

Morrinsville College

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 126

Principal: John M Inger

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Members of the Board

Name	Position	Name
	Presiding Member	Ngairi Te Ahu
	Principal ex Officio	John Inger
	Parent Representative	Catherine Young
	Parent Representative	Margaret Wilton
	Parent Representative	Chris Wright
	Parent Representative	Matthew Judge
	Parent Representative	Tiarose Wikaira-Wilson
	Student Representative	Lisa Bhandari
	Staff Representative	Kevin Rae

Morrinsville College

Group Annual Report - For the year ended 31 December 2021

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Morrinsville College

Statement of Responsibility

For the year ended 31 December 2021

The Board of Trustees accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the group.

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



Ngaire Te Ahu

Signature of Board Chairperson

Date:

27 JULY 2022



John Maxwell Inger

Signature of Principal

Date:

27 JULY 2022

Morrinsville College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue							
Government Grants	2	7,570,488	7,561,100	7,617,107	7,570,488	7,561,100	7,617,107
Locally Raised Funds	3	653,359	487,985	599,877	653,769	488,385	600,133
Interest Earned		6,174	20,000	22,135	7,021	20,850	24,283
International Students	4	40,853	75,100	259,306	40,853	75,100	259,306
Other Revenue		-	-	866	-	-	866
Total revenue		8,270,874	8,144,185	8,499,291	8,272,131	8,145,435	8,501,695
Expenses							
Locally Raised Funds	3	497,336	355,555	394,409	498,516	356,755	396,897
International Students	4	27,748	66,550	185,103	27,748	66,550	185,103
Learning Resources	5	5,786,093	5,438,910	5,395,873	5,786,093	5,438,910	5,395,873
Administration	6	416,254	393,500	430,432	417,066	394,300	431,170
Finance		7,198	10,000	10,020	7,198	10,000	10,020
Property	7	1,629,048	1,756,000	1,877,699	1,629,048	1,756,000	1,877,699
Depreciation	12	241,719	245,800	211,697	241,719	245,800	211,697
Total expenses		8,605,396	8,266,315	8,505,233	8,607,388	8,268,315	8,508,459
Net Surplus / (Deficit) for the year		(334,522)	(122,130)	(5,942)	(335,257)	(122,880)	(6,764)
Total Comprehensive Revenue and Expense for the Year		(334,522)	(122,130)	(5,942)	(335,257)	(122,880)	(6,764)

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

Morrinsville College
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes		2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
	2021 Actual \$	School 2021 Budget (Unaudited) \$				
Equity at 1 January	1,440,742	1,385,940	1,422,416	1,531,417	1,476,090	1,513,912
Total comprehensive revenue and expense for the year	(334,522)	(122,130)	(5,942)	(335,257)	(122,880)	(6,764)
Capital Contributions from the Ministry of Education						
Contribution - Furniture and Equipment Grant	-	-	24,268	-	-	24,269
Equity at 31 December	1,106,220	1,263,810	1,440,742	1,196,160	1,353,210	1,531,417
Retained Earnings	1,106,220	1,263,810	1,440,742	1,196,160	1,353,210	1,531,417
Equity at 31 December	1,106,220	1,263,810	1,440,742	1,196,160	1,353,210	1,531,417
Reserve Movements Analysis						
Accumulated surplus/(deficit)						
Balance at 1 January	1,440,742	1,385,940	1,422,416	1,531,417	1,476,090	1,513,912
Furniture & Equipment grant	-	-	24,268	-	-	24,269
Surplus/(deficit) for the year	(334,522)	(122,130)	(5,942)	(335,257)	(122,880)	(6,764)
Balance 31 December	1,106,220	1,263,810	1,440,742	1,196,160	1,353,210	1,531,417
Total equity	1,106,220	1,263,810	1,440,742	1,196,160	1,353,210	1,531,417

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Morrinsville College
Statement of Financial Position

For the year ended 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget \$	2020 Actual \$
Current Assets							
Cash and Cash Equivalents	8	336,867	218,510	212,694	343,165	225,010	221,036
Accounts Receivable	9	385,060	261,000	378,446	385,193	261,100	378,504
GST Receivable		28,990	-	-	28,990	-	-
Prepayments		48,928	20,000	47,997	48,928	20,000	47,997
Inventories	10	10,922	12,000	10,883	10,922	12,000	10,883
Investments	11	80,000	350,000	450,000	165,000	435,000	450,000
Funds held for Capital Works Projects	18	11,280	-	-	11,280	-	-
		<u>902,047</u>	<u>861,510</u>	<u>1,100,020</u>	<u>993,478</u>	<u>953,110</u>	<u>1,108,420</u>
Current Liabilities							
GST Payable		-	20,000	97	-	20,000	96
Accounts Payable	13	504,832	336,000	492,515	506,324	337,400	495,241
Revenue Received in Advance	14	158,202	-	198,486	158,202	-	198,486
Painting Contract Liability	16	36,746	37,000	36,746	36,746	37,000	36,746
Finance Lease Liability	17	34,078	70,000	18,859	34,078	70,000	18,859
Funds held on behalf of Coronet Cluster	19	717	700	717	717	700	717
		<u>734,575</u>	<u>463,700</u>	<u>747,420</u>	<u>736,067</u>	<u>465,100</u>	<u>750,145</u>
Working Capital Surplus/(Deficit)		167,472	397,810	352,600	257,411	488,010	358,275
Non-current Assets							
Investment	11	-	-	23,000	-	-	108,000
Property, Plant and Equipment	12	1,223,728	1,108,000	1,314,738	1,223,728	1,108,000	1,314,738
		<u>1,223,728</u>	<u>1,108,000</u>	<u>1,337,738</u>	<u>1,223,728</u>	<u>1,108,000</u>	<u>1,422,738</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	15	86,143	74,000	49,397	86,143	74,000	49,397
Painting Contract Liability	16	136,190	148,000	156,400	136,190	148,000	156,400
Finance Lease Liability	17	62,647	20,000	43,799	62,647	20,000	43,799
		<u>284,980</u>	<u>242,000</u>	<u>249,596</u>	<u>284,980</u>	<u>242,000</u>	<u>249,596</u>
Net Assets		<u>1,106,220</u>	<u>1,263,810</u>	<u>1,440,742</u>	<u>1,196,159</u>	<u>1,354,010</u>	<u>1,531,417</u>
Equity:							
Accumulated surplus/deficit		1,106,220	1,003,260	1,440,742	1,196,159	1,354,010	1,531,417
Total equity		<u>1,106,220</u>	<u>1,003,260</u>	<u>1,440,742</u>	<u>1,196,159</u>	<u>1,354,010</u>	<u>1,531,417</u>

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

Morrinsville College
Statement of Cash Flows
For the year ended 31 December 2021

	Notes	2021	School	2020	2021	Group	2020
		Actual	2021	Actual	Actual	2021	Actual
		\$	Budget	\$	\$	Budget	\$
			(Unaudited)			(Unaudited)	
			\$			\$	
Cash flows from Operating Activities							
Government Grants		1,828,762	1,800,514	1,866,789	1,828,762	1,890,664	1,866,789
Locally Raised Funds		700,948	502,919	704,066	701,358	503,319	704,322
Student Funds in Advance		(98,379)	(179,859)	86,761	(98,379)	(179,859)	86,761
International Students		70,718	58,349	40,230	70,716	58,349	40,230
Goods and Services Tax (net)		(29,087)	19,903	16,844	(29,087)	19,903	16,844
Payments to Employees		(801,872)	(801,938)	(890,942)	(801,872)	(801,938)	(690,942)
Payments to Suppliers		(1,789,224)	(1,505,938)	(1,914,292)	(1,792,450)	(1,506,538)	(1,918,058)
Cyclical Maintenance Payments in the year		-	-	(1,652)	-	-	(1,652)
Interest Paid		(7,198)	(10,000)	(10,020)	(7,198)	(10,000)	(10,020)
Interest Received		6,639	18,749	24,232	7,411	18,499	26,488
Net cash from / (to) the Operating Activities		(120,695)	(97,301)	122,016	(122,739)	(6,601)	120,762
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(1,149)	-	-	(1,149)	-
Purchase of Property Plant & Equipment (and Intangibles)		(100,927)	(79,106)	(319,523)	(100,927)	(79,106)	(319,523)
Proceeds from Sale (Purchase) of Investments		393,000	123,000	245,871	393,000	38,000	245,871
Net cash from / (to) the Investing Activities		292,073	42,745	(73,652)	292,073	(42,255)	(73,652)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	24,269	-	800	24,269
Finance Lease Payments		(15,715)	88,535	(48,204)	(15,715)	68,535	(48,204)
Painting contract payments		(20,210)	(8,146)	(20,210)	(20,210)	(8,146)	(20,210)
Funds Held for Capital Works Projects		(11,280)	(17)	(71,852)	(11,280)	(17)	(71,852)
Net cash from Financing Activities		(47,205)	60,372	(115,997)	(47,205)	61,172	(115,997)
Net increase/(decrease) in cash and cash equivalents		124,173	5,816	(67,633)	122,129	12,316	(68,887)
Cash and cash equivalents at the beginning of the year	8	212,694	212,694	280,327	221,036	212,694	289,923
Cash and cash equivalents at the end of the year	8	336,867	218,510	212,694	343,165	225,010	221,036

The Consolidated 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 omitted.

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

Morrinsville College

Notes to the Group Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Morrinsville College 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 Morrinsville College Group (the 'Group') consists of Morrinsville College and its subsidiary Morrinsville College Educational Trust. The subsidiary is a School Trust ('Trust') which provides scholarships and/or grants for the benefit of pupils attending or proposing to attend the School or proceeding from the School to more advanced study to other places of learning.

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

Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Details of investment in subsidiaries are set out in note 27.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at note 27.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers 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. These 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

Other grants are recorded as revenue when the Group 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 recorded as revenue when their receipt is formally acknowledged by the Group.

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and farm livestock. 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 Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 Crown 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10 years
Information and communication technology	3 years
Motor vehicles	5 years
Other Assets	10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the Group are 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 Consolidated Statement of Comprehensive Revenue and Expense when incurred.

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

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

The Group 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. 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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee 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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international, general student funds and grants received where there are unfulfilled obligations for the Group to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

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

The Group 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 participating schools as agreed with the Ministry of Education. These funds are outside of the Group's control. These amounts are not recorded in the Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, 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.

s) Financial Instruments

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

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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind "

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

2. Government Grants

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Operations Grant	1,677,823	1,718,200	1,685,092	1,677,823	1,718,200	1,685,092
Teachers' Salaries Grants	4,723,358	4,500,000	4,490,272	4,723,358	4,500,000	4,490,272
Use of Land and Buildings Grants	1,020,692	1,200,000	1,264,617	1,020,692	1,200,000	1,264,617
Other MoE Grants	97,298	90,000	127,010	97,298	90,000	127,010
Transport Grants	50,317	50,300	48,716	50,317	50,300	48,716
Other Government Grants	1,000	2,600	1,400	1,000	2,600	1,400
	7,570,488	7,561,100	7,617,107	7,570,488	7,561,100	7,617,107

The school has opted in to the donations scheme for this year. Total amount received was \$100,350 and form part of the Operational Grant.

3. Locally Raised Funds

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue						
Donations and Bequests	4	270	384	414	670	640
Fundraising & Community Grants	40,239	49,000	128,627	40,239	49,000	128,627
Other Revenue	7,048	7,500	5,914	7,048	7,500	5,914
Trading	129,697	129,600	122,424	129,697	129,600	122,424
Fees for Extra Curricular Activities	476,371	301,615	342,528	476,371	301,615	342,528
	653,359	487,985	599,877	653,769	488,385	600,133
Expenses						
Extra Curricular Activities costs	313,579	203,455	225,582	313,579	203,455	225,582
Trading	180,124	148,000	166,145	180,124	148,000	166,145
Other Locally Raised Funds Expenditure	3,633	4,100	2,682	4,813	5,300	5,170
	497,336	355,555	394,409	498,516	356,755	396,897
Surplus for the year Locally raised funds	156,023	132,430	205,468	155,253	131,630	203,236

Overseas Travel

The School did not have any overseas trips in 2021.

The School did not have any overseas trips in 2020. Planned sports and cultural trips in 2020 to Norfolk Island, Australia, Vietnam and Japan were cancelled.

4. International Student Revenue and Expenses

	2021 Actual Number	School 2021 Budget (Unaudited) Number	2020 Actual Number	2021 Actual Number	Group 2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	2	3	21	2	3	21
Revenue						
International Student Fees	40,853	75,100	259,306	40,853	75,100	259,306
Expenses						
Student Recruitment	-	3,000	17,776	-	3,000	17,776
Employee Benefit - Salaries	12,172	21,000	61,335	12,172	21,000	61,335
Other Expenses	15,576	42,550	105,992	15,576	42,550	105,992
	27,748	66,550	185,103	27,748	66,550	185,103
Surplus/ (Deficit) for the year International Students	13,105	8,550	74,203	13,105	8,550	74,203

5. Learning Resources

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	252,130	249,590	249,632	252,130	249,590	249,632
Teacher Costs	254,398	218,820	224,404	254,398	218,820	224,404
Information and Communication Technology	145,472	138,000	114,906	145,472	138,000	114,906
Library Resources	5,075	6,000	5,028	5,075	6,000	5,028
Employee Benefits - Salaries	5,109,957	4,815,900	4,794,688	5,109,957	4,815,900	4,794,688
Staff Development	19,061	10,600	7,215	19,061	10,600	7,215
	5,786,093	5,438,910	5,395,873	5,786,093	5,438,910	5,395,873

6. Administration

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	9,735	8,500	6,346	10,547	9,300	7,084
Board Fees	4,347	6,200	5,430	4,347	6,200	5,430
Board Expenses	7,584	3,600	6,444	7,584	3,600	6,444
Communication	5,695	4,500	5,268	5,695	4,500	5,268
Consumables	8,025	9,000	8,000	8,025	9,000	8,000
Other	49,284	67,100	55,129	49,284	67,100	55,129
Employee Benefits - Salaries	307,512	294,600	318,154	307,512	294,600	318,154
Insurance	24,072	-	22,428	24,072	-	22,428
Service Providers, Contractors and Consultancy	-	-	3,233	-	-	3,233
	416,254	393,500	430,432	417,066	394,300	431,170

7. Property

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	15,331	11,200	17,114	15,331	11,200	17,114
Consultancy and Contract Services	156,000	159,200	156,000	156,000	159,200	156,000
Cyclical Maintenance Provision	39,506	36,750	38,396	39,506	36,750	38,396
Heat, Light and Water	92,690	85,800	75,403	92,690	85,800	75,403
Rates	5,602	12,000	5,390	5,602	12,000	5,390
Repairs and Maintenance	194,622	147,300	197,926	194,622	147,300	197,926
Use of Land and Buildings	1,020,692	1,200,000	1,264,617	1,020,692	1,200,000	1,264,617
Employee Benefits - Salaries	104,605	103,750	122,853	104,605	103,750	122,853
	1,629,048	1,756,000	1,877,699	1,629,048	1,756,000	1,877,699

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 property values. 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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	288,212	20,010	215,813	294,510	26,510	224,155
Short-term Bank Deposits	50,068	200,000	-	50,068	200,000	-
Bank Overdraft	(1,413)	(1,500)	(3,119)	(1,413)	(1,500)	(3,119)
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	336,867	218,510	212,694	343,165	225,010	221,036

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

Of the \$336,867 Cash and Cash Equivalents, \$3,000 is held by the Group on behalf of the Ministry of Education. These funds have been provided by the Ministry as a Prime Minister's Award for being a finalist for Excellence in Wellbeing Education. The funds will be used in 2022 to assist students in paying for Mana Wahine and Mana Tane trips.

Of the \$336,867 Cash and Cash Equivalents, \$25,000 of unspent grant funding is held by the Group. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

Of the \$336,867 Cash and Cash Equivalents, \$500 is held by the Group on behalf of the RTL Service.

9. Accounts Receivable

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	345	3,500	20,226	345	3,500	20,226
Receivables from the Ministry of Education	-	5,500	-	-	5,500	-
Interest Receivable	284	2,000	749	417	2,100	807
Teacher Salaries Grant Receivable	384,431	250,000	357,471	384,431	250,000	357,471
	<u>385,060</u>	<u>261,000</u>	<u>378,446</u>	<u>385,193</u>	<u>261,100</u>	<u>378,504</u>
Receivables from Exchange Transactions	629	5,500	20,975	762	5,600	21,033
Receivables from Non-Exchange Transactions	384,431	255,500	357,471	384,431	255,500	357,471
	<u>385,060</u>	<u>261,000</u>	<u>378,446</u>	<u>385,193</u>	<u>261,100</u>	<u>378,504</u>

10. Inventories

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	5,627	6,000	6,036	5,627	6,000	6,036
Farm Livestock	5,170	5,000	4,020	5,170	5,000	4,020
Canteen	125	1,000	827	125	1,000	827
	<u>10,922</u>	<u>12,000</u>	<u>10,883</u>	<u>10,922</u>	<u>12,000</u>	<u>10,883</u>

11. Investments

The Group and School's investments are classified as follows:

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset						
Short-term Bank Deposits	80,000	350,000	450,000	165,000	435,000	450,000
	<u>80,000</u>	<u>350,000</u>	<u>450,000</u>	<u>165,000</u>	<u>435,000</u>	<u>450,000</u>
Non-current Asset						
Long-term Bank Deposits	-	-	23,000	-	-	108,000
	<u>-</u>	<u>-</u>	<u>23,000</u>	<u>-</u>	<u>-</u>	<u>108,000</u>
Total Investments	<u>80,000</u>	<u>350,000</u>	<u>473,000</u>	<u>165,000</u>	<u>435,000</u>	<u>558,000</u>

12. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	625,609	-	-	-	(15,461)	610,148
Technical Equipment	17,539	-	-	-	(4,523)	13,016
Furniture and Equipment	133,430	18,813	-	-	(21,383)	130,860
Information and Communication Technology	199,504	46,778	-	-	(111,004)	135,278
Motor Vehicles	31,936	-	-	-	(9,858)	22,078
Other Assets	116,466	25,617	-	-	(44,838)	97,245
Leased Assets	127,810	64,924	(15,142)	-	(25,632)	151,960
Library Resources	62,444	9,719	-	-	(9,020)	63,143
Balance at 31 December 2021	1,314,738	165,851	(15,142)	-	(241,719)	1,223,728

GROUP	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	871,998	(261,850)	610,148	871,998	(246,389)	625,609
Building Improvements	54,461	(41,445)	13,016	57,211	(39,672)	17,539
Furniture and Equipment	214,958	(84,098)	130,860	196,145	(62,715)	133,430
Information and Communication Technology	451,722	(316,444)	135,278	449,641	(250,137)	199,504
Motor Vehicles	75,085	(53,007)	22,078	75,085	(43,149)	31,936
Other Assets	442,422	(345,177)	97,245	425,454	(308,988)	116,466
Leased Assets	290,975	(139,015)	151,960	241,193	(113,383)	127,810
Library Resources	423,858	(360,715)	63,143	414,139	(351,695)	62,444
Balance at 31 December	2,825,479	(1,601,751)	1,223,728	2,730,866	(1,416,128)	1,314,738

The net carrying value of equipment held under a finance lease is \$151,960 (2020: \$127,810)

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	625,609	-	-	-	(15,461)	610,148
Building Improvements	17,539	-	-	-	(4,523)	13,016
Furniture and Equipment	133,430	18,813	-	-	(21,383)	130,860
Information and Communication Technology	199,504	46,778	-	-	(111,004)	135,278
Motor Vehicles	31,936	-	-	-	(9,858)	22,078
Other Assets	116,466	25,617	-	-	(44,838)	97,245
Leased Assets	127,810	64,924	(15,142)	-	(25,632)	151,960
Library Resources	62,444	9,719	-	-	(9,020)	63,143
Balance at 31 December 2021	1,314,738	165,851	(15,142)	-	(241,719)	1,223,728

Accumulated Depreciation

SCHOOL	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	871,998	(261,850)	610,148	871,998	(246,389)	625,609
Building Improvements	54,461	(41,445)	13,016	57,211	(39,672)	17,539
Furniture and Equipment	214,958	(84,098)	130,860	196,145	(62,715)	133,430
Information and Communication Technology	451,722	(316,444)	135,278	449,641	(250,137)	199,504
Motor Vehicles	75,085	(53,007)	22,078	75,085	(43,149)	31,936
Other Assets	442,422	(345,177)	97,245	425,454	(308,988)	116,466
Leased Assets	290,975	(139,015)	151,960	241,193	(113,383)	127,810
Library Resources	423,858	(360,715)	63,143	414,139	(351,695)	62,444
Balance at 31 December	2,825,479	(1,601,751)	1,223,728	2,730,866	(1,416,128)	1,314,738

The net carrying value of equipment held under a finance lease is \$151,960 (2020: \$127,810)

13. Accounts Payable

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	12,697	50,000	36,156	14,189	51,400	38,882
Accruals	-	4,000	-	-	4,000	-
Banking Staffing Overuse	-	-	200	-	-	200
Employee Entitlements - Salaries	428,213	250,000	405,682	428,213	250,000	405,682
Employee Entitlements - Leave Accrual	63,922	32,000	50,477	63,922	32,000	50,477
	<u>504,832</u>	<u>336,000</u>	<u>492,515</u>	<u>506,324</u>	<u>337,400</u>	<u>495,241</u>
Payables for Exchange Transactions	504,832	336,000	492,515	506,324	337,400	495,241
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	<u>504,832</u>	<u>336,000</u>	<u>492,515</u>	<u>506,324</u>	<u>337,400</u>	<u>495,241</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	8	-	84	608	-	84
International Student Fees in Advance	46,614	-	16,751	46,614	-	16,751
Student Funds in Advance	81,480	-	179,859	81,480	-	179,859
Other revenue in Advance	30,100	-	1,792	29,500	-	1,792
	<u>158,202</u>	<u>-</u>	<u>198,486</u>	<u>158,202</u>	<u>-</u>	<u>198,486</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	School and Group 2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	49,397	49,397	12,653
Increase/ (decrease) to the Provision During the Year	36,746	-	38,396
Use of the Provision During the Year	-	-	(1,652)
Provision at the End of the Year	<u>86,143</u>	<u>49,397</u>	<u>49,397</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	86,143	74,000	49,397
	<u>86,143</u>	<u>74,000</u>	<u>49,397</u>

16. Painting Contract Liability

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Due within one year	36,746	37,000	36,746	36,746	37,000	36,746
Due after one year	136,190	148,000	156,400	136,190	148,000	156,400
	<u>172,936</u>	<u>185,000</u>	<u>193,146</u>	<u>172,936</u>	<u>185,000</u>	<u>193,146</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a nine year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	18,859	70,000	18,859	18,859	70,000	18,859
Later than One Year and no Later than Five Years	33,403	20,000	43,799	33,403	20,000	43,799
Later than Five Years	-	-	-	-	-	-
	<u>52,262</u>	<u>90,000</u>	<u>62,658</u>	<u>52,262</u>	<u>90,000</u>	<u>62,658</u>

18. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects.

School and GROUP

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
H Block Upgrade & P Block Cladding Replacement in progress		-	-	(11,280)	-	(11,280)
Totals		-	-	(11,280)	-	(11,280)
Represented by:						-
Funds Held on Behalf of the Ministry of Education						(11,280)
Funds Due from the Ministry of Education						<u>11,280</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
Hall Upgrade completed		83,912	1,829,935	(1,923,715)	9,868	-
Re-roofing - Gym, P Block, Walkway completed		5,523	-	(5,523)	-	-
Re-roofing - B Block & Library completed		(17,103)	52,838	(35,735)	-	-
Sprial Needs Modification completed		(480)	-	-	480	-
Totals		<u>71,852</u>	<u>1,882,773</u>	<u>(1,964,973)</u>	<u>10,348</u>	<u>-</u>

19. Funds Held in Trust

Morrinsville College is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry."

School and GROUP

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	717	700	717
Total funds received	<u>717</u>	<u>700</u>	<u>717</u>
Funds remaining	<u>717</u>	<u>700</u>	<u>717</u>

20. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the Group 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.

21. Remuneration

Key management personnel compensation (School and Group)

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

	2021 Actual \$	2020 Actual \$
<i>Board Members - School</i>		
Remuneration	5,500	5,430
<i>Leadership Team</i>		
Remuneration	1,258,542	1,214,942
Full-time equivalent members	11	11
Total key management personnel remuneration	1,264,042	1,220,372

There are eight members of the Board excluding the Principal. The Board had held eleven full meetings of the Board in the year. The Board also has Finance four) and Property four that meet two monthly and quarterly respectively. 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.

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	170 - 180	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

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
150-160	1	-
140-150	-	1
130-140	-	-
120-130	2	-
110-120	1	2
100-110	11	6
	15	9

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

22. Compensation and Other Benefits

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:

	2021 Actual	2020 Actual
School and GROUP		
Total	\$20,039	-
Number of People	1	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

As at 31 December 2021, there were no capital works agreements in place.

(Capital commitments at 31 December 2020: Nil)

25. 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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	336,867	218,510	212,694	343,165	225,010	221,036
Receivables	385,060	261,000	378,446	385,193	261,100	378,504
Investments - Term Deposits	80,000	350,000	473,000	165,000	435,000	558,000
Total Financial Assets Measured at Amortised Cost	801,927	829,510	1,064,140	893,358	921,110	1,157,540

Financial liabilities measured at amortised cost

Payables	504,832	336,000	492,515	506,324	337,400	495,241
Finance Leases	96,725	90,000	62,658	96,725	90,000	62,658
Painting Contract Liability	172,936	185,000	193,146	172,936	185,000	193,146
Total Financial Liabilities Measured at Amortised Cost	774,493	611,000	748,319	775,985	612,400	751,045

26. Events After Balance Date

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

27 Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows:

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$'000	
			2021	2020	2021	2020
Morrinsville College Educational Trust	Granting Scholarships	Morrinsville, New Zealand	100%	100%	85	85

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

28. COVID 19 Pandemic on going Implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MORRINSVILLE COLLEGE'S GROUP
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Morrinsville College ('the Parent') and its controlled entity (collectively referred to as 'the Group'). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the Parent and Group on his behalf.

Opinion

We have audited the financial statements of the Parent and Group on pages 2 to 19, that comprise the statements of financial position as at 31 December 2021, the statements of comprehensive revenue and expense, statements of changes in net assets/equity and statements 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 Parent and Group:

- present fairly, in all material respects:
 - their financial position as at 31 December 2021; and
 - their 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 28 July 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 of Trustees 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the Parent and Group 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 of Trustees is responsible on behalf of the Parent and Group for assessing the Parent and Group's ability to continue as a going concern. The Board of Trustees 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 Parent and Group, 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 Parent and Group'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 Parent and Group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Parent and Group'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 Parent and Group 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 of Trustees 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 Analysis of Variance Report 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 Group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the Parent or its controlled entity.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

ANALYSIS OF VARIANCE WITH THE 2021 TARGETS

GENERAL TARGETS 2021

Target	Outcome	Analysis	Evaluation
<p><u>Literacy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our students will raise their Literacy achievement in Reading by two e-AsTTle sub-levels from 4B to 4A. At Year 10 level this year our students will raise their Literacy achievement in Reading by one e-AsTTle sub-level from 4P to 4A. 	<p>Our very ambitious Year 9 Literacy target was achieved. The average curriculum level of our Year 9 students in Reading increased from 1467 4B to 1529 4A, an advancement of 62 points (13 expected from Term 4 Year 8 to Term 3 Year 9), eight terms' progress in just three terms. This was an exceptional result.</p> <p>Our Year 10 Literacy target was achieved. Our Year 10 students' literacy curriculum level increased from 1506 4P to 1545 4A, five terms' progress, hitting the exact target. This was a good result.</p>	<p>Intensive support was provided for 53 (33%) identified Year 9 students who were five plus terms behind the national mean at Level 3A or less. These priority learners' average e-AsTTle scores advanced by 1390 3B to 1472 4P, which represents nearly 10 terms' progress in just three terms, a stunning result.</p> <p>Intensive support was provided for 22 (13%) identified Year 10 students who were six plus terms behind the national mean at Level 4B or less. These priority learners' Literacy average of 3P improved two e-AsTTle sub-levels to 1467 4B, seven terms' progress in just four terms, a very pleasing result.</p>	<p>In 2021 we once again identified all students in Years 9 and 10 who were achieving below their expected curriculum level in Reading and Numeracy and provided intensive support for those students who remained significantly behind the national mean to attempt to accelerate their learning. In particular, our English and Mathematics Learning Areas focused on these targeted students and adopted differentiated learning strategies to improve these students' engagement and learning outcomes. Other learning areas also focused on these priority learners, with all accepting that every teacher is a literacy teacher and that many teachers are numeracy teachers. 2021 was another very difficult year in terms of our having repeated COVID-19 lockdown periods where our students were expected to undertake online learning, and there is no doubt that our family/whaanau with priority learners continued to suffer the most in terms of their learning opportunities, with their sometimes having no or one laptop at home which had to be shared with large numbers of siblings, often in a congested household, where some of these students had to work to help support their families/whaanau and where an efficient internet connection was either non-existent or poor. Despite these hurdles, progress with our students' Literacy was very pleasing, indicating that the strategies that were being put in place by our learning areas were having the desired effect to accelerate the learning of our junior students, particularly those who had been identified as needing intensive support. A number of teachers, including our SENCOs, kept in regular contact with our students with special learning needs and provided work and support to help them to progress their learning. These Literacy results are a real credit to our teachers.</p> <p>It continues to be the case that our priority learners are often boys because they are more often immature and disengaged in their early years at school and come to Morrinsville College with achievement levels below the expected national mean. As a school, we continued, as a key strategic goal, to improve our delivery of blended learning to all of our Years 9 to 12 classes, to strengthen our collective ability to improve the literacy skills of our priority students, especially those who are reluctant to write. Unfortunately, some of our priority learners, boys in particular, fail to bring their laptops to school every day so that they miss out on the more personalised and differentiated individual and group learning tasks which our teachers provide to enable them to more often work at their own pace and on activities which engage them. We believe that blended learning is enhancing our ability to help our students to develop life-long skills which they will need to survive in our digital world, including digital citizenship and an ability to discriminate between learning and social use of devices, but there remain equity issues. While we are more often helping families/whaanau to solve these equity issues, we are not yet always successful.</p> <p>Overall, our Year 9 cohort's Literacy achievement in Reading advanced by 62 points when 13 are expected from Term 4 Year 8 to Term 3 Year 9, so our students made exceptional progress. It was pleasing to see the improvement in the results of our targeted priority learners. Twenty-four of these students made very good progress so that they will no longer be considered priority learners in 2022. Nevertheless, 29 of our 2022 Year 10 students remain the best part of two-and-a-half years below the national mean, which is a concern, and so all of our learning areas will need to focus on helping these identified priority learners to improve their Reading.</p> <p>It was pleasing that five Year 10 students' Literacy improved sufficiently in 2021 to reach the national median, but we will still have 17 Year 11 students who remain priority learners in Reading in 2022 and this will need to be a focus group if they have any chance of gaining NCEA Level 1 in 2022. Our school has a strong record in improving the Literacy of students between the time that they enter our school in Year 9 and when they first sit NCEA at the end of Year 11 and so we are confident that we can lift the achievement of most of those students who continue to struggle with Reading to reach an acceptable standard for NCEA Level 1. With our planning to continue to focus on building the capabilities of our staff to deliver blended learning to Year 13 in 2022, we are expecting to see a continued rise in engagement levels and learning outcomes at all levels as a result. We are also hopeful that we will have fewer Covid interruptions in 2022.</p>

Target	Outcome	Analysis	Evaluation
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our students will raise their Numeracy achievement in Number by three e-AsTTle sub-levels from 3A to 4A. At Year 10 level this year our students will raise their Numeracy achievement in Number by two e-AsTTle sub-levels from 4P to 5B. 	<p>This ambitious Year 9 Numeracy target was achieved. The average curriculum level of our Year 9 student cohort in Numeracy increased from 1504 3A to 1559 4A, which represents seven terms' progress in just three terms. This was an excellent result.</p> <p>Our Year 10 Numeracy target was surpassed. Their average curriculum level increased from 1541 4P to 1601 5P, increasing by three sub-levels, an advancement of 60 points (39 expected), seven terms' progress in just four terms, an excellent result.</p>	<p>Intensive support was provided for 45 (28%) identified Year 9 students who were five plus terms behind the national mean at Level 3P or less. These priority learners' average e-AsTTle scores progressed by seven terms to the top of the 3A curriculum level, with 1503 points. While this was excellent progress, there is still a lot of work to do early in 2022 to advance these students' Numeracy to the expected 4A national average level.</p> <p>Intensive support was provided for 27 (16%) identified Year 10 students who were six plus terms behind the national mean at Level 4B or less. The average curriculum level in Numeracy for these priority learners increased from 1472 3P to 1546 4P, three e-AsTTle sub-levels, nine terms' progress in just four terms, an outstanding result.</p>	<p>Overall, our Year 9 cohort's Numeracy achievement in Number advanced by 55 points when 19 are expected from Term 4 Year 8 to Term 3 Year 9, so our students made excellent progress. It was pleasing to see the improvement in the results of our targeted priority learners, many of whom struggle with Mathematics and think that they are not good at this subject, so that they prefer not to work and to be seen by their peers to not be achieving. Seven of these students made excellent progress so that they will no longer be considered priority learners in 2022. Nevertheless, 39 of our 2022 Year 10 students remain the best part of two-and-a-half years below the national mean, which is a concern, and so all of our learning areas will need to focus on helping these identified priority learners to improve. There needs to be a particular focus on Mathematics with these students, in an effort to accelerate their Numeracy learning.</p> <p>Overall, our Year 10 cohort's Numeracy achievement in Number advanced by a massive 60 points, seven terms' progress in a year, increasing four e-asTTle sub-levels. Eleven of these students made very good progress so that they will no longer be considered priority learners in 2022. Nevertheless, there will remain 16 students for our Mathematics teaching team to focus on in 2022, but they have shown in recent years that they can put in place some deliberate and effective strategies to help this group of priority learners to reach an acceptable standard for NCEA Level 1 Numeracy, and thus give them a chance of gaining NCEA Level 1. Other learning areas will continue to support our Mathematics teachers wherever they can to achieve this.</p>

Targets	Outcome	Analysis	Evaluation
<ul style="list-style-type: none"> At Year 11 level we will gain at least a 71% pass rate at NCEA Level 1 At Year 11 level we will gain at least a 85% pass rate for NCEA Level 1 Numeracy At Year 11 level we will gain at least a 88% pass rate for NCEA Level 1 Literacy 	<p>We were 1.5% away from achieving this 71% target for our Year 11 cohort, with our current interim pass rate being 69.5%.</p> <p>In 2021 our Year 11 Numeracy pass rate was 82%, which was equal to the national average and 2% above the co-ed schools' average. Our pass rate was also equal to our 2020 result.</p> <p>Our Year 11 Literacy pass rate of 87% was 4% above the national average and it was 6% above all co-ed schools, a notable achievement. This result was just 1% below our ambitious target of 88%. This result also compared very favourably with our 2020 Morrinsville College Literacy pass rate of 86%.</p>	<p>Our 2021 NCEA Level 1 interim pass rate of 69.5% was equal to our 2020 pass rate, which is a significant achievement given the disruptions caused by our ongoing COVID lockdowns in 2021. This also compares favourably with a national average in 2021 of 68% and a co-ed schools' average of 65%. On reflection, a target of 71% was ambitious when placed next to the evolving backdrop of COVID, which saw the national average drop by at least 3%.</p> <p>Our 85% NCEA Level 1 Numeracy goal was aspirational in its intent. Early tracking showed that ongoing lockdowns would make it extremely difficult to reach, especially with the high number of special needs students in this cohort. We are therefore pleased with our 82% pass rate. Achieving this during a period of lockdowns reflected some deliberate and successful interventions from all staff.</p> <p>Our 87% success rate with NCEA Level 1 Literacy in 2021 was just below our target, well above the national indicators and showed considerable improvement from our junior e-asTTle testing for this cohort of the previous two years.</p>	<p>We feel very pleased with our overall NCEA Level 1 results given the disruptions caused by the COVID lockdowns in 2021, which had a dramatic impact on some of our students in terms of their ongoing education. It should be noted that while we maintained our pass rate, the rest of the schools around the country dropped on average by 3% in all achievement areas. We also had a very unique Year 11 cohort, with approximately 50 students whom we had tracked through their junior years with special learning needs. There were a number of deliberate actions put in place to reflect their learning needs and the COVID context. These once again included our special Waikato Taniwharau programmes for selected 'at-risk' Maori learners, both boys and girls. These initiatives saw our Maori students' results well above national and co-ed schools' averages in most areas.</p> <p>Despite the interruptions of the COVID lockdown and the dramatic impact these had on the learning of some of our Year 11 students, we went very close to achieving our aspirational goal of gaining a 85% pass rate in NCEA Numeracy. We are confident that our special interventions for identified Year 11 priority learners, especially Maaori and boys, are continuing to make a big difference to their success rate. Without these interventions to respond to the relatively low achievement data that was generated by this cohort in Years 9 and 10, there could have been a significant low achievement rate for both Maaori and boys and this would have seriously impacted our overall Numeracy pass rate. We are very grateful to many staff who put in extra hours to help more of our students to 'get over the line'.</p> <p>We are pleased that the final result for NCEA Level 1 Literacy was 4% above the national pass rate in 2021 and well above comparable co-ed schools' results. This was assisted by strategies such as our continuing the successful initiative of running our Te Ao Maaori English class for selected Year 11 Maaori students, in which we teach English in a Maaori context. It also reflects a deliberate action in 2021 with the changing from using Literacy Unit Standards to requiring all English classes to attempt Achievement Standards, which allowed our students to access Literacy standards from other subjects and combine them to meet the requirement of gaining 10 Literacy credits.</p>

KA HIKITIA TARGETS 2021

Target	Outcome	Analysis	Evaluation
<p><u>Literacy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our Maaori students will raise their Literacy achievement in Reading by two e-AsTTle sub-levels from 4B to 4A. At Year 10 level this year our Maaori students will raise their Literacy achievement in Reading by nearly two e-AsTTle sub-levels, from 4P to 4A. 	<p>This ambitious Year 9 Reading target was not quite achieved. These priority learners' average curriculum level increased from 1451 4B to 1497 4P, six terms' progress in just three terms, an advancement of 46 points (13 expected)</p> <p>This Year 10 Reading target was achieved. These Maaori priority learners' average e-AsTTle scores increased by 48 points from 1484 4P to 1532 4A, equivalent to seven terms' progress in just four terms.</p>	<p>Although we did not quite meet this Reading target, this was an impressive advancement and this group of students is now only 10 points off reaching the lofty target that needed to be set to meet the national average.</p> <p>Our success in shifting our Year 10 Maaori priority learners' Literacy achievement by seven terms and nearly two e-asTTle sub-levels was an excellent achievement which sees this group now only two terms behind the national average.</p>	<p>It is not easy to accelerate the learning of some of our Maaori students when in many cases, especially for boys, their literacy levels are significantly behind the levels of their peers when they enter our school in Year 9. The English Learning Area, and other learning areas too, should feel very pleased with this result. However, there is more work to do yet to accelerate the Reading achievement of our 2022 Year 10 Maaori students.</p> <p>The improvement in literacy achievement for our Year 10 Maaori priority learners was very pleasing. This shift represented the equivalent of nearly two years' improvement over four terms. This was an excellent gain given that this group began the year so far behind their peers. However, next year in Year 11 some of these students will need to continue to be motivated and engaged in their learning if they are to achieve to a level which will allow them to gain Literacy in NCEA Level 1. Further work is going to need to be done by all of our teachers, particularly in the English Learning Area, to accelerate these students' learning further and we will need to once again run our special programmes, the Waikato Taniwharau Mana Tane trip to Tongariro and the Mana Wahine trip Hamilton, Maketu and Rotorua, in order to motivate these students and help them to start earning NCEA credits in the early part of the year.</p>

Target	Outcome	Analysis	Evaluation
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our Maaori students will raise their Numeracy achievement in Number by three e-AsTTle sub-levels from 3A to 4A At Year 10 level this year our Maaori students will raise their Numeracy achievement in Number by two e-AsTTle sub-levels, from 4P to 5B. 	<p>This very ambitious Year 9 Numeracy target was not achieved. These priority learners' average e-AsTTle scores increased by only nine points (19 expected). This was a very disappointing result as most of this group remained at sub-level 3A and well behind the expected national average of 4A.</p> <p>This ambitious Year 10 Numeracy target was not achieved. These priority learners' average curriculum level increased from 1541 4P to 1549 4A, up one e-AsTTle sub-level, but only two terms' progress. This was another disappointing result.</p>	<p>This Year 9 Numeracy result for our Maaori students was very disappointing. From feedback received, there seems to be little doubt that many of these students were negatively impacted by the repeated Covid lockdowns.</p> <p>This Year 10 Numeracy result for our Maaori students was also very disappointing, especially given the excellent progress of the whole Year 10 cohort. Again, from feedback received, there seems to be little doubt that many of these students were negatively impacted by the repeated Covid lockdowns.</p>	<p>It is a concern that the Numeracy results in Number of both our Year 9 and Year 10 Maaori priority learners showed only a little improvement in 2021. We attribute at least some of this to the numerous Covid lockdowns and the fact that some of our Maaori whaanau are affected by having to share devices amongst several children at home, even though our school has helped a number of students and their whaanau by giving and loaning laptops to them. We know that in some cases these whaanau have a poor internet connection. We also know that during lockdowns some older siblings are required to look after their younger siblings while their parents work. In addition, feedback received is that a number of these students were not motivated to engage with the online work set by their teachers, particularly in the second half of the year. There will be a lot of work to be done with this group by members of our Mathematics Learning Area in particular during the next 12 months and some new strategies will need to be designed and implemented to help shift these students' achievement.</p> <p>Our 2022 Year 11 Maaori students will begin their year well behind the expected national curriculum level. These students will need a lot of assistance to accelerate their numeracy learning in order to gain NCEA Level 1 Numeracy. Once again, the Waikato Taniwharau and Mana Wahine leadership field trips will be very important in developing motivation and a desire to work very hard to gain NCEA Numeracy. In Semester 2 we will also need to once again identify those students who are struggling to gain the necessary NCEA Numeracy credits and ensure that they are given special individual or small-group tuition to assist them to develop a greater understanding of Number and other numeracy concepts.</p>

Target	Outcome	Analysis	Evaluation
At Year 11 level we will gain at least a 65% pass rate at NCEA Level 1 for Maaori students.	We achieved our target. In 2021 our Level 1 pass rate for Maaori students at Morrinsville College was 65.7% from 26 students. We have now seen a 10% increase over the two years 2019 and 2020. This year's 7.5% increase is also notable in that while our result increased, the national average comparison has dropped by 4%, largely due to COVID lockdowns affecting students' learning.	Our Morrinsville College pass rate for Maaori students increased despite the significant impact that we know the COVID lockdowns had on many of our Maaori priority learners. We were over 9% above the national Level 1 result for Maaori learners of 56.4%. This was also matched by our results at NCEA Levels 2 and 3, highlighting increasing year-by-year consistency across our Maaori achievement results.	Achieving our 65% target pass rate for NCEA Level 1 for Year 11 Maaori students is something that we are especially proud of because a large number of these Maaori priority learners started the year well behind the expected national curriculum achievement level in both Literacy and Numeracy and there is a step up between the achievement level expected at Year 10 and that expected at Year 11 with NCEA Level 1. There is no doubt that the funding provided by the Ministry's Regional Mentoring Scheme has made a big difference to our Maaori students' success rates in recent years and so it is a major concern that this fund is no longer available in 2022. Fortunately, such is the difference that the Waikato Taniwharau programmes make to our 'at-risk' Maaori learners, the Board has been willing to continue to fund these special trips that we run at the beginning of each year, led by teachers who are able to motivate and engage our Maaori students to succeed academically. But this has come at a cost of increasing our Budget deficit. Strategies like our Te Ao Maaori English class where English is learnt in a Maaori context have also been successful and retained. There is no doubt that the work done by Ngahu Potaka, Scott Jenkins and the Year 11 academic dean Daniel McNamara to deliberately track our Maaori students' overall achievement, Numeracy and Literacy progress throughout the year in 2021 and to put in place other interventions, assisted many of these Year 11 students to gain NCEA Level 1, with all but one of the students involved in the intervention gaining Level 1.
At Year 11 level we will gain at least a 75% pass rate for NCEA Level 1 Numeracy for Maaori students.	We did not quite achieve this target. Our pass rate for Maaori Level 1 Numeracy was 74.3% in 2021. This was a slight 2% increase on our result in 2020, following a similar 2% increase in 2019.	The national overall pass rate for Numeracy for all Year 11 Maaori students was 72%, indicating a 3% national drop caused by the COVID lockdowns throughout the country in 2021. For our students to consistently increase their Numeracy results across the last two years of COVID again highlights the success of the interventions put in place.	On reflection, our 75% target for NCEA Level 1 Numeracy for Maaori students was challenging, but realistic. We were very pleased to have very nearly met the target considering that with only 26 students in the data set, each student could increase or decrease the result by 4% with their result. We had expected that our special strategies funded by the MOE's Regional Mentoring Scheme would lift the achievement of our Maaori students so that they gained Numeracy, and these strategies did so for most, but there were still several other Maaori students outside of this targeted group for whom the achievement hurdle was just too high, particularly in a year when so many of our local Maaori whaanau were seriously impacted by the COVID lockdown and their inability to successfully undertake the online learning that their teachers provided due to factors such as their having to care for siblings while their parents worked, a poor internet connection or a small number of devices available for large families at home.
At Year 11 level we will gain at least a 80% pass rate for NCEA Level 1 Literacy for Maaori students.	Our pass rate for Maaori Level 1 Literacy was 71.4%, so, disappointingly, we were below our target. This result also represented a 4% decrease on 2020.	The national overall pass rate for Level 1 Literacy for all Year 11 Maaori students was 75%, so our result was 3.6% below this, although the statistical difference represents only one student. This result is sound when we take into account the serious impact that the COVID lockdowns had on some of our Morrinsville College whaanau.	Our 80% target was ambitious and, as it turned out a little bit optimistic. The Level One Literacy standards required considerable reading and access to novels that was not easily possible through an online environment during the several lockdowns of 2021. Despite missing this target by 8.6%, we are reasonably happy with the result, which was achieved as part of our school's targeted drive to improve NCEA Level 1 Numeracy and Literacy for our priority learners, particularly Maaori. Overall, we feel that we were once again successful with our evolving strategies when our Maaori learners returned to our kura post the Covid lockdowns.

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Kiwisport – Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2021, the School received total Kiwisport funding of \$16,740.45. The funding was used to partially fund the salary of the School's Sports Co-ordinator.