

MATANGI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



Ministry Number:	1814
Principal:	Sharyn Douglas
School Address:	599 Matangi Road, Matangi, Hamilton
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Accountant / Service Provider:	Accounting For Schools Limited

MATANGI SCHOOL

Annual Report - For the year ended 31 December 2020

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MATANGI SCHOOL

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Brad Ward

Full Name of Board Chairperson



Signature of Board Chairperson

31 May 2021

Date:

Sharyn Douglas

Full Name of Principal



Signature of Principal

07 Jun 2021

Date:

MATANGI SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,519,083	1,392,860	1,412,491
Locally Raised Funds	3	179,296	213,902	242,755
Interest income		2,208	2,499	3,699
		<u>1,700,587</u>	<u>1,609,261</u>	<u>1,658,945</u>
Expenses				
Locally Raised Funds	3	113,930	140,616	159,342
Learning Resources	4	1,110,737	1,001,946	980,457
Administration	5	121,260	114,956	127,422
Finance		899	507	533
Property	6	329,023	338,982	337,789
Depreciation	7	44,948	38,999	46,915
Loss on Disposal of Property, Plant and Equipment		10,329	-	-
		<u>1,731,126</u>	<u>1,636,006</u>	<u>1,652,457</u>
Net Surplus / (Deficit) for the year		(30,539)	(26,745)	6,487
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(30,539)</u>	<u>(26,745)</u>	<u>6,487</u>

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

MATANGI SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2020

Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January	298,852	298,852	292,365
Total comprehensive revenue and expense for the year	(30,539)	(26,745)	6,487
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	268,313	272,107	298,852
Retained Earnings	268,313	272,107	298,852
Equity at 31 December	268,313	272,107	298,852

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.

MATANGI SCHOOL

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	87,436	87,089	105,371
Accounts Receivable	9	73,058	57,750	57,327
GST Receivable		3,328	10,000	9,655
Prepayments		7,628	5,500	5,523
Inventories	10	7,791	9,600	9,480
Investments	11	100,000	50,000	50,000
Funds held for Capital Works Projects	17	-	-	1,630
		<u>279,241</u>	<u>219,939</u>	<u>238,986</u>
Current Liabilities				
Accounts Payable	13	98,733	88,500	90,419
Revenue Received in Advance	14	408	-	-
Provision for Cyclical Maintenance	15	34,842	6,000	26,543
Finance Lease Liability - Current Portion	16	7,744	6,000	9,303
Funds held in Trust		1,444	1,444	1,444
Funds held for Capital Works Projects	17	35,094	-	-
		<u>178,265</u>	<u>101,944</u>	<u>127,709</u>
Working Capital Surplus/(Deficit)		100,976	117,995	111,277
Non-current Assets				
Property, Plant and Equipment	12	189,690	180,496	214,748
		<u>189,690</u>	<u>180,496</u>	<u>214,748</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	7,011	16,056	16,056
Finance Lease Liability	16	15,342	10,328	11,117
		<u>22,353</u>	<u>26,384</u>	<u>27,173</u>
Net Assets		<u>268,313</u>	<u>272,107</u>	<u>298,852</u>
Equity		<u>268,313</u>	<u>272,107</u>	<u>298,852</u>

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

MATANGI SCHOOL

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		353,443	335,037	304,356
Locally Raised Funds		176,506	213,902	238,412
Goods and Services Tax (net)		6,329	(343)	(25,806)
Payments to Employees		(312,191)	(258,556)	(231,489)
Payments to Suppliers		(197,661)	(248,857)	(276,088)
Cyclical Maintenance Payments in the year		(4,337)	(38,543)	(26,543)
Interest Paid		(899)	(507)	(533)
Interest Received		2,554	2,345	3,103
Net cash from Operating Activities		23,744	4,478	(14,588)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(31,069)	(6,797)	(49,556)
Purchase of Investments		(50,000)	(50,000)	(50,000)
Net cash from Investing Activities		(81,069)	(56,797)	(99,556)
Cash flows from Financing Activities				
Finance Lease Payments		2,666	(4,092)	(6,744)
Funds Held for Capital Works Projects		36,724	1,630	2,680
Net cash from Financing Activities		39,390	(2,462)	(4,064)
Net increase/(decrease) in cash and cash equivalents		(17,935)	(54,781)	(118,208)
Cash and cash equivalents at the beginning of the year	8	105,371	141,870	223,579
Cash and cash equivalents at the end of the year	8	87,436	87,089	105,371

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Matangi 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 of Trustees (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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

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

i) Inventories

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

j) 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.

k) 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Term of the Lease

I) Intangible Assets

Software costs

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

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

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

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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

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

Non cash generating assets

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

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

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

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

n) 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.

o) Employee Entitlements

Short-term employee entitlements

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

p) Revenue Received in Advance

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards. .

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

t) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) 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.

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	307,404	269,236	267,371
Teachers' Salaries Grants	889,899	824,495	831,086
Use of Land and Buildings Grants	250,617	246,828	251,925
Resource Teachers Learning and Behaviour Grants	-	500	400
Other MoE Grants	67,072	51,801	58,738
Other Government Grants	4,091	-	2,971
	<u>1,519,083</u>	<u>1,392,860</u>	<u>1,412,491</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$9,046 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	20,023	21,500	25,471
Activities	33,027	31,447	40,362
Trading	21,160	20,200	21,091
Fundraising	20,472	24,705	35,858
Other Revenue	12,099	11,051	15,696
Out of School Care	72,515	104,999	104,277
	<u>179,296</u>	<u>213,902</u>	<u>242,755</u>
Expenses			
Activities	25,271	29,063	42,690
Trading	17,779	26,101	19,279
Out of School Care	65,819	74,298	80,589
Fundraising (Costs of Raising Funds)	5,061	11,154	16,784
	<u>113,930</u>	<u>140,616</u>	<u>159,342</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>65,366</u>	<u>73,286</u>	<u>83,413</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	20,869	39,644	24,035
Information and Communication Technology	10,225	12,501	13,452
Library Resources	3,700	1,304	1,852
Employee Benefits - Salaries	1,065,355	937,995	909,335
Staff Development	10,588	10,502	31,783
	<u>1,110,737</u>	<u>1,001,946</u>	<u>980,457</u>

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,425	4,300	5,672
Board of Trustees Fees	3,654	2,200	3,460
Board of Trustees Expenses	6,221	3,504	5,742
Communication	2,456	2,987	4,130
Consumables	8,672	7,700	9,253
Operating Lease	1,216	4,043	818
Other	12,609	12,721	17,088
Employee Benefits - Salaries	77,353	75,001	73,308
Insurance	1,854	-	1,872
Service Providers, Contractors and Consultancy	2,800	2,500	6,079
	<u>121,260</u>	<u>114,956</u>	<u>127,422</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,187	2,495	2,431
Consultancy and Contract Services	21,284	18,000	19,559
Cyclical Maintenance Provision	3,591	18,000	16,056
Grounds	9,349	14,544	15,290
Heat, Light and Water	11,260	7,701	9,600
Rates	2,696	3,612	4,366
Repairs and Maintenance	11,500	18,802	9,489
Use of Land and Buildings	250,617	246,828	251,925
Employee Benefits - Salaries	15,539	9,000	9,073
	<u>329,023</u>	<u>338,982</u>	<u>337,789</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	7,488	7,499	7,488
Administration Furniture and Equipment	7,089	5,400	6,603
Classroom Furniture & Equipment	13,442	10,000	11,649
Information and Communication Technology	11,568	10,500	11,882
Leased Assets	4,163	5,000	8,765
Library Resources	1,198	600	528
	<u>44,948</u>	<u>38,999</u>	<u>46,915</u>

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	27,081	1,089	13,636
Bank Call Account	60,355	36,000	40,883
Short-term Bank Deposits	-	50,000	50,852
Cash and cash equivalents for Cash Flow Statement	<u>87,436</u>	<u>87,089</u>	<u>105,371</u>

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

Of the \$87,436 Cash and Cash Equivalents, \$35,094 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	3,198	-	-
Interest Receivable	250	750	596
Teacher Salaries Grant Receivable	69,610	57,000	56,731
	<u>73,058</u>	<u>57,750</u>	<u>57,327</u>
Receivables from Exchange Transactions	3,448	750	596
Receivables from Non-Exchange Transactions	69,610	57,000	56,731
	<u>73,058</u>	<u>57,750</u>	<u>57,327</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	931	600	599
School Uniforms	6,860	9,000	8,881
	<u>7,791</u>	<u>9,600</u>	<u>9,480</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	50,000	50,000
Total Investments	<u>100,000</u>	<u>50,000</u>	<u>50,000</u>

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	28,654	-	-	-	(7,488)	21,167
Administration Furniture and Equipment	39,758	6,220	(606)	-	(7,089)	38,283
Classroom Furniture & Equipment	89,014	6,643	-	-	(13,442)	82,215
Information and Communication Technology	30,787	4,320	(230)	-	(11,568)	23,309
Leased Assets	18,049	10,391	(9,793)	-	(4,163)	14,484
Library Resources	8,486	2,944	-	-	(1,198)	10,232
Balance at 31 December 2020	214,748	30,517	(10,629)	-	(44,948)	189,690

The net carrying value of equipment held under a finance lease is \$14,484 (2019: \$18,049).

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	74,877	(53,710)	21,167
Administration Furniture and Equipment	110,753	(72,470)	38,283
Classroom Furniture & Equipment	169,275	(87,060)	82,215
Information and Communication Technology	63,478	(40,169)	23,309
Leased Assets	19,098	(4,614)	14,484
Library Resources	56,167	(45,935)	10,232
Balance at 31 December 2020	493,648	(303,958)	189,690

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	36,142	-	-	-	(7,488)	28,654
Administration Furniture and Equipment	43,380	2,981	-	-	(6,603)	39,758
Classroom Furniture & Equipment	62,121	38,542	-	-	(11,649)	89,014
Information and Communication Technology	33,080	9,589	-	-	(11,882)	30,787
Leased Assets	18,107	8,707	-	-	(8,765)	18,049
Library Resources	3,788	5,226	-	-	(528)	8,486
Balance at 31 December 2019	196,618	65,045	-	-	(46,915)	214,748

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

12. Property, Plant and Equipment (Cont.)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	74,877	(46,223)	28,654
Administration Furniture and Equipment	118,118	(78,360)	39,758
Classroom Furniture & Equipment	165,461	(76,447)	89,014
Information and Communication Technology	95,142	(64,355)	30,787
Leased Assets	43,319	(25,270)	18,049
Library Resources	53,223	(44,737)	8,486
Balance at 31 December 2019	550,140	(335,392)	214,748

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	19,820	25,000	25,329
Accruals	4,382	4,500	4,254
Pool Keys	1,200	-	2,050
Employee Entitlements - Salaries	69,610	57,000	56,731
Employee Entitlements - Leave Accrual	3,721	2,000	2,055
	98,733	88,500	90,419
Payables for Exchange Transactions	98,733	88,500	90,419
	98,733	88,500	90,419

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	408	-	-
	408	-	-

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	42,599	42,599	53,086
Increase/ (decrease) to the Provision During the Year	3,591	18,000	16,056
Use of the Provision During the Year	(4,337)	(38,543)	(26,543)
Provision at the End of the Year	41,853	22,056	42,599
Cyclical Maintenance - Current	34,842	6,000	26,543
Cyclical Maintenance - Term	7,011	16,056	16,056
	41,853	22,056	42,599

16. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	7,744	6,000	9,303
Later than One Year and no Later than Five Years	15,342	10,328	11,117
	23,086	16,328	20,420

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

17. Funds Held for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
AMS Project	<i>in progress</i>	-	43,840	(14,944)	-	28,896
Special Needs Fencing	<i>in progress</i>	460	7,828		-	8,288
Development Plan	<i>in progress</i>	(2,090)	-		-	(2,090)
Totals		(1,630)	51,668	(14,944)	-	35,094

Represented by:

Funds Held on Behalf of the Ministry of Education	37,184
Funds Due from the Ministry of Education	(2,090)
	<u>35,094</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Concreting	<i>completed</i>	(8,400)	8,400	-	-	-
Special Needs Fencing	<i>in progress</i>	5,040	-	(4,580)	-	460
Development Plan	<i>in progress</i>	(950)	-	(1,140)	-	(2,090)
Totals		(4,310)	8,400	(5,720)	-	(1,630)

18. Related Party Transactions

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

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

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,165	3,460
Full-time equivalent members	0.14	0.11
<i>Leadership Team</i>		
Remuneration	225,793	214,876
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	228,958	218,336
Total full-time equivalent personnel	2.14	2.11

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	1 - 2	1 - 2
Termination Benefits	-	-

Other Employees

There were no other employees with remuneration greater than \$100,000 (2019: nil).

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2020

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works:

(i) a contract for design fees for the AMS project with a value of \$50,760. \$43,840 has been received and \$14,944 has been spent on the project at balance date.

(Capital commitments at 31 December 2019: \$nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2019: \$Nil)

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	87,436	87,089	105,371
Receivables	73,058	57,750	57,327
Investments - Term Deposits	100,000	50,000	50,000
Total Financial assets measured at amortised cost	<u>260,494</u>	<u>194,839</u>	<u>212,698</u>

Financial liabilities measured at amortised cost

Payables	98,733	88,500	90,419
Finance Leases	23,086	16,328	20,420
Total Financial Liabilities Measured at Amortised Cost	<u>121,819</u>	<u>104,828</u>	<u>110,839</u>

25. Events After Balance Date

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

MATANGI SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Occupation	Term expired/expires
Brad Ward	Chairperson	Elected May 2019	Community Facilities Team Leader	May 2022
Sharyn Douglas	Principal	Appointed	Principal	
Joe Lane	Parent Rep	Elected May 2016, re-elected May 2019	Associate Professor	May 2022
Anna Tootill	Parent Rep	Elected May 2019	Barrister & Solicitor	May 2022
Casey Molloy	Parent Rep	Elected May 2019	National Sales Manager	May 2022
Andrew Mowbray	Parent Rep	Elected May 2019	IT Consultant	May 2022
Paula Schwikkard	Staff Rep	Elected May 2019	Teacher	May 2022

MATANGI SCHOOL

Kiwisport Statement

For the year ended 31 December 2020

Kiwisport is a Government funding initiative to support sport for school aged children

Our school received \$2,750 as part of the 2020 operational grant (2019: \$2,750) through this initiative to increase our student participation in organised sport.

Matangi School Analysis of Variance 2021

School name: Matangi School	School number: 1814
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Focus:

Strategic Aim: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement.

Annual Aim:

2020 TARGET:
Raise the achievement of the following students to meet their NZC expectations for their year level.

DATA ANALYSIS:
Whole School Review
Results: Matangi School 2020

Literacy Data -

Year	Year 0:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Stage 1	71%	14%	7%	-	-	3%	-
Stage 2	29%	86%	90%	55%	22%	39%	11%
Stage 3	-	-	3%	40%	62%	42%	39%
Stage 4	-	-	-	5%	16%	16%	50%

Results: Matangi School 2020

Year	Year 0:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Stage 1	65%	28%	-	-	3%	-	-
Stage 2	-	72%	87%	84%	38%	25%	15%
Stage 3	-	-	13%	16%	44%	63%	70%
Stage 4	-	-	-	-	15%	12%	16%

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Priority Students</p> <ul style="list-style-type: none"> Priority Student Tracking Forms - specific links to iDeal foundation learning - teachers identify specific areas of targeting based on individual need - iDeal graphing - this was targeted within the first 3 weeks of the year which enabled teachers to build on previous years data. Sharing data with parents over term and showed how the foundation skills linked to the Tui Learner profile and how these foundation skills transfer in to all learning areas, not just literacy, eg executive function Teachers were given specific in class support during 2020 - we have a change of iDeal leader, which helped to target specific learners who were not making the progress we expected. 	<p>2020 Year 1-6 Priority Students</p> <p>At the start of the year - teachers were quick to test using iDeal, which provided quick identification of needs for each student, data was easily transferred from previous years, but this also showed weaknesses in areas like application of learning, isolation was quick to pick up, but our Year 2 -3 students struggled to apply the skills in situations like reading words within sentences. The decodable text enabled teachers to smooth that transition from isolation to application after PD season with iDeal facilitator.</p> <p>Children moved through the stages of literacy and comparative data was difficult to assess due to students tested on Stage 1 but then retesting on Stage 2 because of their progress.</p> <p>Priority students who continued to struggle to pick up or maintain the foundation skills were supported via iDeal PD - targeting them specifically with teacher intervention.</p>	<p>COVID-19 Online Learning</p> <p>Change in iDeal PD professional - which enabled us to identify specific areas of development for staff.</p> <p>Priority students were then targeted for specific PD - Carla was able to support teachers to build the necessary foundation knowledge to move into fluency of sound to letter knowledge.</p> <p>We were able to build teacher capacity with our Literacy Leaders - supporting teachers across the year levels - identifying and improving the transition periods - eg NE into Year 1 - transition from Te Whakakeki to NZC - Year 2 into 3</p> <p>We identified the foundation stages are repetitive and this took a while for junior teachers to get a handle on, as moving into text and</p>	<p>Scope & sequence of progressions linked to assessment - whereby we review the data we gather and how we identify what is important so we can see the growth or where we need to target support.</p> <p>Using the assessment building blocks to have a clear understanding of our achievements</p> <p>SENCO - set teachers up with the skills to identify areas of need for children, prior to seeking support. Growing teacher capacity in knowledge around priority learners needs</p> <p>Build capacity within our staff - strength across the school - including Learning Assistants - on board for new staff</p>

<ul style="list-style-type: none"> • Use of decodable text highlighted the need for the step between sound to letter recognition before introducing the skill of fluency when reading. The decodable text enabled a quick transference of skills • Moderation staff meetings - linked to local curriculum development, learning & teaching matrix • Teacher Aide - targeted classroom focus - juniors and across school with priority learners • PD for TA - linked to iDeal foundation literacy • Writing link between reading - application of the strategies between the two curriculum areas • Identification of handwriting and the need for consistency and progression across the school - developed with foundation to literacy in the junior years and how we can set teacher expectations up so they maintain these across the year levels • Sharing with parents and community our change in literacy practice and helping them to understand the foundation building blocks and isolation, application, transference help with at home literacy 	<p>This also helped build our SENCO referral process where our foundation skills data was used to inform our action plan.</p> <p>We were also able to build teacher capacity after COVID-19 lockdown due to teachers wanting the knowledge around executive function, and to understand how the brain learns effectively - which is the building block of our Tui Learner profile.</p> <p>Providing our Learning Assistants time to build their knowledge enables both teacher and LA to work together and target the needs of students.</p> <p>COVID-19 Lockdown identified the barriers for some children, our priority students finding online learning difficult for some and accelerating for others. Teachers were able to use the video conferencing and Zooming to provide specific reinforcement for students.</p> <p>We also found that for 4 or 5 priority students, physical books were essential and so providing access to this was at times difficult but important.</p> <p>Our Year 3 & 4 classes were larger in numbers so support was provided, but this also meant we need to think about the transition from Year 2 to 3 - how do we set our students up for success and what does this transition look like, across the whole school</p> <p>Teachers found the return to school that some students had slipped and not retained their literacy knowledge, also the trauma of COVID and the unknown when returning impacted the ability for some students to learn.</p>	<p>expecting sentences and whole words were not as important as letter to sound recognition.</p> <p>The importance of Isolation, Application, Transference was highlighted, through ONLINE learning, as greater application was required by students - teachers had to revisit how they taught the knowledge but also how they assessed what had been retained.</p> <p>A great concern was our priority students who lacked the confidence of ONLINE learning, and required 1-1 support - Zooming with these students individually was vital to reduce the slide of learning. (similar to what can be seen over the 6 week break)</p> <p>Teachers and Learning Assistants grew in their confidence to use the scope and sequence - using the decodable text as the stepping stone to reading fluency.</p> <p>Writing we saw more importance on letter formation and the importance of progression - building on current skills - this led to a teacher leading the staff through handwriting development and looking at ways to build hand motor skill.</p> <p>We used the scope and sequence to report back to students and parents. This alignment of language and specific targeted focus enabled us to pinpoint areas of support or extension. Teachers began to plan via a diagnostic approach (which we had started with our math PD)</p>	<p>Reporting - review the process of reporting to better meet the needs of our students and community - linked to HERO - up to date reporting with target areas of need, using scope and sequence progressions</p> <p>Integration of te reo into daily practice - normalise the language we use - supporting our students to understand and use te reo</p> <p>Literacy Development</p> <p>iDeal - scope and sequence implemented - linked to our local curriculum focus - teachers to accelerate learning through isolation, application and then transfer.</p> <p>Combine the foundations of learning into our practice eg handwriting progression, hand eye coordination.</p> <p>Identify speech and language development, particularly in the early years - linked to vital sound to letter development.</p> <p>Transition across the school</p> <p>Mathematics Development</p> <p>ALIM - Accelerate Learning in Mathematics</p> <ul style="list-style-type: none"> - To revisit this in 2021 - pick up from 2020 due to COVID <p>Review assessment and teaching across the school in mathematics - foundation building blocks used to gather the necessary data to identify areas of strength and weakness</p> <p>Develop the necessary progressions within each Curriculum Level -</p>
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<ul style="list-style-type: none"> Development around the use of decodable text and how to build the transition between isolation and application Developed a quicker transition within the progressions of learning building on Stage 3 to 4 	<p>Shared understanding/language with students/parents - consistency across the school - transition points</p> <p>Moderation of schoolwide assessment practices to best meet the needs of the school - developed open critical conversations among staff</p>	<p>Staff weekly moderation meetings enabled our local curriculum to be developed - linked to 'best practice pedagogy'.</p> <p>Local Curriculum capabilities linked to brian development eg working memory, phonemic knowledge, visual or auditory memory.</p> <p>Reporting - using the scope & sequence identified our reporting was not showing the information we had gathered and was shallow in data - teachers consistency in language and tracking was evident and our reporting needed to reflect this</p> <p>Our priority students were able to apply their skills to other curriculum areas, particularly Science in Term 3 - alongside our experts - this enabled teachers to see our priority students in different ways and that they had strengths in other areas</p> <p>SENCO was able to develop a referral system that utilized the foundation development a child goes through, to help teachers get the best support.</p> <p>Literacy development continues to be the foundation for future PD and learning structure across the school and how to build progression within the learning and across the school</p> <p>Our next steps is to grow in the Transfer stage of teaching and learning and monitor the progress made - using HERO (management system) to capture our progress and support targeted teaching and extensions</p>	<p>Using HERO to share the progress students have made and where their area of need is - link this to PD for teachers and Learning Assistants</p> <p>DMIC - 2 teachers will take on the DMIC teaching strategy with support from DMIC leaders - starting Term 3 - and into Term 4 - looking to develop leadership within to lead in 2022</p> <p>Continue Maths application/transference via digital curriculum and STEAM</p> <p>Integration of te reo into daily practice - normalise the language we use - supporting our students to understand and use te reo</p>
<ul style="list-style-type: none"> Mathematics Development <ul style="list-style-type: none"> Due to COVID-19 DMIC and ALIM were not possible Teachers used the foundation knowledge of a learner, developed in Literacy to understand a learner in mathematics, eg basic facts and working memory Teachers identified the gap between number knowledge and strategy. Teaching strategies required to maintain the knowledge while applying this to a problem or situation. ONLINE learning was used during Lockdown and teachers support mathematical development with SEED videos and support Students didn't often have access to equipment at home so some activities and concepts were difficult to share. 3-d shapes Use of Kiwi tests enable senior teachers to extend students knowledge base Financial Literacy programme also supported the development of apply mathematical thinking to everyday activities Placement of teachers helped to enhance progression for our extension students, particularly in Year 2 - this teacher previously had been a Year 3/4 teacher and understood the progression required and was able to extend the students Teachers used the current progressions and during our 	<p>Mathematics Development</p> <p>Teachers break down progressions and identify specific features and skills - through moderation meetings.</p> <p>The smooth transition of iDeal showed that we did not have a similar approach to mathematics and this was open to interpretation.</p> <p>Use of dispositions matrix - enabled teachers/students to build confidence in mathematical thinking not just at skill level.</p> <p>Mathematics was easier to teach with online learning, as there were more online programmes already used, like Mathletics</p> <p>Teachers showed a varied use of online learning through maths, although SEED continued to help develop consistency across the classes.</p> <p>Greater understanding of the speed of progression was identified and how to bring together the knowledge in mathematics and the importance of concept teaching.</p> <p>Use of STEM and the digital curriculum supported the application of skills, but greater confidence is required for teachers to provide this as a consistent teaching strategy.</p>	<p>Our priority students were able to apply their skills to other curriculum areas, particularly Science in Term 3 - alongside our experts - this enabled teachers to see our priority students in different ways and that they had strengths in other areas</p> <p>SENCO was able to develop a referral system that utilized the foundation development a child goes through, to help teachers get the best support.</p> <p>Literacy development continues to be the foundation for future PD and learning structure across the school and how to build progression within the learning and across the school</p> <p>Our next steps is to grow in the Transfer stage of teaching and learning and monitor the progress made - using HERO (management system) to capture our progress and support targeted teaching and extensions</p>	<p>Using HERO to share the progress students have made and where their area of need is - link this to PD for teachers and Learning Assistants</p> <p>DMIC - 2 teachers will take on the DMIC teaching strategy with support from DMIC leaders - starting Term 3 - and into Term 4 - looking to develop leadership within to lead in 2022</p> <p>Continue Maths application/transference via digital curriculum and STEAM</p> <p>Integration of te reo into daily practice - normalise the language we use - supporting our students to understand and use te reo</p>

<p>moderation meeting could see next steps but we became aware of the missing link within the scope and sequence of number knowledge - COVID-19 Lockdown pushed teachers to use STEM and practical activities to help build mathematical knowledge</p> <ul style="list-style-type: none"> • Basic facts practice and specific fact knowledge was often a foundation activity during Lockdown. 	<p><u>Mathematics Development</u></p> <p>Isolation, application, transference - utilizing our foundation skills knowledge to support Mathematical knowledge -</p> <p>Teachers found number knowledge and strategy difficult to master - % of time given to each - checking on progression</p> <p>Building and maintaining our foundation in maths - Reviewing the building blocks to Mathematics (similar to iDeal)</p> <p>Online learning was supported by specific online programmes - particularly at the senior end of the school - students needed to be self motivating</p> <p>Missing gaps of knowledge were identified on return to school from COVID-19 Lockdown, making the move from isolation to application difficult, particularly in the senior years.</p> <p>ALIM - was not available due to COVID - we introduced DMIC teaching strategies - building on student talk moves, blended grouping</p> <p>Greater identification of progress, specifically building blocks is needed in maths.</p> <p>Continued to use - particularly during Lockdown SEED - modeling and pedagogical conversations during moderation supported teachers confidence and enabled us to pinpoint specific resource needs and PD developments</p>
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Planning for next year:

The Matangi School BoT will target specific children as follows

1. Priority Students - 'At Risk': - Children not achieving NZC expectations-
 - a. Maintain our focus on Literacy development -
 - Deal data to direct learning and teaching
 - Writing progression - handwriting development
 - b. Focus on Mathematics development
 - Identify specific areas of skill development by using the math foundation building blocks
 - Link to assessment tasks to gather necessary data
 - Scope & Sequence for progression - number knowledge and building mathematical strategie
2. Implementation of local curriculum - scope & sequence(Tui Learner Profile) linked to assessment, leading to reporting - HERO