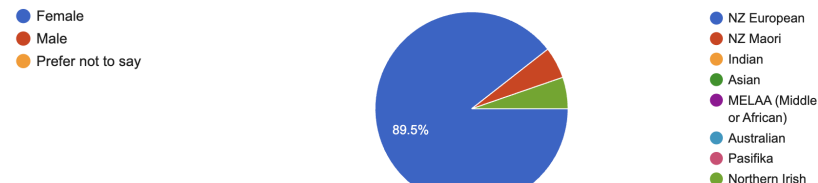
Of the 23 teachers we have had:

3. 16 full time teachers
4. 7 part time teachers

Gender  
19 responses



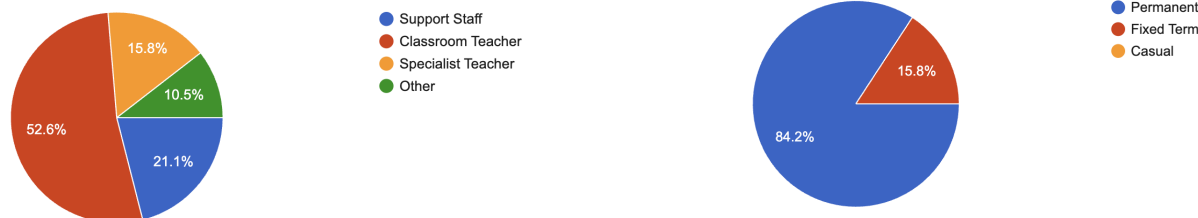
Ethnic or Cultural Background:  
19 responses



#### 2024 Support staff comprised:

1. 2 admin workers (PA and Secretary)
2. 1 full time caretaker
3. 8 learning assistants (range from part time to full time, BOT funded/MOE funded)
4. 1 Kapa haka tutor (and assistants)
5. 1 Music tutor (and two itinerant music teachers)

Permanent, fixed term or casual:  
19 responses



## Principal's Leadership and Wellbeing Funding 2024

As part of the recent settlement to the Primary Principals' Collective Agreement 2023-2025 Primary principals and the Ministry of Education agreed that in each of 2023 and 2024 Principals will receive \$6,000 of Professional Coaching Support for Principal Leadership and Wellbeing (Hauora) Funding.

The funding ensures principals can access coaching and/or support that enhances their leadership role and supports their professional development and wellbeing.

The principal, Jenny Clark attended the **ULead Conference 2024 in Canada: The Summit of Educational Leadership (Saturday 13th April (masterclass - Tuesday 16th April))** as part of a delegation of principals from New Zealand.

The delegation attended a reputable International Conference with excellent Keynote speakers. The delegation was excited about the opportunity to deepen our pedagogy and leadership paradigm.

Speakers included Principal Bacuti Kafele and Michael Fullan. Kafele is a scholar and a Principal who has turned many schools around. Fullan is an expert in school systems and changes that focus on equitable outcomes. Fullan is currently researching and will be sharing about the 'humanity paradigm' —equitable-equal deep change that integrates school, community, regional and government entities all working together.

This delegation provided valuable insights, knowledge and skills that enhanced our leadership ability. Delegates received a fresh perspective on problem solving and leadership challenges.

The 2023 provision of \$6000.00 was been spent to cover registration for ULead and flights. Accommodation costs were paid in 2024

The balance of funds were used to register for, and attend, the NZAIMS Conference in Queenstown

All funding has been spent.

### Declaration

The 2024 Principals' Delegation to Canada for Jenny Clark was **APPROVED** / **DECLINED**

Presiding Member: Mrs Teresa Higham

with the authority of the board on (date): 9th November 2023