

Mountview School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

| | |
|---------------------------------------|----------------------------|
| Ministry Number: | 1834 |
| Principal: | Anna Norris |
| School Address: | Rangitira Street, Taupo |
| School Postal Address: | 31 Rangitira Street, Taupo |
| School Phone: | 07 378 8488 |
| School Email: | info@mountview.school.nz |
| Accountant / Service Provider: | School Finance Hub |



Mountview School

Members of the Board of Trustees

For the year ended 31 December 2022

| Name | Position | How position Gained | Term Expired/Expires |
|----------------|-----------------|----------------------------|-----------------------------|
| Alana Delich | Chairperson | Elected | September 2025 |
| Grant McDonald | Trustee | Elected | September 2025 |
| Skay Rangi | Trustee | Elected | September 2025 |
| Kelly Adam | Trustee | Elected | September 2025 |
| Scott Mariu | Trustee | Elected | September 2025 |
| Anna Norris | Principal | | |

Mountview School

Annual Report - For the year ended 31 December 2022

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Mountview School

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Alana Delich

Full Name of Presiding Member

Anna Norris

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

31 May 2023

Date:

31 May 2023

Date:



Mountview School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 3,490,062 | 2,815,034 | 3,220,899 |
| Locally Raised Funds | 3 | 109,021 | 56,714 | 75,757 |
| Interest Income | | 4,504 | 500 | 900 |
| Gain on Sale of Property, Plant and Equipment | | 900 | - | - |
| Total Revenue | | 3,604,487 | 2,872,248 | 3,297,556 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 54,269 | 32,700 | 27,345 |
| Learning Resources | 4 | 2,254,122 | 1,945,893 | 2,053,820 |
| Administration | 5 | 525,362 | 154,000 | 455,736 |
| Finance | | 1,563 | - | 2,214 |
| Property | 6 | 586,867 | 708,100 | 643,987 |
| Loss on Disposal of Property, Plant and Equipment | | 233 | - | 532 |
| Total Expenses | | 3,422,416 | 2,840,693 | 3,183,634 |
| Net Surplus / (Deficit) for the year | | 182,071 | 31,555 | 113,922 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 182,071 | 31,555 | 113,922 |

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

Mountview School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

| Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | 798,023 | 798,023 | 682,226 |
| Total comprehensive revenue and expense for the year | 182,071 | 31,555 | 113,922 |
| Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | - | - | 1,875 |
| Equity at 31 December | 980,094 | 829,578 | 798,023 |

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.



Mountview School

Statement of Financial Position

As at 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 596,191 | 491,407 | 402,104 |
| Accounts Receivable | 8 | 214,039 | 139,000 | 170,351 |
| GST Receivable | | 1,818 | 15,000 | 36,726 |
| Prepayments | | 25,884 | 7,500 | 12,194 |
| Inventories | 9 | 1,079 | 500 | 622 |
| Funds Receivable for Capital Works Projects | 15 | 5,396 | - | 2,036 |
| | | <hr/> | <hr/> | <hr/> |
| | | 844,407 | 653,407 | 624,033 |
| Current Liabilities | | | | |
| Accounts Payable | 11 | 189,046 | 160,500 | 154,344 |
| Revenue Received in Advance | 12 | 6,895 | 10,000 | 14,881 |
| Provision for Cyclical Maintenance | 13 | 145,111 | 138,465 | 33,000 |
| Finance Lease Liability | 14 | 9,356 | 7,715 | 12,530 |
| Funds held for Capital Works Projects | 15 | 3,163 | - | 44,229 |
| | | <hr/> | <hr/> | <hr/> |
| | | 353,571 | 316,680 | 258,984 |
| Working Capital Surplus/(Deficit) | | 490,836 | 336,727 | 365,049 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 549,683 | 530,994 | 568,287 |
| | | <hr/> | <hr/> | <hr/> |
| | | 549,683 | 530,994 | 568,287 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 13 | 55,355 | 36,300 | 126,927 |
| Finance Lease Liability | 14 | 5,070 | 1,843 | 8,386 |
| | | <hr/> | <hr/> | <hr/> |
| | | 60,425 | 38,143 | 135,313 |
| Net Assets | | <hr/> | <hr/> | <hr/> |
| | | 980,094 | 829,578 | 798,023 |
| Equity | | <hr/> | <hr/> | <hr/> |
| | | 980,094 | 829,578 | 798,023 |

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



Mountview School

Statement of Cash Flows

For the year ended 31 December 2022

| | 2022 | 2022 | 2021 |
|--|------------------|-----------------------|----------------|
| Note | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Cash flows from Operating Activities | | | |
| Government Grants | 1,400,027 | 918,059 | 801,963 |
| Locally Raised Funds | 108,856 | 60,585 | 124,266 |
| Goods and Services Tax (net) | 31,393 | 21,726 | (22,072) |
| Payments to Employees | (471,814) | (389,044) | (335,295) |
| Payments to Suppliers | (746,263) | (394,472) | (547,750) |
| Interest Paid | (1,563) | - | (2,214) |
| Interest Received | 4,504 | 500 | 1,537 |
| Net cash from/(to) Operating Activities | 325,140 | 217,354 | 20,435 |
| Cash flows from Investing Activities | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | 900 | (43,182) | - |
| Purchase of Property Plant & Equipment (and Intangibles) | (94,008) | (24,818) | (54,103) |
| Proceeds from Sale of Investments | - | - | 100,000 |
| Net cash from/(to) Investing Activities | (93,108) | (68,000) | 45,897 |
| Cash flows from Financing Activities | | | |
| Furniture and Equipment Grant | - | - | 1,875 |
| Finance Lease Payments | (7,950) | (17,858) | (7,322) |
| Funds Administered on Behalf of Third Parties | (29,995) | (42,193) | 22,458 |
| Net cash from/(to) Financing Activities | (37,945) | (60,051) | 17,011 |
| Net increase/(decrease) in cash and cash equivalents | 194,087 | 89,303 | 83,343 |
| Cash and cash equivalents at the beginning of the year | 7 402,104 | 402,104 | 318,761 |
| Cash and cash equivalents at the end of the year | 7 596,191 | 491,407 | 402,104 |

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.



Mountview School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Buildings - Crown | 20-100 years |
| Furniture and equipment | 5-15 years |
| Information and communication technology | 42064 years |
| Motor vehicles | 5 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held for Capital Works

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

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



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

r) 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.

s) Budget Figures

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

t) 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.



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

2. Government Grants

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 1,362,720 | 879,034 | 1,195,543 |
| Teachers' Salaries Grants | 1,704,416 | 1,451,000 | 1,649,743 |
| Use of Land and Buildings Grants | 375,332 | 470,000 | 373,022 |
| Other Government Grants | 47,594 | 15,000 | 2,591 |
| | <u>3,490,062</u> | <u>2,815,034</u> | <u>3,220,899</u> |

The school has opted in to the donations scheme for this year. Total amount received was \$47,550.

3. Locally Raised Funds

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

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations & Bequests | 711 | 100 | 1,971 |
| Fees for Extra Curricular Activities | 41,182 | 34,000 | 59,316 |
| Trading | 8,917 | 11,000 | 9,913 |
| Fundraising & Community Grants | 58,211 | 11,614 | 4,557 |
| | <u>109,021</u> | <u>56,714</u> | <u>75,757</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 34,094 | 31,700 | 21,638 |
| Trading | 12,922 | - | 4,848 |
| Fundraising and Community Grant Costs | 7,253 | 1,000 | 859 |
| | <u>54,269</u> | <u>32,700</u> | <u>27,345</u> |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>54,752</u> | <u>24,014</u> | <u>48,412</u> |

4. Learning Resources

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 58,428 | 55,900 | 36,665 |
| Equipment Repairs | - | 600 | 208 |
| Information and Communication Technology | 37,124 | 30,700 | 27,288 |
| Library Resources | 982 | 900 | 380 |
| Employee Benefits - Salaries | 2,004,942 | 1,715,500 | 1,873,753 |
| Staff Development | 27,401 | 30,500 | 6,367 |
| Depreciation | 125,245 | 111,793 | 109,159 |
| | <u>2,254,122</u> | <u>1,945,893</u> | <u>2,053,820</u> |



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

5. Administration

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 7,048 | 7,000 | 5,894 |
| Board Fees | 2,230 | 3,500 | 1,400 |
| Board Expenses | 8,410 | 6,200 | 2,978 |
| Communication | 8,180 | 5,200 | 1,876 |
| Consumables | 11,942 | 11,300 | 9,549 |
| Operating Lease | 195 | 5,700 | 720 |
| Legal Fees | - | - | 4,306 |
| Other | 362,544 | 12,600 | 325,917 |
| Employee Benefits - Salaries | 107,466 | 86,500 | 86,452 |
| Insurance | 8,891 | 7,000 | 8,178 |
| Service Providers, Contractors and Consultancy | 8,456 | 9,000 | 8,466 |
| | 525,362 | 154,000 | 455,736 |

6. Property

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 10,003 | 8,600 | 9,307 |
| Consultancy and Contract Services | 47,388 | 45,000 | 44,963 |
| Cyclical Maintenance Provision | 42,074 | 45,000 | 110,396 |
| Grounds | 21,968 | 20,500 | 4,852 |
| Heat, Light and Water | 31,119 | 32,000 | 28,876 |
| Rates | 6,927 | 11,000 | 7,962 |
| Repairs and Maintenance | 4,015 | 31,000 | 21,584 |
| Use of Land and Buildings | 375,332 | 470,000 | 373,022 |
| Security | 6,887 | 6,000 | 4,403 |
| Employee Benefits - Salaries | 41,154 | 39,000 | 38,622 |
| | 586,867 | 708,100 | 643,987 |

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.



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

7. Cash and Cash Equivalents

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 596,191 | 491,407 | 402,104 |
| Cash and cash equivalents for Statement of Cash Flows | <u>596,191</u> | <u>491,407</u> | <u>402,104</u> |

Of the \$596,191 Cash and Cash Equivalents, \$3,163 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 10,436 | 10,000 | 18,752 |
| Receivables from the Ministry of Education | 26,951 | - | - |
| Banking Staffing Underuse | 25,551 | - | 24,025 |
| Teacher Salaries Grant Receivable | 151,101 | 129,000 | 127,574 |
| | <u>214,039</u> | <u>139,000</u> | <u>170,351</u> |
| Receivables from Exchange Transactions | 10,436 | 10,000 | 18,752 |
| Receivables from Non-Exchange Transactions | 203,603 | 129,000 | 151,599 |
| | <u>214,039</u> | <u>139,000</u> | <u>170,351</u> |

9. Inventories

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 1,079 | 500 | 622 |
| | <u>1,079</u> | <u>500</u> | <u>622</u> |



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|----------------|--------------|------------|------------------|----------------|
| 2022 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building improvements - Crown | 163,009 | - | - | - | (5,398) | 157,611 |
| Furniture and Equipment | 163,751 | 40,617 | - | - | (30,799) | 173,569 |
| Information and Communication Technology | 188,838 | 27,794 | - | - | (63,570) | 153,062 |
| Motor Vehicles | 28,517 | 29,960 | - | - | (10,564) | 47,913 |
| Leased Assets | 16,654 | 7,039 | - | - | (13,820) | 9,873 |
| Library Resources | 7,518 | 1,464 | (233) | - | (1,094) | 7,655 |
| Balance at 31 December 2022 | 568,287 | 106,874 | (233) | - | (125,245) | 549,683 |

The net carrying value of furniture and equipment held under a finance lease is \$9,873 (2021: \$16,654)

Restrictions

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

| | 2022 | 2022 | 2022 | 2021 | 2021 | 2021 |
|---|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Building improvements - Crown | 254,369 | (96,758) | 157,611 | 254,370 | (91,361) | 163,009 |
| Furniture and Equipment | 652,694 | (479,125) | 173,569 | 631,774 | (468,023) | 163,751 |
| Information and Communication Technology | 489,450 | (336,388) | 153,062 | 461,656 | (272,818) | 188,838 |
| Motor Vehicles | 101,660 | (53,747) | 47,913 | 71,699 | (43,182) | 28,517 |
| Leased Assets | 69,360 | (59,487) | 9,873 | 64,959 | (48,305) | 16,654 |
| Library Resources | 66,932 | (59,277) | 7,655 | 67,565 | (60,047) | 7,518 |
| Balance at 31 December | 1,634,465 | (1,084,782) | 549,683 | 1,552,023 | (983,736) | 568,287 |



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

11. Accounts Payable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors | 25,470 | 20,000 | 16,663 |
| Accruals | 3,762 | 5,000 | 4,563 |
| Employee Entitlements - Salaries | 152,659 | 131,000 | 128,846 |
| Employee Entitlements - Leave Accrual | 7,155 | 4,500 | 4,272 |
| | <u>189,046</u> | <u>160,500</u> | <u>154,344</u> |
| Payables for Exchange Transactions | 189,046 | 160,500 | 154,344 |
| | <u>189,046</u> | <u>160,500</u> | <u>154,344</u> |

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | 6,895 | 10,000 | 14,881 |
| | <u>6,895</u> | <u>10,000</u> | <u>14,881</u> |

13. Provision for Cyclical Maintenance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 159,927 | 159,927 | 289,504 |
| Increase to the Provision During the Year | 45,000 | 45,000 | 110,396 |
| Use of the Provision During the Year | (1,535) | (30,162) | (239,973) |
| Other Adjustments | (2,926) | - | - |
| Provision at the End of the Year | <u>200,466</u> | <u>174,765</u> | <u>159,927</u> |
| Cyclical Maintenance - Current | 145,111 | 138,465 | 33,000 |
| Cyclical Maintenance - Non current | 55,355 | 36,300 | 126,927 |
| | <u>200,466</u> | <u>174,765</u> | <u>159,927</u> |

The school's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

14. Finance Lease Liability

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

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 10,191 | 7,715 | 13,933 |
| Later than One Year and no Later than Five Years | 5,459 | 1,843 | 8,836 |
| Future Finance Charges | (1,224) | - | (1,853) |
| | <u>14,426</u> | <u>9,558</u> | <u>20,916</u> |
| Represented by | | | |
| Finance lease liability - Current | 9,356 | 7,715 | 12,530 |
| Finance lease liability - Non current | 5,070 | 1,843 | 8,386 |
| | <u>14,426</u> | <u>9,558</u> | <u>20,916</u> |

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.
The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

| | 2022 Opening Balances \$ | Receipts / Receivable from MoE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|---|-----------------------------------|--|------------------|------------------------------|---------------------------|
| CCTV - Project 226929 | (2,036) | - | 2,036 | - | - |
| Special Needs Unit | 1,500 | - | (1,500) | - | - |
| Rubber Matting - Playground - Project 229959 | 10,262 | - | (10,262) | - | - |
| Heatpumps - Project 232611 | 32,467 | - | (32,467) | - | - |
| Floor Covering Replacements - Project 234148 | - | - | (2,233) | - | (2,233) |
| Masterkey Locking System - Project 237655 | - | 11,979 | (11,979) | - | - |
| Electrical Improvements - Project 234147 | - | 16,056 | (12,893) | - | 3,163 |
| Bell Upgrade & Two Heatpumps - Project 236781 | - | 37,080 | (37,080) | - | - |
| LSC Space - Project 220370 | - | 8,250 | (8,608) | - | (358) |
| Water Supply - Project 234146 | - | - | (2,805) | - | (2,805) |
| Totals | <u>42,193</u> | <u>73,365</u> | <u>(117,791)</u> | <u>-</u> | <u>(2,233)</u> |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 3,163 |
| Funds Receivable from the Ministry of Education | (5,396) |

| | 2021 Opening Balances \$ | Receipts / Receivable from MoE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|--|-----------------------------------|--|-----------------|------------------------------|---------------------------|
| Turf | (409) | 11,180 | (10,771) | - | - |
| CCTV - Project 226929 | 20,144 | - | (22,180) | - | (2,036) |
| Special Needs Unit | - | 1,500 | - | - | 1,500 |
| Rubber Matting - Playground - Project 229959 | - | 12,680 | (2,418) | - | 10,262 |
| Heatpumps - Project 232611 | - | 56,796 | (24,329) | - | 32,467 |
| Totals | <u>19,735</u> | <u>82,156</u> | <u>(59,698)</u> | <u>-</u> | <u>42,193</u> |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 44,229 |
| Funds Receivable from the Ministry of Education | (2,036) |



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

| | 2022 | 2021 |
|---|---------------|---------------|
| | Actual | Actual |
| | \$ | \$ |
| <i>Board Members</i> | | |
| Remuneration | 2,230 | 1,400 |
| <i>Leadership Team</i> | | |
| Remuneration | 374,854 | 360,968 |
| Full-time equivalent members | 3 | 3 |
| Total key management personnel remuneration | 377,084 | 362,368 |

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance and Property meetings that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

| | 2022 | 2021 |
|--|---------------|---------------|
| | Actual | Actual |
| | \$000 | \$000 |
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 140 - 150 |
| Benefits and Other Emoluments | 1 - 5 | 1 - 5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration | 2022 | 2021 |
|---------------------|-------------------|-------------------|
| \$000 | FTE Number | FTE Number |
| 110-120 | 1.00 | 1.00 |
| 100-110 | 3.00 | 2.00 |
| | 4.00 | 3.00 |

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



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

(Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

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

Additional Funding wash up payment

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

The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

20. Commitments

(a) Capital Commitments

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

\$20,310 contract for Electrical Improvements to be completed in 2023, which will be fully funded by the Ministry of Education. \$16,056 has been received of which \$12,893 has been spent on the project to date.

\$84,375 contract for LSC Space to be completed in 2023, which will be fully funded by the Ministry of Education. \$8,250 has been received of which \$8,608 has been spent on the project to date.

(Capital commitments at 31 December 2021: Nil)



Mountview School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

21. Financial Instruments

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

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---|----------------|-------------------------------|----------------|
| Financial assets measured at amortised cost | \$ | \$ | \$ |
| Cash and Cash Equivalents | 596,191 | 491,407 | 402,104 |
| Receivables | 214,039 | 139,000 | 170,351 |
| Total Financial Assets Measured at Amortised Cost | <u>810,230</u> | <u>630,407</u> | <u>572,455</u> |
| Financial liabilities measured at amortised cost | | | |
| Payables | 189,046 | 160,500 | 154,344 |
| Finance Leases | 14,426 | 9,558 | 20,916 |
| Total Financial Liabilities Measured at Amortised Cost | <u>203,472</u> | <u>170,058</u> | <u>175,260</u> |

22. Events After Balance Date

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

23. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MOUNTVIEW SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Mountview School (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

-22-

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 the School.

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Mountview School

Te Kura o Te Maunga I Kitea



Mission:

School, whanau and community will work together to achieve positive inclusive conditions for learning, allowing every student to achieve their full potential

Diverse cultural practices, beliefs and values are recognised and respected by our learning community.

Responsive learning programmes will build on student's strengths and interest and promote learner agency within authentic learning contexts



2022 Charter—Variance Report

Principal:

Presiding Member:

Date:



About Us:



At Mountview School we focus on learning programmes where students drive their own learning and are required to problem solve and work collaboratively using an inquiry approach.

All students receive a responsive learning programme that meets their needs as learners. We use formative assessment and culturally responsive practices within our classroom to engage our students in their learning as well as valuing their well-being.

We offer our year 7 and 8 students an on-site technology programme in a purpose built state of the art classroom and specialist teacher. Our large hall allows us to provide specialist sporting programmes and we also have a music specialist based in our music suite. Learning is constantly shared with parents using digital mediums and regular open classrooms. It is important for us to have whanau engage in their students learning and progress throughout their time at Mountview School. It also allows parents to see and comment on their child's progress at any time. We take the time to sit with whanau and ask the aspirations they have for their child so we can integrate these into learning programmes.

We are unique, not just in Taupo but also nationally in that we are one of the few schools that offer classroom instruction in either Te Reo Maori and English mediums. We are dedicated to offering choice to our community in valuing our bi-cultural nation and the importance of this to our students and their citizenship in New Zealand. We are increasingly becoming multi-cultural as our community brings more ethnicities to Taupo. Unique also to Mountview are our digital technologies and the way in which Teachers/Kaiako and students optimize these to make learning engaging, fun and relevant to today's children and the world they live in.

Mountview School staff and students encourage learning dispositions within our Whaia Values.



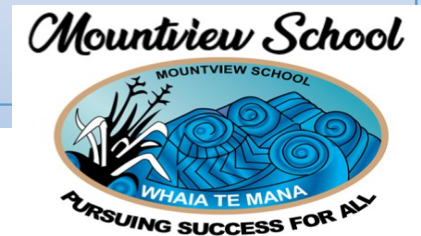
Strategic Goals 2022-2024

*Learners at the Centre *Barrier Free Access *Quality Teaching and Leadership *Future of Learning and Work
 Will be achieved through the following areas:

| | | |
|---|--|--|
| <p>Engaging Community</p> <p>Goal One: Mountview School values whanau engagement which embraces a partnership by sharing, skills and knowledge that leads to successful outcomes for student learning.</p> | <p>Innovative and Collaborative Learners</p> <p>Goal Two: Everyone at Mountview school will be successful, life long, independent earners and valuable, contributing members of society.</p> | <p>Future Focussed Curriculum</p> <p>Goal Three: At Mountview School through our teaching pedagogy we place importance on developing key competencies that allow students to successfully function in an ever changing global community.</p> |
| <p>Cultural Responsiveness for Relational Pedagogy <i>Recognising, acknowledging and sustaining our identities, strengths and beliefs as people through a holistic approach. He Tangata, He Tangata, He Tangata.</i></p> | | |

Strategic Plan 2022—2024 Focus Areas

| | | |
|---|---|---|
| <p>1.1 Establish relationships with whanau to ensure that all cultures, aspirations and learning are equally valued. Whanau are engaged in school life with high aspirations for everyone.</p> <p>1.2 Communicating effectively and in a timely and authentic manner.</p> <p>1.3 Collaborating with Iwi and Hapu on initiatives they bring to support learning.</p> <p>1.4 Te Reo and Tikanga are a natural part of our school culture. NZC and Te Marautanga are delivered in both English and Maori medium classrooms.</p> <p>1.5 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.</p> <p>1.6 Provides inclusive and safe learning environment free of racism, discrimination and bullying.</p> | <p>2.1 Students and adults are given authentic opportunities to work cooperatively & collaboratively in ways that allow them to explore, think critically, innovate, create and communicate within local, national and global society.</p> <p>2.2 Formative assessment is embedded into practices that accelerate learning. Personalised and differentiated learning opportunities are responsive to learning needs.</p> <p>2.3 Wellbeing is at the forefront of every school learning opportunity for all children and adults as an essential part of a well balanced curriculum</p> <p>2.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview Localised Curriculum.</p> <p>2.5 Data is collected across the school to support our ability to be culturally responsive to all students.</p> | <p>3.1 Learning via inquiry to understand, participate and celebrate through computational thinking, problem solving and creating using digital and non-digital tools.</p> <p>3.2 Literacy and numeracy are integrated across all curriculum areas.</p> <p>3.3 Students learn within effective and innovative learning spaces which integrate all curriculum areas.</p> <p>3.4 Leadership work within the Maori Achievement Collaborative to establish effective relationships to inform practice and curriculum development?</p> <p>3.5 The use of PACT and Te Waharoa to identify gaps in teaching capability and inform professional learning focus and opportunities.</p> |
|---|---|---|



All time frames are setting dependent—this plan is based on covid free practices will be adjusted according differing setting levels as Government dictates throughout the year.

2022 Annual Plan:

Engaging Community

Mountview School values whanau engagement which embraces a partnership by sharing, skills and knowledge that leads to successful outcomes for student learning.

1.1 Establish relationships with whanau to ensure that all cultures, aspirations and learning are equally valued. Whanau are engaged in school life with high aspirations for everyone

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|---------------|--------------------------|-------------|
| Whanau aspiration meetings to update our aspirations profile and report on these throughout the year | These are included within the learning profiles and reported on termly by the teacher both orally to whanau and written reports. | Term 1, 3 and | All Teachers/ Kaiako, | Nil |
| Regular opening of classrooms to share learning and provide opportunities for whanau to talk with staff | Termly open days allow students to share their learning with whanau | Termly | All Teachers/ Kaiako, | Nil |
| Teachers/Kaiako are encouraged to use online learning platforms to connect with whanau about learning and student progress | Whanau will be interacting with student learning and messaging Teachers/Kaiako as needed | Ongoing | All Teachers/Kaiako | \$3,000 |

This year we have been able to re-engage with whanau face to face now that Covid restrictions have been lifted. All teachers held their whanau aspirations meeting in Term 1 and Harakeke profiles were updated. We held several very successful open days which were very well attended. In term one whanau enjoyed sharing in our learning around Aotearoa Histories. At the end of Term Two we invited whanau to share in a display of our learning around our inquiry topic of celebrations, including Matariki. Classes were also open for whanau to visit. In Term Three we not only had both a senior and junior kapa haka group perform at Taiopenga, they also performed at school for another whanau evening. On the same evening, our new school band also performed and staff ran kai stalls so whanau could enjoy dinner prior to the performances. The level of engagement from whanau has been greater than ever before and we feel they are genuinely welcoming the chance to interact in their child's learning after such a long period when they were unable to.

1.2 Communicating effectively and in a timely and authentic manner

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|------------|------------------------------------|-------------|
| Communication channels are set up for teacher-student, student to student, whanau to teacher, whanau to students. | Communication channels allow for communication to happen in a timely way | Whole year | Anna, Julz and all Teachers/Kaiako | Nil |
| Teachers/Kaiako will use a digital platform to share learning and provide students with feedback and feedforward | Students will use digital platforms to receive learning, receive feedback and to share learning with whanau, peers and teacher. | Whole year | Teachers/Kaiako and students | \$1,200 |
| Teachers/Kaiako will use text and email | This will be for both positive messages—not just issues that arise | Whole year | Teachers/Kaiako | \$1,500 |
| School messages are sent via Skoolbo, Facebook and newsletters | Communication is both digital and paper | Whole year | Julz, Anna and Lare | Nil |

Teachers engage with whanau via, text, email, face to face and other digital platforms. Texting and email have been signalled by whanau to be the most preferable. Where whanau want to engage they will, however we have lots that look but don't necessarily respond. This is a change that we are continually working on—it seems we still have the challenge of breaking the stereotype the school is not a place where whanau have shared partnership—we are trying to make this a new normal. When we do communicate an event or message we do it using at least 5 different mediums. We have strong communication processes in place and this was evident in the responses we received for our Rongohia Te Hau survey.

2022 Annual Plan:

1.3 Collaborating with Iwi and Hapu on initiatives they bring to support learning.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|------------|--|--------------------|
| Work with Snow (Geoff) Rameka to support the delivery of Tuwharetoa Culture Knowledge to inform our localised curriculum | Programmes will be delivered in classrooms that build the knowledge of local Maori history, tikanga and mana whenua | Whole year | All staff —In-school Teacher | Kahui Ako Staffing |
| Support the actions of the the Kahui Ako strategic plan and Tuwharetoa Education Trust initiative | Students will benefit from culturally responsive PLD and practice identified from the Rongohia Te Hau observations. | Ongoing | All Teachers/ Kaiako— Tuwharetoa Trust | Nil |
| Teachers/Kaiako have access to Te Ahu o te Reo Māori and we have two Te Ao Maori Leaders and in-school teacher focused on Aotearoa Histories Curriculum | Teachers/Kaiako will be upskilled and have a deeper understanding of Ngāti Tūwharetoa, Te Reo Maori and Aotearoa History to support them to implement these aspects into their classroom programme. | Ongoing | Jess, Marianne, All Staff, Dom | \$8,000 |
| Continue with the Maori Achievement Collaborative (MAC) | Build capacity of the school in delivering initiatives that support learning—from a strategic level to the classroom delivery | Whole year | Anna, Leaders, Anaru Morgan | \$1,000 (Travel) |

Snow (Geoff) Rameka, our Kahui Ako Across School Teacher, worked with students and teachers across all classes in the school. He shared stories from our Tuwharetoa rōhe, tying them in with our localised curriculum inquiry focuses of community, celebrations(Matariki) and sustainability. Snow worked with several of our senior classes to teach skills through rakau and students performed for the school. Our school Karakia has been personalised and it now encompasses our Whaia values which lay the foundation of the culture of our kura. Teachers have worked collaboratively in teams to deliver aspects of the Aotearoa Histories curriculum. The level of enthusiasm and engagement form both staff and students has been encouraging. Our Kahui Ako In-school Leader has facilitated the development of a matrix for the progression of knowledge and understanding within the Aotearoa Histories curriculum, Tuwharetoatanga and Te ao Maori. The two Te Ao Maori leaders have also contributed to the facilitation of professional development that supports our Tikanga and responsive practices. The Principal has continued to engage with the Maori Achievement Collaborative (MAC) both locally and nationally. Attending the nationa hui in Auckland during Term 4.

1.4 Te Reo and Tikanga are a natural part of our school culture. The New Zealand Curriculum and Te Marautanga are delivered in both English and Maori medium classrooms.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|------------|--|-------------|
| Participate in Te Ahu o te Reo Māori —to grow and strengthen our Teachers/Kaiako ability to integrate te reo Maori into the learning of all akonga and student in New Zealand. | Teachers/Kaiako will use the knowledge and skills gained in their teaching programmes and assist their relationships with ākonga, students, their parents and whānau. We will have an improved understanding of our school community to the region | Whole year | All Teachers/Kaiako Resource Teacher for Maori. Online PLD | Nil |
| Regular opening of classrooms to share learning and provide opportunities for whanau to talk with staff | Termly open days allow students to share their learning with whanau | Termly | All Teachers/Kaiako | Nil |

We have had two staff members complete Te Ahu o te Reo Māori with the principal also complete Te Reo courses. Teachers have the opportunity and encouraged to include specific Te Reo lessons in the ir weekly planning. Making it as relevant and authentic to our localised curriuulum context. We have hired a Kaiārahi i te Reo who is currently teaching in Rumaki, however will be supporting English medium classroom teachers to develop confidence in this area. The Mountview Curriculum reflects both New Zealand Curriculum and Te Marautanga values/principles/ perspectives and when we are planning our overall learning themes we ensure that we can naturally integrate our Te Reo and Tikanga. We have idenfied that we need to do a PB4L refresh, and what are now called our 'Expectations' will be now 'Tikanga'. We have had numerous opportunities throughout the year for whanau to speak with staff about teaching and learning.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|------------|---|-------------------------------|
| Develop a matrix around Te Reo and Tikanga expectations that sits within the localised curriculum . | Students, as they move through the school, will have learning programmes that enhance prior learning. We will have a sequential approach to te re Māori across the whole school as well as New Zealand Histories. | Whole Year | All Teachers/Kaiako Snow Rameka (AST) Dominique—(IST) | Nil |
| Analyse outcomes from the Rongohia Te Hau observation tool to identify next steps | Continue to move Teachers/Kaiako on the cultural responsive matrix from some evidence to fully integrated. | Whole year | Kate Whole staff and BOT | Nil |
| All students have the opportunity to participate in Kapa Haka | We have both a senior and junior kapa group | Term 2-3 | Kapa Haka Shop, Jodie Maria, Jess, Pani | \$5,500 |
| Work with Snow (Geoff) Rameka to support the delivery of Tuwharetoa Culture Knowledge to inform our localised curriculum | Programmes will be delivered in classrooms that build the knowledge of local Maori history, tikanga and mana whenua | Whole year | All staff — Dom (IST) Marianne and Jess Snow (AST) | Kahui Ako Staffing \$8,000 |
| Support the actions of the the Kahui Ako strategic plan and Tuwharetoa Education Trust initiative | Students will benefit from culturally responsive PLD and practice identified from the Rongohia Te Hau observations. | Ongoing | All Teachers/ Kaiako— Tuwharetoa Trust | Nil |
| Teachers/Kaiako have access to Te Ahu o te Reo Māori and we have two Te Ao Maori Leaders and in-school teacher focused on Aotearoa Histories Curriculum | Teachers/Kaiako will be upskilled and have a deeper understanding of Ngāti Tūwharetoa, Te Reo Maori and Aotearoa History to support them to implement these aspects into their classroom programme. | Ongoing | Jess, Marianne, All Staff, Dom (IST) | \$8,000 |
| Continue with the Maori Achievement Collaborative (MAC) | Build capacity of the school in delivering initiatives that support learning—from a strategic level to the classroom delivery | Whole year | Anna, Leaders, Anaru Morgan | \$1,000 (Travel) |

We have developed the matrix and this will continue to evolve as the confidence, capacity and understanding develops amongst our teaching staff. The Mountview Curriculum is a evolving document that is updated to reflect the needs of our students and curriculum expectations from the Ministry of Education. We use Rongohia te ahau to guide our focus for professional learning and understanding of cultural responsive pedagogy. This is a continuous focus for us at Mountview School. All students have the opportunity to participate in Kapa Haka. Snow Rameka works in our school sharing knowledge to support teachers confidence in delivering learning with understanding of Aotearoa history and māori world lense. Two teachers have engaged in Te Ahui o te Reo Māori and have encouraged other staff members to do the same. Our in-school teacher has developed the matrix for Aotearoa Histories and this is a continual work in progress as teacher understanding develops.

The Principal is now part of a professional learning group of four other principals who are also engaging with the Maori Achievement Collaborative with the same facilitator. Being part of this group supports us to not only make collective change within our schools for all of our students, it also allows us to support each other with how we can align current curriculum objectives to best serve Māori students.

Te Reo and Tikanga is integrated into our localised curriculum and will continue to build our capacity to deliver learning that implements Te reo and tikanga authentically.



1.5 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|-----------|-------------------------|-------------|
| Representation as Chair of the Learning Advisory Governance Group. Overseeing the delivery of the Learning Support Delivery Model within Central Plateau schools. | Support the effective delivery of the learning support model to Teachers/Kaiako and students. Advocate on behalf of Principals and Teachers/Kaiako to overcome issues, challenges and barriers. | Ongoing | Anna, Kahui Ako members | Nil |
| Representation on the Pathway Panel | Support the effective allocation of requests for services within schools | Ongoing | Clare | Nil |
| Attend monthly Kahui Ako meetings | Keep up to date with developments and contribute advice and guidance when needed | Ongoing | Anna and Clare | Nil |
| Attend all PLD opportunities | Participate in the Oral Language development throughout the sector | Ongoing | Lorna and Anna | Nil |
| Attend all PLD opportunities in relation to Kahui Ako directions | Teachers/Kaiako will work collaboratively with other schools and share knowledge and expertise | Ongoing | All Teachers/ Kaiako | Nil |

Unfortunately the Kahui Ako no longer has an effective Learning Advisory Governance Group, nor a pathway panel. The Principal attends the Governance meetings twice a term and there has been limited PLD opportunities to attend - teachers have attended a moderation writing workshop.

1.6 Provides inclusive and safe learning environment free of racism, discrimination and bullying.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|---|-----------|-------------------------|-------------|
| Cultural responsive pedagogy is a shared norm across the school. Specific indicators are used to provide clear expectations of behaviours of Teachers/Kaiako towards students. | Teachers/Kaiako receive PLD within cultural responsive practice and are observed for the reason of collecting whole school data. | Ongoing | Anna, Kahui Ako members | Nil |
| The school used PB4L practices consistently across the school. A shared language provides students with clear expectations that are valued by all members of our school community. | Our school culture is based on positive outcomes. Students understand positive and negative consequences and classrooms are free of bias and discrimination . | Ongoing | All staff | Nil |

We continue to develop our culturally responsive practices across the school. The Kahui Ako across School Leaders has worked with The Assistant Principal to facilitate conversations with leaders and teachers which support CRRP. In Term 4 Team Leaders participated in observations using the Rongohia te Hau tool to collect data which provided us with a snapshot of effective practices across the school. This has also highlighted clear next steps for teachers and leaders in terms of sustaining effective practices and building capacity.

PB4L remains the foundation for our school culture and way of being. This year we identified a number of core Tier 1 PB4L systems and practices that needed revisiting in order to induct new staff and ensure consistency across the school. Over the course of the year we have engaged in P.D around the purpose of Tier 1 interventions and what a successful intervention plan looks like. This has resulted in more robust intervention plans and improved outcomes for behaviour and learning.

Our PB4L leader, Leanne, has collaborated with staff to re-design our flow chart which shows the type of behaviour and levels of intervention.

Leanne has attended both cluster and regional hui and has established strong relationships with lead facilitators. Following a cluster hui, which both Leanne and our D.P Clare attended they brought back some questions around the relevance of our PB4L visuals to the team. Teacher's reflected that what we currently had in place was created over 10 years ago and was not so relevant to who we are and what we stand for today. This has led to a proposal for re-branding that has been submitted for funding consideration. This PB4L re-fresh will take place in 2023.

In Term 2 a group of teachers and leaders attended a Trauma Informed Practices conference. We have a growing number of students who have been exposed to trauma in their lives and we are committed to developing our pedagogy and practices around effective responses to students who have experienced this. In 2023 we are beginning the year with two teacher only days. One with Kathryn Berkett, a Neurosequential Model of Therapeutics practitioner and the other with facilitators of the Pause, Breathe, Smile programme. Following this we will be looking at how this aligns with our PB4L practice and what we may need to strengthen, improve or implement.

The school has also received \$5,000 from MOE for the purpose of a PB4L refresh.

Innovative and Collaborative Learners

All students at Mountview School will be successful, life long, independent learners and valuable contributing members of society.

2.1 Students and adults are given authentic opportunities to work cooperatively and collaboratively in ways that allow them to explore, think critically, innovate, create and communicate within local, national and global society

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|-----------|--|-------------|
| PLD will focus on the ‘Power of Inquiry’ pedagogy to support them to plan in ways that allow students to explore concepts and think critically | Teachers/Kaiako will plan integrating learning where students are given opportunities to explore big concepts. | Ongoing | Anna and Teachers/ Kaiako Clare/Kate/Dom | Nil |
| Students will action their learning in ways that affect the community—either locally or globally. | Students will demonstrate increased student agency and will share their learning outcomes with an audience and explain be able to explain how they got to the outcome. | Ongoing | Anna and Teachers/ Kaiako | Nil |
| Teachers/Kaiako will be encouraged to plan collaboratively to deliver the Mountview Localised Curriculum | Students will receive learning that is responsive to their needs, authentic and allows them to collaborate | Ongoing | Leaders , Teachers/ Kaiako Dom – InScCOL | Nil |

This year we have collaborated on 4 schoolwide inquiry themes. Teams have planned together to facilitate integrated learning which weaves inquiry through the wider curriculum. These big concepts of Community, Celebrations, Sustainability and Enterprise have led to a number of authentic learning actions which students have led. An example of this is our Mountview Market Day where groups of students and classes have researched, planned and designed goods and services which they had available for purchase at our Market Day. During the course of this inquiry, students learned about market research, budgeting, consumer voice, advertising and production. Students were required to identify the purpose for the money they raised whether it be for individual profit or earnings, a donation to charity or to purchase something identified as a need.

In Term 1 we had a Aoteroa Histories exhibition where students showed a piece of New Zealand history through a depiction of their choice as a result of their inquiry action. In Term 2 we had ‘celebratons’ which looked at a global perspective and aligning it with Matariki traditions. In the Term 3 The Art’s showed our students talents in Kapa Haka and our newly formed school band as a result of the 2023 music programme. We also had a Sustainability focus which students showed increased engagement and interest in. They were keen to learning about their world and impacts of current practices are having on it. We had many inquiry actions as a result.

Our localised Mountview curriculum is an every evolving document that incorporates global, national, local, school and iwi goals/aspirations. We are noticing a shift in our learners in how they learn and we are always challenging ourselves to make the changes we need to make learning authentic. With the curriculum refresh in 2023 we will spend time aligning these documents with the goals. We always have the extra challenge of implementing two curriculum’s but only recognised for implementing one—eg we get the two curriculum refresh teacher only day and have to do both Te Marautanga and NZC on these days. Other schools have only one curriculum to include in there localised curriculum.

Our 2022 attendance average in school is 79% and well above what the national norm has been advertised as. This percentage does not align with the Attendance Matters report we get from the Ministry of Education, so it is important that we do our own analysis of attendance and understand the barriers to attendance in our own school community. Our attendance rate reflects the engagement level of our students and obviously most want to be at school over 90% of the time, we need to however continue to focus on attendance in 2023.

2.2 Formative assessment is embedded into practices that develop accelerated learning. Personalised and differentiated learning opportunities are responsive to learning needs.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|--------------|---|------------------------|
| Teachers/Kaiako will be provided opportunities to engage in flipped learning PLD as part of their own professional growth. Teachers/Kaiako will use the professional growth cycle to inquire into their practice. | Teachers/Kaiako will have opportunities to engage in professional learning that aligns with their teaching goals and annual aims within the strategic direction of the school. This aligns with the Professional Growth cycle that builds teacher agency. | Termly | Anna, Clare and Kate Team Leaders Teachers/Kaiako | Nil |
| Student voice is videoed and reflected on by Teachers/Kaiako with a focus on formative assessment | We can identify strengths and gaps within the effective teaching practice critical success factors—feed forward and feed back | Termly | All Teachers/Kaiako | Nil |
| Observation relating to the Mountview School Effective Teaching | Leaders will observe practice and have conversations around the consistency of this happening across the school and the impact on student achievement | Term 2 | Team Leaders | Nil |
| Student achievement data is collected and analysed (refer to targets) | Identification of accelerated learning and progress and gaps within teaching to action and next learning steps for students. | Term 2 and 4 | Anna, Clare Teachers/Kaiako BOT | PACT PLD for new staff |
| Priority learners are identified and monitored. All students receive a learning profile identifying next steps in learning and teaching. (refer to targets) (Whanau aspirations are also woven into these) | Learning profiles are updated to show accelerated progress against next learning goals. Learning goals are transferred to planning. | Termly | Anna, Clare and Kate Team Leaders Teachers/Kaiako | Nil ICS |
| Year 0-3 Teachers/Kaiako will inquire into use of Science of Reading/Panui strategies on student achievement. | Data will reflect that students who are not achieving at their Reading/Panui level will receive specific strategies teaching sequence to lift their achievement. | Ongoing | Lorna (term 1) Clare Teachers/Kaiako | 0.4 staffing |
| All Teachers/Kaiako will use 'The Code' to teach specific phonemic awareness that has been identified through summative assessment | Students will be taught next steps, or gaps in learning to support their Reading/Panui development. Some Teachers/Kaiako will attend Liz Kane. professional development | Ongoing | Clare and specific Teachers/Kaiako | \$3,500 |

Teachers and leaders have contributed to aligning the Mountview School Effective Teacher Practices with the Registered Teacher Standards. This document sits alongside our strategic plan and localised curriculum. Teachers have used this to reflect on their practice and identify next steps twice per year. This is done in Term 1 and 3 as part of the yearly self-review cycle. In September this year we did a snap shot of planning over a 3 week period where there were minimal interruptions across the school. The Principal and DP worked together to identify what areas of the Mountview School Effective Teacher Practices with the Registered Teacher Standards were being consistently implemented across the school. The results of this self-review was given to teachers to reflect as a whole. The outcome gave us some clear actions for 2023 as they align directly with the strategic plan and localised curriculum.

Priority learners are identified through our end of year data analysis. Priority students, have a Learner Profile which follows them through their schooling and is added to each year. The profile specifies the interventions and strategies teachers are using to address specific needs. Teachers can also create a profile at any point for students they feel are "at-risk" during the academic year. We have successfully secured funding for 3 students in 2023 through the In Class Support process.

Teachers of Y0-2 students have continued to develop their confidence and competence in the use of effective practices to support the development of phonological awareness skills. All students in Y0-2 receive daily instruction following our phonological awareness lesson sequence which targets the development of phonemic knowledge and the ability to blend and segment words for reading and writing. Decodable readers are accessible to all teachers in the junior team.

Across the school, we have supported teachers and teacher aides to implement interventions for priority learners that support phonemic awareness and foundational literacy skills. In Term 2 we took an observational snapshot of each teacher working with their group from Y0-Y8. Teachers were given individual feedback and a schoolwide synthesis was also collated and shared. Following this we identified specific skills that teachers required support with and in Term 3 we delivered short weekly PD sessions which modelled effective practice and the use of support resources. In Term 4 a follow up observational snapshot was completed to allow us to reflect on our progress and plan for 2023.

2.3 Wellbeing is at the forefront of every school learning opportunity for all children and adults as an essential part of a well balanced curriculum.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|--|--------------|--|-------------|
| PB4L will continue to be integrated across the school and naturally into learning programmes where values and behaviour are explicitly taught | Allows for strength based and positive interventions to be integrated into classrooms, cohorts or individual learning plans. | Ongoing | All staff | Nil |
| Data is analysed | The interventions that are put in place are based on evidence and behaviour modification can be specifically identified to need. | Ongoing | All staff | Nil |
| Wellbeing surveys carried out for both staff and students | Information is shared with staff and a collaborative action plan is made based on identified strengths and gaps. | Term 1 and 3 | All staff | Nil |
| Wellbeing promoting staff morale and mental health support students feeling welcome, safe and functioning to the best of their ability. | Teacher will feel in charge of their own well being and will have strategies to put in place when they get overwhelmed or during times when there is heavy workload. | Ongoing | Kate—Leader Anna, Clare Teachers/Kaiako Support Staff | \$4,000 |
| Wellbeing of all will be consistently monitored, addressed and supported | Evidence through Teacher Practice Survey to identify strengths and next step actions. | Term 3 | Anna The staff | Nil |

PB4L remains at the forefront of everything we do. We continually reflect on and review our systems and processes to ensure they are being implemented with fidelity. Data is collected rigorously and collated for team analysis twice per term. Students with significant need for support are quickly identified and collaborative interventions are put in place to provide positive supports for specific behaviours. Alongside individual interventions which are specific to the child, team and school-wide interventions are also implemented based on the needs indicated through our data analysis.

This year we have dug deeper into the concept of Wellbeing as a staff and our Assistant Principal, and Wellbeing Leader, Kate has facilitated discussion around wellbeing and has sourced and shared resources and strategies to support staff with their own well being. After analysing the well being survey from the end of 2021 there were key areas that we felt needed exploring more. These were – Teachers and leaders trust one and other 46 % said a little like our school, we work in a safe and supportive environment 31% said a little like our school and the last one was around teacher workload and morale specially teacher workload, job fairness and overall morale in these 3 areas 30% or more said that they disagreed. Kate and Gillian Hoy the Learning Support Coordinator dug deeper into these areas via termly staff workshops. We firstly looked at how we encourage others, how we like to be encouraged, how we impact our school community and how we show leadership.

Members of the Leadership Team attended a hui, The Weaponising of Wellbeing-and how Leaders can diffuse it, in the Term 3 holidays. Tony Burkin, our facilitator, shared research around how leaders can strengthen teacher’s wellbeing through deliberate acts of leadership. The leadership team will continue to work on these ideas and strategies so that we can support teachers to identify ways in which they can manage their personal well being so that we are concentrating on ensuring Organisational Wellbeing is a priority for all.



2.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview localised curriculum

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|-----------|--|-------------|
| Strengthen the pedagogical leadership and curriculum documentation within our Maori Medium classes. | Build Teachers/Kaiako capacity and understanding in delivering Te Marautanga and assess confidently using Te Waharoa. | Ongoing | Anna, Wayne, Pani, Ros Bartosh and Louise Keepa-PLD Facilitators | Nil |
| Teachers/Kaiako will be planning learning programmes based on the Mountview Localised curriculum | Weekly planning will show evidence of our localised curriculum being delivered in authentic and meaningful contexts. Students will produce outcomes in relation to the curriculum | Ongoing | All staff | Nil |

During the year we have developed and will continue to develop our knowledge and understanding of TMOA refreshed curriculum to embed it in our teaching and learning programmes. Our current Marau a Kura adopt the philosophies within the TMOA across the kura to strengthen the cultural identity of our strong Maori student body across the kura. We have strengthened our Kaiako ability to make really sound overall teacher judgements based on a range of evidence. Build Kaiako ability to use both formative and summative assessment tools and use a variety of teaching practices that allow students to engage in differentiated learning. We will continue to build the Te Reo proficiency of Tamariki through Te Reo a waha teaching strategies and deepen our knowledge of using Rukuhia Rarangahia as a guiding document for aromatawai practices. We will use our curriculum refresh TOD in 2023 as well as our PLD providers—Lou Keepa to support us with this mahi.

Our rumaki share in the same Inquiry actions and curriculum contexts as the whole Kura and it was exciting to see how the TMOA was reflected in this learning. The Marau a kura will reflect our learners at the centre. Through teaching approaches students will see their own progress and be more able to self direct their learning and know their next steps. Student voice will be encouraged and used to guide learning outcomes. Te Reo Maori proficiency will increase. Tamaiti self-efficacy and confidence will increase. We have set the foundation for building Tuwharetoatanga in our kura where students knowledge and understanding is progressed as they move levels.

2.5 Data is collected across the school to support our ability to be culturally responsive to all students.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|--------------|----------------|-----------------|
| Via observations of classroom practices as well as staff, whanau and student surveys we collect data that allows us to measure our CRRP across the school. | This data is analysed and with staff to identify strengths and create and action plans for identified gaps. Rongohia Te Hau is a sustained self-review tool in our school | Term 3 and 4 | Kate—Teachers | 0.1 of staffing |

We used Rongohia te hau to observe 16 teachers in Term 4.

We had no teachers at basic, 12 at developing and 4 at integrating. The school released 4 teachers (including the AP/Kate) and worked with our across-school teacher to carry out the observations.

The key messages were: Positive genuine care relationships. Pockets of great questioning / focus / learning intentions and success criteria. The other questioning observed was lower level, monitoring type questions. Happy children. High behaviour expectations. Some pockets of links to students previous experiences. In 5/16 classes Te Reo was heard

The wonderings from the discussion were: How does our use of SC enable our tamariki to thrive? This is what we use with our Mountview School Effective Teaching Practices to support learner agency and CRRP.

This self-review identified our next steps for 2023:

- Have our CRRP observations earlier in the year and use these as a tool to discuss in our PLG's

- Refresh our rubric and use these as part of the conversations we have in our PLG's and in our follow up conversations from our observations

- Look at questioning and how this can be more intense across the school

- Look at our classroom environments and how this can be more child focussed and used as a tool for learning

From our whanau/teacher/student survey summary we had 46 whanau responses which was an excellent result. All felt positive about their cultural identity. We feel we need to create more opportunities to meet with whanau both formally and informally.

- We are going to look at how we can integrate our CRRP into our set routines / expectations into our current PB4L practices

- Incorporate Te Reo and Tikanga into daily practice

- How can we support teachers on their Te Reo / Tikanga journey

- How can we integrate Te Reo / Tikanga and normalise the us

Future Focussed Curriculum

At Mountview School through our teaching pedagogy we place importance on developing key competencies that allow students to successfully function in an ever changing global community.

3.1 Learning via inquiry to understand, participate and celebrate through computational thinking, problem solving and creating using digital and non-digital tools.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|-----------|----------------|-------------|
| Learning will happen around big ideas and concepts within the Mountview Curriculum. The whole school will engage in Kids Greening Taupo initiatives. | The Mountview Curriculum will reflect the local, national and global goals which will be used to teach the curriculum. Gardens and outdoor environment will reflect the school's curriculum. | Ongoing | All Staff | \$5,000 |
| Teachers will deliver the digital skills matrix within the Mountview Curriculum | Student outcomes will reflect the learning of computational thinking. | Ongoing | Teachers | Nil |
| Students will have opportunities to develop problem solving skills using both digital and non-digital tools | Student outcomes will reflect these | Ongoing | Teachers | Nil |
| The power of Inquiry will be used to guide teacher practice within inquiry learning | Planning and learning outcomes will reflect delivery of inquiry learning | Ongoing | Teachers | Nil |

We have engaged Tupoutama Paki, Hinana Media to bring our inquiry learning model into a visualised format within a Tuwharetoatanga lense. We want to be able to visualise our curriculum via oral stories, appropriate visuals and align them with the characteristics and dispositions of ancestors that correlate with our learners. Teachers are still at different levels of knowledge, understanding and capability of delivering the digital curriculum. We have our year 5-8's engage in weekly Epro-8 tutorials during Term 1 and 2 and they compete at local level with other local primary schools. Our students this year made it to the nationals and did very well.

Every classroom has access to digital tools via an ipad or chromebook and in all classes there is at least the ratio to 1 device for every 2 students. This is maintained with the school IT replacement plan and is teacher led as to what device they want to use. All students have access to a digital learning platform which can be used to engage parents in learning. They are however used mostly for students to receive, work on learning and communicate with their teacher. These platforms are a range of Seesaw, Hapara and Google classroom. With our year 8's moving into google classrooms as year 9's it is important they are used to receiving and sending learning via the format.

Students have been engaged in various Kids Greening Taupo opportunities. We have now completed our 3 year programme with them and next year are considered a 'green school'. We have put much resourcing and time into creating our nature garden that has signage that explains the types of plants in our nature garden. There are 4 large signs about the different habitats represented in the garden, repo/wetland, awa/river, ngahere/forest, and maunga/mountain. All the signs are bilingual. Students have participated in community plantings and continue to do regular litter pick ups around our school community. Students have learned, through the Sustainability inquiry focus, various aspects of the impact waste has on our land/world. A topic that we noticed we got keen engagement from our students.



3.2 Literacy and (numeracy) maths/pangarau are integrated across all curriculum areas.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|-----------|---|-------------|
| Teachers/Kaiako will be supported to integrate learning areas across the curriculum. Students will receive daily teaching of literacy and maths/ Pangarau within inquiry. | Planning will reflect, Reading/Panui, Writing/Tuhituhi and Maths/ Pangarau being taught across the curriculum. | Ongoing | Sherryl—in-school COL role Anna and Teachers/Kaiako | NIL |
| Target oral language interventions for identified at risk students | Accelerated learning in Reading/Panui and Writing/Tuhituhi for at risk learners | Ongoing | Lorna, Anna and Support Staff | \$6,000 |
| Enabling Teachers/Kaiako to understand and make effective use of the learning progressions to identify and respond to student learning needs | Teachers/Kaiako will use the critical success criteria of effective practice. Planning will be responsive to learning needs of every student. | Ongoing | Steph and Anna | Nil |
| Continue to deepen understanding of ways in which students are empowered to take greater responsibility for their own learning and progress | Increased learner agency identifiable by learning outcomes and increased student achievement. Feedforward and feedback | Ongoing | Steph, Anna and Teachers/Kaiako | Nil |
| Teachers/Kaiako planning will show differentiation of success criteria and learning outcomes based on student needs | Student achievement will increase—particular focus in Writing/ Tuhituhi | Ongoing | Teachers/Kaiako | Nil |
| Teachers/Kaiako will use write that essay and learning progressions to increase knowledge and understanding of the Maths/Pangarau and Literacy curriculum | Planning will be more specific in relation to these and reflect student outcomes with increased student achievement. | Ongoing | Clare, Anna Team Leaders | Nil |

We continue to strengthen our connections with mana whenua by co-constructing a Marau a Kura that reflects our community. We will continue to strengthen the rumaki Te Reo Matatini programmes to ensure the individual success of each tamaiti. The Marau a Kura will support the practices that build the cultural capability of our kaiako delivering learning programmes in akomanga.

The aim is for all stakeholders to have an input into the creation of the Marau a kura, and this is still a work in progress. Kaiako cultural capability continues to be enhanced and tamariki in our rumaki and English medium classes will continue to receive accelerated learning. Kaiako will receive training to accelerate learners who require extra support, particularly in Te Reo Matatini.

Across the school, we have supported teachers and teacher aides to implement interventions for priority learners that support phonemic awareness and foundational literacy skills. In Term 2 we took an observational snapshot of each teacher working with their group from Y0-Y8. Teachers were given individual feedback and a schoolwide synthesis was also collated and shared. Following this we identified specific skills that teachers required support with and in Term 3 we delivered short weekly PD sessions which modelled effective practice and the use of support resources. In Term 4 a follow up observational snapshot was completed to allow us to reflect on our progress and plan for 2023.

See other comments in previous pages that show evidence of these actions being implemented across the kura.



3.3 Students learn within effective and innovated learning spaces which integrate all curriculum areas.

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|---|-----------|---|---------------|
| The 10YPP projects will begin—still waiting for countersigned copy by MOE (March 2022) | Will be advised on the areas where learning spaces can be improved. | 2020-2030 | MOE, Anna, Board of Trustees | 10YPP 5YPP |
| New furniture across school as roll has increased | New furniture | Term 1 | Anna | \$12,000 |
| Students provided with flexible learning spaces | Plan to make outside areas appropriate learning spaces. Including the nature garden | Ongoing | Anna, Board of Trustees, Teachers/ Kaiako | \$50,000 |
| ICT will be distributed equally across the school | Students will be more able to produce digital outcomes | Term 1-4 | Anna | \$30,000 |
| Buildings will be free of leakage | MOE will fund for learning spaces to be watertight | Ongoing | Board of Trustees and MOE | ?? |

We have carried out two of our 10YPP projects out this year. We are awaiting for the weathertightness projects to be planned and are currently with the designer. Once this has been completed we should be able to plan for the remainder of the 10YPP to be carried out. The timing of interior painting, new carpet and building work needs to be included in the weathertightness project. This is so the school can still be operational with the least disruption as possible. Learning spaces outside the classroom are ongoing projects and the school has a much nicer environment as a result of the work already completed. New furniture is bought as needed and ICT has been order already for 2023 classrooms. The school has an IT plan which has been in place for 3 years to ensure the replenishment of IT annually.

3.4 Leadership work within the Maori Achievement Collaborative to establish effective relationships to inform practice and curriculum development

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|--|--|-----------|---------------------------------------|-------------|
| To work with the Maori Achievement Collaborative to lessen the barriers of access to deliver of curriculum | Students will not have to wait or be denied access to learning about their identity, whakapapa, Te Ao Maori and Tikanga | Ongoing | Anna Board of Trustees Teachers | Nil |
| Connect with iwi outside of Taupo to identify areas of good practice | Leadership will be exposed to practices that will support the delivery of the curriculum. | Ongoing | Anna Leaders | Nil |
| Continue to be supportive of Tuwharetoa Cultural Knowledge Project and respectful of iwi initiatives. | When Tuwharetoa have given the 'green light' for their resources to be used they will be integrated into the strategic planning and direction of Mountview School documentation. | Ongoing | Tuwharetoa Trust Board | Nil |

The Principal is now part of a professional learning group of four other principals who are also engaging with the Maori Achievement Collaborative with the same facilitator. Being part of this group supports us to not only make collective change within our schools for all of our students, it also allows us to support each other with how we can align current curriculum objectives to best serve Māori students. The Principal will be part of the online course from Ann Milne, Identifying our white spaces, Decolonising the Curriculum, beyond 'culturally responsive', Reframing Success and achievement: Developing and assessing your graduate profile. The Principal has reached out to the iwi in support of finding a Kaiako for our Rumaki and continue to connect with our iwi via our students, whanau and board. The Board has recently signed the Kawenata between Tuwharetoa and Mountview School. Snow Rameka will continue to work with students and teachers in learning Tuwharetoatanga.

3.5 The use of PACT and Te Waharoa to identify gaps in teaching capability and information professional learning focus and opportunities

| ACTIONS | OUTCOMES | TIMEFRAME | RESPONSIBILITY | RESOURCING: |
|---|---|-----------|-----------------------------|-------------|
| Teachers/Kaiako planning will show differentiation of success criteria and learning outcomes based on student needs | Student achievement will increase—particular focus in writing/ tuhituhi | Ongoing | Teachers/Kaiako | Nil |
| Teachers/Kaiako will use write that essay and learning progressions to increase knowledge and understanding of the Maths/Pangarau and Literacy Curriculum | Planning will be more specific in relation to these and reflect student outcomes with increased student achievement. | Ongoing | Clare, Anna Team Leaders | Nil |
| Continue to use PaCT and Te Wharoa to help teachers/kaiako make dependable judgments about student achievement that can be used to track progress in Reading/Panui, Writing/Tuhituhi, and Mathematics/Pangarau. | Teachers locate students on the Learning Progression Frameworks (LPFs) as they make judgments in PaCT. PaCT guides teachers to make best-fit decisions about student achievement in each of the aspects of the Reading/Panui, Writing/Tuhituhi, and Mathematics/Pangarau frameworks. Te Waharoa reflects Pangarau and He Ara Ako I te Reo Matatini | Ongoing | All leaders and teachers | Nil |

PaCT has been used to support teacher OTJ's at both mid and end of year.

Unfortunately, Te Waharoa has been unavailable to us this year and we have been told that it will be back for 2023. Without this resource we are very limited to the accuracy of our assessment data for our Rumaki.

Our Rumaki Kaiako will continue to receive PLD support from Ros Bartosh, University of Waikato and Louise Keepa—Kia ata Mai Educational Trust.

Teachers and leaders have contributed to aligning the Mountview School Effective Teacher Practices with the Registered Teacher Standards. This document sits alongside our strategic plan and localised curriculum. Teachers have used this to reflect on their practice and identify next steps twice per year. This is done in Term 1 and 3 as part of the yearly self-review cycle. In September this year we did a snap shot of planning over a 3 week period where there were minimal interruptions across the school. The Principal and DP worked together to identify what areas of the Mountview School Effective Teacher Practices with the Registered Teacher Standards were being consistently implemented across the school. The results of this self-review was given to teachers to reflect as a whole. The outcome gave us some clear actions for 2023 as they align directly with the strategic plan and localised curriculum.

School wide planning over a three week period - weeks 1-3 term 3 2022

| | V | O | X |
|--|-----|-----|------|
| Consistent | | | |
| Inconsistent | | | |
| No evidence | | | |
| Teacher | | | |
| Number of Priority Learners | 106 | 14 | 14 |
| Teacher identified evidence within Minimum Competencies | | | |
| Student achievement to priority learners | 20% | 43% | 28% |
| Priority learners are identified/monitored | 7% | 14% | 79% |
| Planning for Teacher | 14% | 36% | 50% |
| Specific planning of PYP/SL (2022) | 14% | 7% | 79% |
| Specific planning of reading of 1.0.0. | 29% | 0% | 71% |
| Assessment shows next steps | 56% | 36% | 28% |
| Design | | | |
| Using digital platforms | 14% | 27% | 59% |
| Blended/ flipped learning | 0% | 0% | 100% |
| Ability grouping (inc. gifted) | 50% | 50% | 0% |
| Targeted inquiry models used | 44% | 28% | 28% |
| Personal opportunities for learning outcomes that develop skills of collaboration, creative, innovation, digital capabilities, Equitanga, Critical thinking. | 29% | 14% | 57% |
| Learning Progression | | | |
| Use of learning progression | 77% | 47% | 0% |
| Use of success criteria | 14% | 36% | 50% |
| Traditional use of teacher | 29% | 50% | 21% |
| Student Progress Question Feedback, English, Literacy, SP, PYP, PACT/SLA | 50% | 29% | 21% |
| Learning and teaching response | 36% | 57% | 7% |
| Difference between LI and non-LI | 43% | 50% | 7% |
| Grouping changes | 57% | 29% | 14% |
| Individual within groups | 64% | 29% | 7% |
| Priority learners | 7% | 14% | 79% |

Priority learners are identified through our end of year data analysis. Priority students, have a Learner Profile which follows them through their schooling and is added to each year. The profile specifies the interventions and strategies teachers are using to address specific needs. Teachers can also create a profile at any point for students they feel are “at-risk” during the academic year. We have successfully secured funding for 3 students in 2023 through the In Class Support process.

Teachers of Y0-2 students have continued to develop their confidence and competence in the use of effective practices to support the development of phonological awareness skills. All students in Y0-2 receive daily instruction following our phonological awareness lesson sequence which targets the development of phonemic knowledge and the ability to blend and segment words for reading and writing. Decodable readers are accessible to all teachers in the junior team.

Across the school, we have supported teachers and teacher aides to implement interventions for priority learners that support phonemic awareness and foundational literacy skills. In Term 2 we took an observational snapshot of each teacher working with their group from Y0-Y8. Teachers were given individual feedback and a schoolwide synthesis was also collated and shared. Following this we identified specific skills that teachers required support with and in Term 3 we delivered short weekly PD sessions which modelled effective practice and the use of support



2022 Targets

Māori Medium

Panui: To raise all students achievement in Panui by the end of 2022, in particular:
Accelerate progress for the 23 students not reading at their expected curriculum level

Accelerate progress for the 12 boys not reading at their expected curriculum level

3 students have left
2 students have made accelerated progress and are now At their expected curriculum level
18 students have not made accelerated progress
2 boys have left
1 boy has made accelerated progress and are now At their expected curriculum level
9 boys have not made accelerated progress

Tuhituhi: To raise all students achievement in Tuhituhi by the end of 2022, in particular:
Accelerate progress for the 27 students not writing at their expected curriculum level

Accelerate progress for the 13 boys not writing at their expected curriculum level

5 students have left
11 students have made accelerated progress and are now At their expected curriculum level
2 students have made accelerated progress and are now Above their expected curriculum level
9 students have not made accelerated progress
1 boy has has left
6 boys have made accelerated progress and are now At their expected curriculum level
1 boy has made accelerated progress and are now Above their expected curriculum level
5 boys have not made accelerated progress

Pangarau To raise all students achievement in Pangarau by the end of 2022, in particular:
Accelerate progress for the 11 students not achieving at their expected curriculum level

Accelerate progress for the 6 boys not achieving at their expected curriculum level

1 student has left
10 students have not made accelerated progress

1 boy has left
5 boys have not made accelerated progress

Panui: Hei hiki i nga paetae katoa o nga tauira i Panui hei te mutunga o te tau 2022, ina koa:

Whakatere i te ahunga whakamua mo nga tauira 23 kaore i te panui ki o raatau taumata marautanga e tumanakohia ana

Whakatere i te ahunga whakamua mo nga tama 12 kaore i te panui ki o raatau taumata marautanga e tumanakohia ana

Tuhituhi: Hei hiki i nga paetae katoa o nga akonga i roto i te Tuhituhi hei te mutunga o te tau 2022, ina koa:

Whakatere i te ahunga whakamua mo nga tauira 27 karekau e tuhi ana i te taumata marautanga e tumanakohia ana

Kia tere te ahunga whakamua mo nga tama 13 karekau e tuhi ana i te taumata marautanga e tumanakohia ana

Pangarau Hei hiki i nga paetae katoa o nga tauira o Pangarau hei te mutunga o te tau 2022, ina koa:

Whakatere i te ahunga whakamua mo nga tauira 11 karekau i eke ki te taumata marautanga e tumanakohia ana

Kia tere te ahunga whakamua mo nga tama tane tokoono karekau i eke ki te taumata marautanga e tumanakohia ana

2022 Targets—English Medium

Oral Language: Continues to be seen as a major target and identified students at entry benefit from a targeted intervention. All Teachers/Kaiako will plan for oracy across the school.

Reading: To raise all students achievement in Reading by the end of 2022, in particular:

In 2022 we have enrolled 21 new students who are not Reading at their expected curriculum level

Accelerate progress for the 84 students not Reading at their expected curriculum level

23 students have left
12 students have made accelerated progress and are now At their expected curriculum level
1 student has made accelerated progress and are now Above their expected curriculum level
48 students have not made accelerated progress

Accelerate progress for the 48 boys not Reading at their expected curriculum level

12 boys have left
8 boys have made accelerated progress and are now At their expected curriculum level
1 boy has made accelerated progress and are now Above their expected curriculum level
36 boys have not made accelerated progress

Accelerate progress for the 64 Maori students (37 Maori Boys) not Reading at their expected curriculum level

20 students have left
7 students have made accelerated progress and are now At their expected curriculum level
37 students have not made accelerated progress
12 Maori Boys have left
4 Maori Boys have made accelerated progress and are now At their expected curriculum level
21 Maori Boys have not made accelerated progress

Writing/tuhituhi: To raise all students achievement in Writing by the end of 2022, in particular: In 2022 we have enrolled 23 new students who are not writing at their expected curriculum level

Accelerate progress for the 106 students not writing at their expected curriculum level

36 students have left
14 students have made accelerated progress and are now At their expected curriculum level
56 students have not made accelerated progress

Accelerate progress for the 62 boys not writing at their expected curriculum level

19 boys have left
10 boys have made accelerated progress and are now At their expected curriculum level
33 boys have not made accelerated progress

Accelerate progress for the 83 Maori students (50 Maori Boys) not writing at their expected curriculum level

29 students have left
9 students have made accelerated progress and are now At their expected curriculum level
45 students have not made accelerated progress
17 Maori Boys have left
6 Maori Boys have made accelerated progress and are now At their expected curriculum level
27 Maori Boys have not made accelerated progress

Maths/pangarau: To raise all students achievement in Maths by the end of 2022. In 2022 we have enrolled 9 new students who are not achieving at their expected curriculum level for maths/pangarau

Accelerate progress for the 71 students not achieving at their expected curriculum level

20 students have left
14 students have made accelerated progress and are now At their expected curriculum level
37 students have not made accelerated progress

Accelerate progress for the 35 boys not achieving at their expected curriculum level

9 boys have left
7 boys have made accelerated progress and are now At their expected curriculum level
19 boys have not made accelerated progress

Accelerate progress for the 59 Maori students (31 Maori Boys) not achieving at their expected curriculum level

15 students have left
11 students have made accelerated progress and are now At their expected curriculum level
33 students have not made accelerated progress
8 Maori Boys have left
6 Maori Boys have made accelerated progress and are now At their expected curriculum level
17 Maori Boys have not made accelerated progress

Mountview School
31 Rangatira Street
TAUPO
New Zealand



Principal: Anna Norris
Email: anan@mountview.school.nz
Phone: 07-378-8488
Fax: 07-377-0671
General Info: info@mountview.school.nz

13 December 2022

Kiwisport Expenditure 2022

Kiwisport funds were used for the following:

- Transporting of children to and from sporting activities
 - Swimming, interschool fixtures, athletics
- Equipment and uniform purchases for Netball
- Kiwisport taster programmes and co-ordinators

Signed:

A handwritten signature in black ink, appearing to be 'Anna Norris', written over a horizontal line.

Principal – Anna Norris

Date: 13 December 2022

Mountview School

Statement of Compliance with Employment Policy

For the year ended 31 December 2022

For the year ended 31st December 2022 the Mountview School Board:

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