

Marist School (Mt Albert)

Annual Report for the year ended 31 December 2021

Ministry Number:	1359
Principal:	Carolynn Philips
School Address:	14 Kitenui Avenue, Auckland
School Postal Address:	14 Kitenui Avenue, Auckland, 1025
School Phone:	09-8467408
School Email:	admin@marist.school.nz
Service Provider:	Edtech Financial Services Ltd

MARIST (MT ALBERT) SCHOOL

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Term expired/expires
Catherine Gilchrist	Presiding Member Proprietors Rep	Appointed June 2019	2022
Carolynn Phillips	Principal		
Matthew Pickering	Parent Rep	Re-elected June 2019	2022
Sian Kelly	Parent Rep	Elected June 2019	2022
Gerard Thompson	Parent Rep	Elected June 2019	2022
Michael Barlow	Parent Rep	Selection Sept 202	2022
Amy Smith	Parent Rep	Selection Dec 2020	2022
Lisa Hyde	Proprietors Rep	Re-appointed June 2019	Resigned Dec 2021
Fr Carlo Cruz	Proprietors Rep	Re-appointed June 2019	-
John Ah Loo	Proprietors Rep	Selection Jan 2020	2022
Cate Lal	Staff Rep	Re-elected June 2019	2022
Denise Da Costa-Sampson	Board Secretary	-	-

Marist School (Mt Albert)

Annual Report

For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 16	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Marist School (Mt Albert)
Statement of Responsibility
For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

AMY GEORGINA BENNETT SMITH
Full Name of Presiding Member

AGBS
Signature of Presiding Member

31-05-2022
Date:

Carolynn Phillips
Full Name of Principal

CPhillips
Signature of Principal

31/05/2022
Date:

Marist School (Mt Albert)**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,260,745	2,000,432	2,000,676
Locally Raised Funds	3	134,873	150,650	152,674
Use of Proprietor's Land and Buildings		477,832	764,532	764,532
Interest Income		1,695	2,000	3,964
		<u>2,875,145</u>	<u>2,917,614</u>	<u>2,921,846</u>
Expenses				
Locally Raised Funds	3	29,134	24,650	42,596
Learning Resources	4	1,934,286	1,774,869	1,713,601
Administration	5	146,248	166,092	152,105
Finance		2,232	2,000	2,290
Property	6	636,561	900,052	907,664
Depreciation	10	62,362	50,020	72,846
Loss on Disposal of Property, Plant and Equipment		851	-	2,717
		<u>2,811,674</u>	<u>2,917,683</u>	<u>2,893,819</u>
Net Surplus / (Deficit) for the year		63,471	(69)	28,027
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>63,471</u>	<u>(69)</u>	<u>28,027</u>

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

Marist School (Mt Albert)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January		542,608	542,608	505,727
Total comprehensive revenue and expense for the year		63,471	(69)	28,027
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,834	-	8,854
Equity at 31 December		615,913	542,539	542,608
Retained Earnings		615,913	542,539	542,608
Equity at 31 December		615,913	542,539	542,608

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.

Marist School (Mt Albert)

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	7	245,620	172,204	166,539
Accounts Receivable	8	130,979	110,600	104,539
GST Receivable		8,808	11,500	11,491
Prepayments		19,517	3,400	3,432
Investments	9	208,500	207,000	206,838
		<u>613,424</u>	<u>504,704</u>	<u>492,839</u>
Current Liabilities				
Accounts Payable	11	148,397	130,700	131,057
Revenue Received in Advance	12	8,260	2,000	2,097
Finance Lease Liability	14	13,579	12,000	11,728
		<u>170,236</u>	<u>144,700</u>	<u>144,882</u>
Working Capital Surplus/(Deficit)		<u>443,188</u>	<u>360,004</u>	<u>347,957</u>
Non-current Assets				
Property, Plant and Equipment	10	214,252	231,535	231,555
Capital Works in Progress		29,772	-	-
		<u>244,024</u>	<u>231,535</u>	<u>231,555</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	64,367	35,000	23,000
Finance Lease Liability	14	6,932	14,000	13,904
		<u>71,299</u>	<u>49,000</u>	<u>36,904</u>
Net Assets		<u>615,913</u>	<u>542,539</u>	<u>542,608</u>
Equity		<u>615,913</u>	<u>542,539</u>	<u>542,608</u>

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

Marist School (Mt Albert)

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		506,095	499,436	511,631
Locally Raised Funds		143,112	150,553	154,771
Goods and Services Tax (net)		2,683	(9)	(2,339)
Payments to Employees		(257,991)	(336,680)	(317,252)
Payments to Suppliers		(241,825)	(257,802)	(222,299)
Interest Paid		(2,232)	(2,000)	(2,290)
Interest Received		1,870	1,961	4,702
Net cash from/(to) Operating Activities		151,712	55,459	126,924
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		(851)	-	(2,717)
Purchase of Property Plant & Equipment		(36,916)	(119,804)	(56,863)
Purchase of Investments		(1,662)	-	(4,332)
Proceeds from Sale of Investments		-	(162)	-
Net cash from/(to) Investing Activities		(39,429)	(119,966)	(63,912)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,834	-	8,854
Finance Lease Payments		(13,264)	70,172	(13,269)
Funds Administered on Behalf of Third Parties		(29,772)	-	-
Net cash from/(to) Financing Activities		(33,202)	70,172	(4,415)
Net increase/(decrease) in cash and cash equivalents		79,081	5,665	58,597
Cash and cash equivalents at the beginning of the year	7	166,539	166,539	107,942
Cash and cash equivalents at the end of the year	7	245,620	172,204	166,539

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

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

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Reporting Entity

Marist School (Mt Albert) (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.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

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. 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.

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.

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 Grants

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.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

Accounts Receivable

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

Inventories

Inventories are consumable items held for sale and comprise 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.

Investments

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

Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements - School	10 years
Furniture and equipment	10 years
Information and communication technology	3 years
Leased assets held under a Finance Lease	Term of lease
Library resources	12.5% Diminishing value

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the School receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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 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. 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.

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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.

Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to 0, should the School be unable to provide the services to which they relate.

Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

Budget Figures

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

2 Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	451,073	434,963	428,319
Teachers' Salaries Grants	1,747,200	1,500,996	1,489,045
Other MoE Grants	62,472	64,473	83,312
	<u>2,260,745</u>	<u>2,000,432</u>	<u>2,000,676</u>

3 Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	75,476	121,000	81,150
Curriculum related Activities - purchase of goods & services	19,814	24,650	20,269
Fees for Extra Curricular Activities	-	-	40,262
Trading	10,527	-	10,993
Other Revenue	29,056	5,000	-
	<u>134,873</u>	<u>150,650</u>	<u>152,674</u>
Expenses			
Extra Curricular Activities Costs	18,474	24,650	31,225
Trading	10,660	-	11,371
	<u>29,134</u>	<u>24,650</u>	<u>42,596</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>105,739</u>	<u>126,000</u>	<u>110,078</u>

4 Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	42,946	58,473	30,630
Equipment Repairs	-	1,000	-
Information and Communication Technology	15,311	16,000	15,542
Library Resources	1,072	1,800	1,456
Employee Benefits - Salaries	1,850,666	1,659,596	1,646,135
Staff Development	24,291	38,000	19,838
	<u>1,934,286</u>	<u>1,774,869</u>	<u>1,713,601</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

5 Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,850	6,080	5,950
Board Fees	3,770	4,000	3,695
Board Expenses	6,256	8,602	7,027
Communication	2,930	4,000	3,440
Consumables	14,954	16,500	14,133
Operating Lease	2,174	2,400	2,204
Other	9,648	10,310	8,567
Employee Benefits - Salaries	85,609	100,700	93,749
Insurance	3,563	3,000	3,044
Service Providers, Contractors and Consultancy	10,494	10,500	10,296
	<u>146,248</u>	<u>166,092</u>	<u>152,105</u>

6 Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	8,175	9,800	11,810
Cyclical Maintenance Expense	41,367	15,000	29,757
Grounds	12,705	10,720	8,640
Heat, Light and Water	17,362	20,500	15,565
Repairs and Maintenance	6,782	5,500	4,213
Use of Land and Buildings	477,832	764,532	764,532
Security	3,389	3,000	2,770
Employee Benefits - Salaries	68,949	71,000	70,377
	<u>636,561</u>	<u>900,052</u>	<u>907,664</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	248,159	172,204	166,539
Bank Overdraft	(2,539)	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>245,620</u>	<u>172,204</u>	<u>166,539</u>

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

8 Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	386	600	561
Bank Staffing Underuse	7,450	-	-
Teacher Salaries Grant Receivable	125,219	110,000	103,978
	<u>130,979</u>	<u>110,600</u>	<u>104,539</u>
Receivables from Exchange Transactions	(1,690)	600	561
Receivables from Non-Exchange Transactions	132,669	110,000	103,978
	<u>130,979</u>	<u>110,600</u>	<u>104,539</u>

9 Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	208,500	207,000	206,838
Total Investments	<u>208,500</u>	<u>207,000</u>	<u>206,838</u>

10 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	6,803	-	-	-	(5,355)	1,448
Furniture and Equipment	159,423	23,129	-	-	(25,665)	156,887
Information and Communication Technology	29,964	12,651	-	-	(19,357)	23,258
Leased Assets	17,230	8,143	-	-	(9,576)	15,797
Library Resources	18,135	1,990	(854)	-	(2,409)	16,862
Balance at 31 December 2021	<u>231,555</u>	<u>45,913</u>	<u>(854)</u>	<u>-</u>	<u>(62,362)</u>	<u>214,252</u>

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	53,550	(52,102)	1,448	53,550	(46,747)	6,803
Furniture and Equipment	394,490	(237,603)	156,887	371,361	(211,938)	159,423
Information and Communication Technology	185,203	(161,945)	23,258	172,551	(142,587)	29,964
Leased Assets	77,947	(62,150)	15,797	69,804	(52,574)	17,230
Library Resources	35,689	(18,827)	16,862	35,358	(17,223)	18,135
Balance at 31 December	<u>746,879</u>	<u>(532,627)</u>	<u>214,252</u>	<u>702,624</u>	<u>(471,069)</u>	<u>231,555</u>

The net carrying value of equipment held under a finance lease is \$15,797 (2020: \$17,230).

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

11 Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	4,915	9,700	9,749
Accruals	6,850	6,000	5,950
Employee Entitlements - Salaries	136,632	115,000	115,358
Employee Entitlements - Leave Accrual	-	-	-
	<u>148,397</u>	<u>130,700</u>	<u>131,057</u>
Payables for Exchange Transactions	148,397	130,700	131,057
	<u>148,397</u>	<u>130,700</u>	<u>131,057</u>

The carrying value of payables approximates their fair value.

12 Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other Revenue in Advance	8,260	2,000	2,097
	<u>8,260</u>	<u>2,000</u>	<u>2,097</u>

13 Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	23,000	23,000	9,177
Increase/(decrease) to the Provision During the Year	41,367	15,000	29,757
Use of the Provision During the Year	-	(3,000)	(15,934)
Provision at the End of the Year	<u>64,367</u>	<u>35,000</u>	<u>23,000</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	<u>64,367</u>	<u>35,000</u>	<u>23,000</u>
	<u>64,367</u>	<u>35,000</u>	<u>23,000</u>

14 Finance Lease Liability

The school has entered into a number of finance lease agreements for laptops and photocopier.
Minimum lease payments payable (includes interest portion):

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	14,888	-	13,552
Later than One Year and no Later than Five Years	7,337	-	14,847
Future Finance Charges	(1,714)	-	(2,768)
	<u>20,511</u>	<u>-</u>	<u>25,631</u>
Represented by			
Finance lease liability - Current	13,579	12,000	11,728
Finance lease liability - Term	<u>6,932</u>	<u>14,000</u>	<u>13,904</u>
	<u>20,511</u>	<u>26,000</u>	<u>25,632</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

15 Related Party Transactions

The Proprietor of the School (Catholic Diocese of Auckland) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$155,713 (2020: \$155,277). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$nil (2020: \$nil).

16 Remuneration*Key management personnel compensation*

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,770	3,695
<i>Leadership Team</i>		
Remuneration	446,137	336,294
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	449,907	339,989

There are 10 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (3 members) that meet prior to the Board meetings. As well as these regular meetings, including preparation time, the Chair 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	1-5	1-5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2	-
	2	-

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

17 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving. (31 December 2021: nil)

18 Contingencies

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

(Contingent liabilities and assets as at 31 December 2020: nil)

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

19 Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2020: nil)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into new contracts.

20 Financial Instruments

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	245,620	172,204	166,539
Receivables	130,979	110,600	104,539
Investments - Term Deposits	208,500	207,000	206,838
Total Financial assets measured at amortised cost	585,099	489,804	477,916
Financial liabilities measured at amortised cost			
Payables	148,397	130,700	131,057
Borrowings - Loans	-	-	-
Finance Leases	20,511	26,000	25,632
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	168,908	156,700	156,689

21 Events After Balance Date

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

22 Comparatives

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

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Marist School (Mt Albert)'s Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Marist School (Mt Albert) (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 9 June 2022. 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 of 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport 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* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Marist School (Mt Albert).

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping horizontal line extending to the right.

Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Marist School, Mt Albert	School Number:	1359
Strategic Aim:	We will develop unity and a sense of belonging in a vibrant school community.		
Annual Aim:	Explore and grow Marist's renewed Mission, Vision and Values reflective of cultural responsiveness and within our new learning environment		
Target:	By the end of 2021 the Marist community- tamariki, staff and whanau - will recognise and share an understanding of identity, language and the culture of all peoples.		
Baseline Data:	<p>As this was our first year in an ILE we realized there would need to be a lot of parent /school interaction in order for whanau to understand the way our Hubs would operate. This was the practicality behind all the written information we had shared with the community prior to the completion of the Hubs.</p> <p>This is our second distributed year of COVID. This affected many community gatherings & events.</p> <p>We have no comparative data due to the disruptions of the pandemic.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>All stakeholders will:</p> <ul style="list-style-type: none"> ● Work towards achieving the Kahui ako and PLD goals permeated by the Marist Vision ● Have an understanding of the overarching 2020 theme 'A Place to Call Home' - Tūrangawāwae –a shared understanding of identity, language & the culture of all peoples 	<p>Leaders were beginning to identify the levels of engagement through attendance at 'A place to call home meeting' (67% of our whanau) and through replies to surveys (20%) and discussion with whanau at the Open Day (52%)</p> <p>We were able to maintain, and indeed increase, our outreach to the community during Covid and their response (90 %) and through SLT personalised contact with everyone in the parent community (100%) and during non-covid times - fortnightly Newsflash, Pinboard, website, school app,</p> <p>Teachers were beginning to become aware of the need to respond in a culturally responsive and relational way to students and whanau</p> <p>Learners were able to understand more about their identity, language and culture through term 3&4. They demonstrated an understanding of their identity, language and culture through cultural celebrations, stories and</p>	<p>We were unable to progress as far as we had hoped because of Covid.....losing 10 weeks of school for the children. We lost the momentum that cancelled celebrations and other sharing opportunities would have provided to further the whole school development of our goal.</p> <p>Again COVID affected the momentum of our journey.</p> <p>We have done a lot of PLD through our Kāhui ako around Culturally Responsive Pedagogy & Practice and Critical Literacy.</p>	<p>We will continue to work towards greater understanding and cultural awareness throughout 2021.</p> <p>The appointment of 2 WST to help guide and collaborate (along side outside facilitators) will strengthen our collective understanding.</p>

Tātaritanga raraunga

<ul style="list-style-type: none"> ● Be involved in the development of a localised connected curriculum, with a strong emphasis on student voice ● Be involved in the use of the Ministry 'Leading Local Curriculum' guide series ● Contribute to the establishment of the Community Garden programme between Parish, Primary & College—Garden to Table programme 	<p>their own inquiries of their identity, language and culture</p> <p>Staff started to become partners in exploring and growing Marist's localised curriculum in a collaborative setting during term 4 with a view to the teaching and learning programme for 2021.</p>		<p>We will seek Student & whanau voice to explore and grow the learning opportunities for our localised curriculum</p> <p>The employment of 2 kitchen specialists to aid the development of our Garden to Table programme will be a boost to the opportunities this programme provides</p>
Planning for next year:			
<p>Principal is a member of the Springboard Trust Strategic Leadership Programme for Principals:</p> <ul style="list-style-type: none"> ● Input from the programme will be shared with BOT/SLT/Staff ● Consultation/review of Vision statement by BOT/SLT/Staff ● Share Vision statement with community ● Begin reviewing, consultation processes around Strategic Plan 2023-2025 			

Tātaritanga raraunga

All stakeholders will:

- Work towards achieving the Kahui ako and PLD goals permeated by the Marist Vision
- Continue to grow an understanding of 'Tūrangawaewae—a Place to Stand'...2022 School Theme' - a shared understanding of identity, language & the culture of all peoples
- Be involved in the development of a localised connected curriculum, with a strong emphasis on student voice
- Explore the Digital Curriculum weaving through aspects of the Aotearoa NZ Histories Curriculum
- Continue to promote the Community Garden programme between Parish, Primary & College.
- Work with Kāhui Ako facilitator to develop a connected curriculum that builds on Maori and Pacific world views and text and languages.
- Continue to work on the development of a Marist School ETP matrix (Effective Teacher Profile) with a deeper understanding of Whanaungatanga and Mana Motuhake so that all learners feel connected, a sense of belonging and achieve success outcomes; and develop a deeper understanding and practice of the principle of Activating Prior Knowledge.
- Continue to explore Critical Literacy to enhance students progress & achievement
- Staff complete Te Ao Māori course

Analysis of Variance Reporting



School Name:	Marist School	School Number:	1359		
---------------------	---------------	-----------------------	------	--	--

Strategic Aim:	STRATEGIC GOAL 2: Within the Spirit of Mary we will develop, nurture and resource life long learners				
Annual Aim:	ANNUAL GOAL: To ensure consistent teaching and learning practices that sustain schoolwide effective pedagogy that lead to improved student outcomes				
Target:	BACKGROUND / RATIONALE / HUNCHES: <i>Analysis of school wide Literacy data in Dec 2020 showed students across the school not yet achieving at their expected curriculum level. By the end of 2021 we would want to have all students achieving at expectation in reading and writing .</i>				
Baseline Data:	2021 Reading Year 2 17 children <i>Below expectations</i>	Girls/Boys 10 - Girls 7 - Boys	ESOL 3- Girls 2- Boys	Currently receiving support 4 (Reading Recovery)	Ethnicity 7 NZ European 1 Chinese 1 African 1 Latin American

Tātaritanga raraunga

	2021 Writing Year 4 8 <i>children</i> <i>Below expectations</i>	4 - Girls 4- Boys	1 -Boy	1 (IEP - dyslexic)	5 NZ European 2 Other Asian 1 Chinese
--	--	------------------------------------	---------------	----------------------------	--

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Ongoing - Develop teacher capacity to use Etap for data gathering, tracking student learning progress and identification of target students.</p> <ul style="list-style-type: none"> • Raise the achievement level of Year 2, 4 and 5 children identified from the 2020 end of year data by continuing to develop internal capacity through the regular moderation of assessment tools i.e. Running Records and Probe and the moderation of writing samples to ensure accuracy of analysis and OTJ's linked to the NZC and Progressions. • Provide opportunities for teachers to develop their collaborative teaching and learning skills by creating opportunities for them to observe each other's practice and engage in "Rich" professional conversations. • Embedding culturally responsive teaching and learning through teachers fostering student success. This will be achieved by appreciating and celebrating diversity and cultural awareness, through deliberate acts of 	<p>Due to the disruptions of the pandemic there is no comparative data</p> <p>The following data is based on a comparison of End of 2020 data and Mid-Year 2021 data.</p> <p>2021 Reading:</p> <p>Of the 10 Year 2 Girls who were identified as achieving below curriculum expectation at the end of 2020, 5 of 10 (50%) had made a significant improvement by mid-year 2021 and 5 of 10 (50%) were tracking towards improvement.</p> <p>Of the 7 Year 2 Boys who were identified as achieving below curriculum expectation at the end of 2020, 2 of 7 (29%) had made a significant improvement by mid-year 2021 and 5 of 7 (71%) were tracking towards improvement by mid-year 2021.</p> <p>2021 Writing</p> <p>Of the 4 Year 4 Girls who were identified as achieving below curriculum expectation at the end of 2020 2 of 4 (50%) had made a</p>	<p>Outcome:</p> <p>In light of COVID interruptions many Key Improvement Actions were limited to Terms 1 and 2 of 2021.</p>	<p>All these students will continue to be monitored to ensure they make the appropriate progress needed to remain at the expectation for their year level.</p> <p>These students will continue to be a focus for their classroom teachers and it is anticipated with the appropriate support they will reach expectations for their year level.</p>

Tātaritanga raraunga

<p>teaching and learning, making sure that students are familiar with the strategies used and catering to the students' learning strengths by utilizing their prior knowledge.</p> <ul style="list-style-type: none"> • Implement the Quick 60 reading and spelling intervention programme for all target children to support the acceleration of their reading. This programme will be taken by a Teacher Aide. • Provided a being of the year parent information meeting to share ideas on how to support their child's reading. • Growing our target group interventions by providing a second Reading Recovery teacher to cater for the Year 2 children who are at risk and meet the criteria. • Utilize staff expertise to model effective practice and pedagogy around teaching and accelerating writing i.e the Pair Writing Programme introduced through the RTLB and the Accelerated Learning Journal 	<p>significant improvement by mid-year 2021 2 of 4 (50%) were tracking towards improvement by mid-year 2021.</p> <p>Of the 4 Year 4 Boys who were identified as achieving below curriculum expectation at the end of 2020, 4 of 4(100%) had made a significant improvement by mid-year 2021.</p>		
--	--	--	--

Tātaritanga raraunga

which develops Student Agency to drive learning based on the writing progressions.

Planning for next year:

Evaluation - Where to next-2022

Reading

The leadership team and the teachers will continue to focus on effective teaching and learning in Reading in 2022. Teachers will continue to refine moderation across the Years 0-3 groups and they will continue to use assessment information to inform planning and teaching so that it addresses the specific needs of the children. The Quick 60 programme will continue to be used as a specific intervention for those children who are not tracking towards curriculum expectation.

Writing

Teachers will continue to hold high expectations for student achievement in writing. They will continue to embed culturally responsive teaching and learning through the use of “deliberate acts of teaching” making sure that the learning is carefully scaffolded for students. Teachers will continue to utilize staff expertise to model effective practice and pedagogy around teaching and accelerating writing i.e the Pair Writing Programme introduced through the RTLB and the Accelerated Learning Journal which develops Student Agency to drive learning based on the writing progressions.

For those students who have greater learning needs the SENCO will provide targeted support through the use of a Collaborative Action Plan and

Tātaritanga raraunga

Assistive Technology

Analysis of Variance Reporting



School Name:	Marist School, Mt Albert	School Number:	1359
---------------------	--------------------------	-----------------------	------

Strategic Aim:	To ensure consistent teaching and learning practices that sustain schoolwide effective pedagogy that lead to improved student outcomes.										
Annual Aim:	<i>Analysis of school wide Numeracy data in Dec 2020 showed students across the school not yet achieving at their expected curriculum level. By the end of 2021 we would want to have all students achieving at expectation in numeracy.</i>										
Target:	Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).										
Baseline Data:	<p><i>Analysis of school wide Numeracy data in Dec 2020 showed students across the school not yet achieving at their expected curriculum level. By the end of 2021 we would want to have all students achieving at expectation in numeracy.</i></p> <table border="1"> <thead> <tr> <th>2021 Numeracy Year 3</th> <th>Girls/B oys</th> <th>ES OL</th> <th>Cur ren tly rec eivi ng sup por</th> <th>Eth nici ty</th> </tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	2021 Numeracy Year 3	Girls/B oys	ES OL	Cur ren tly rec eivi ng sup por	Eth nici ty					
2021 Numeracy Year 3	Girls/B oys	ES OL	Cur ren tly rec eivi ng sup por	Eth nici ty							

Tātaritanga raraunga

	16 chil dre n			t	
	Bel ow exp ect ati ons	10- Gir ls 6- Boy s	2- Boy s	4- IEP' s RTL B - Lea rni ng Sup por t	8 - NZ E 1- Brit ish 1- Ton gan 1- Sa mo an 1 Fiji an 4- Oth er Asi an
	202 1 Nu me rac	Gir ls/B oys	ES OL	Cur ren tly rec eivi	Eth nici ty

Tātaritanga raraunga

	<i>y</i> <i>Yea</i> <i>r 5</i> <i>9</i> <i>chil</i> <i>dre</i> <i>n</i>		<i>ng</i> <i>sup</i> <i>por</i> <i>t</i>	
	<i>Bel</i> <i>ow</i> <i>exp</i> <i>ect</i> <i>ati</i> <i>ons</i>	<i>9 -</i> <i>Girl</i> <i>s</i>	<i>1 -</i> <i>RTL</i> <i>B</i> <i>ref</i> <i>err</i> <i>al</i>	<i>5-</i> <i>NZ</i> <i>Eur</i> <i>ope</i> <i>an</i> <i>1-</i> <i>Afri</i> <i>can</i> <i>2 -</i> <i>NZ</i> <i>Ma</i> <i>ori</i> <i>1-</i> <i>Oth</i> <i>er</i> <i>Asi</i> <i>an</i>
	<i>202</i> <i>1</i> <i>Nu</i> <i>me</i> <i>rac</i> <i>y</i>	<i>Girl</i> <i>s/B</i> <i>oys</i>	<i>ES</i> <i>OL</i>	<i>Cur</i> <i>ren</i> <i>tly</i> <i>rec</i> <i>eivi</i> <i>ng</i>
<i>Eth</i> <i>nici</i> <i>ty</i>				

Tātaritanga raraunga

	Year 6 children		support	
	Below expectations	5-Girls 1-Boy	1-Girl 2-RTL B referral	3-NZ European 1-Chinese 2-Samoan

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Ongoing - Develop teacher capacity to use Etap for data gathering, tracking student learning progress and identification of target students.</p> <ul style="list-style-type: none"> • Moderation of assessment data within and across the school timetabled into Hub meetings each term and a staff meeting to build consistent practice across the school. • Plan next steps for focused teaching and learning and set learning targets. Collaboratively plan, teach, monitor, assess and differentiate in their programmes to cater for the individual needs of students • Students will receive specific formative feedback on their achievements and learning from teachers, this data will also be shared with parents. Together they will discuss what this says about their learning - and where to go next. • Mixed ability groups working collaboratively on problem solving tasks. 	<p>Year 3 3 Students AT the appropriate curriculum level (25%) 6 Students considered possibly / likely to be working at the appropriate curriculum level (50%) 3 Students not yet working at the appropriate curriculum level (25%)</p> <p>Year 5 1 Students AT the appropriate curriculum level (8%) 6 Students considered possibly / likely to be working at the appropriate curriculum level (75%) 2 Students not yet working at the appropriate curriculum level (16%)</p> <p>Year 6 4 Students AT the appropriate curriculum level (75%) 2 Students not yet working at the appropriate curriculum level (25%)</p>	<p>Covid absences(staff and students)</p> <p>100+ days of Lockdown</p>	<p>SLT, teachers and teacher aides will continue to use resources and funding to support targeted students and their learning needs</p>

Tātaritanga raraunga

- Provide opportunities for teachers to develop their collaborative teaching and learning skills by creating opportunities for them to observe each other's practice and engage in "Rich" professional conversations, with the use of ALiM trained teachers to drive this.
- Continue to use the Spring Into Maths programme to supplement classroom programmes.

Planning for next year:

Evaluation - Where to next-2022

Focusing on the students who are yet to be working at a similar level to their peers (students within the 2021 group **and** any others who are in this category)

SLT will:

- Provide resources (personnel, programmes and PLD) to support Teachers and Teacher aides.
- Continue to use the Spring Into Maths programme to supplement classroom programmes.

Teachers will continue to

Tātaritanga raraunga

- Collaboratively plan, teach, monitor, assess and differentiate in their programmes to cater for the individual needs of students
- Students will
- receive specific formative feedback on their achievements and learning from teachers, this data will also be shared with parents. Together they will discuss what this says about their learning - and where to go next.

Indicators of progress will be

- Evidence of the opportunities for the identified students to progress their learning
- Teachers have been able to progress the children to the expected level.

MARIST SCHOOL MT ALBERT

14 Kitenui Ave, Mt Albert,
Auckland 1025
Phone : 09-846-7408
Email : admin@marist.school.nz



TE WAIRUA O MARIA
THE SPIRIT OF MARY

Statement of Kiwi Sport Funding 2021

Marist School received Kiwi Sport funding of \$4673.00 in 2021.

The Kiwisport grant in 2021 was used to introduce new sports to the school for both Physical Education and lunchtime activities. The funds contributed towards a Big Day In activities day, which was especially important in the challenging pandemic times.

This supported our tamarikis well being and brought them lots of joy.