

MATANGI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



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

MATANGI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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MATANGI SCHOOL

Statement of Responsibility

For the year ended 31 December 2023

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

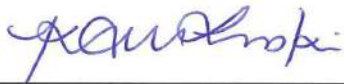
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Karina McLuskie

Full Name of Presiding Member



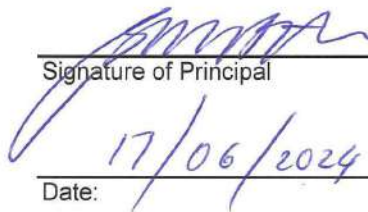
Signature of Presiding Member

18/06/2024

Date:

Bernard Butler

Full Name of Principal



Signature of Principal

17/06/2024

Date:

MATANGI SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,866,926	1,581,538	1,674,336
Locally Raised Funds	3	211,345	197,910	203,339
Interest income		9,843	1,000	3,357
		2,088,114	1,780,448	1,881,032
Expenses				
Locally Raised Funds	3	149,962	110,355	117,501
Learning Resources	4	1,480,144	1,182,365	1,239,485
Administration	5	152,976	142,995	150,797
Finance		1,588	978	968
Property	6	334,072	333,361	278,142
		2,118,742	1,770,054	1,786,893
Net Surplus / (Deficit) for the year		(30,628)	10,394	94,139
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(30,628)	10,394	94,139

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January		310,401	154,603	216,262
Total comprehensive revenue and expense for the year		(30,628)	10,394	94,139
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		14,966	-	-
Equity at 31 December		294,739	164,997	310,401
Accumulated comprehensive revenue and expense		294,739	164,997	310,401
Equity at 31 December		294,739	164,997	310,401

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	188,135	182,138	257,281
Accounts Receivable	8	151,789	90,000	91,942
GST Receivable		5,484	5,000	5,096
Prepayments		5,969	8,500	9,101
Inventories	9	5,895	6,000	7,897
Investments	10	51,291	50,000	50,000
Funds receivable for Capital Works Projects	16	3,561	-	27,135
		412,124	341,638	448,452
Current Liabilities				
Accounts Payable	12	130,131	266,801	116,447
Revenue Received in Advance	13	6,063	500	160
Provision for Cyclical Maintenance	14	-	7,500	43,951
Finance Lease Liability	15	8,944	5,000	6,238
Funds held in Trust		-	1,444	1,444
Funds held for Capital Works Projects	16	119,164	-	115,223
		264,302	281,245	283,463
Working Capital Surplus/(Deficit)		147,822	60,393	164,989
Non-current Assets				
Property, Plant and Equipment	11	157,062	127,104	160,871
		157,062	127,104	160,871
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	12,500	4,983
Finance Lease Liability	15	10,145	10,000	10,476
		10,145	22,500	15,459
Net Assets		294,739	164,997	310,401
Equity		294,739	164,997	310,401

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 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		453,192	441,522	449,120
Locally Raised Funds		171,756	182,910	202,286
Goods and Services Tax (net)		(6,280)	(5,000)	6,646
Payments to Employees		(327,663)	(382,926)	(329,854)
Payments to Suppliers		(370,854)	(61,333)	(196,007)
Interest Paid		(1,588)	(978)	(968)
Interest Received		9,843	1,000	3,082
Net cash from Operating Activities		(71,594)	175,195	134,305
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(39,672)	(50,272)	(52,901)
Proceeds from Sale of Investments		(1,291)	-	-
Net cash from Investing Activities		(40,963)	(50,272)	(52,901)
Cash flows from Financing Activities				
Furniture and Equipment Grant		14,966	-	-
Finance Lease Payments		2,374	(1,000)	(810)
Funds Held on Behalf of Third Parties		26,071	(56)	(162,536)
Net cash from Financing Activities		43,411	(1,056)	(163,346)
Net increase/(decrease) in cash and cash equivalents		(69,146)	123,867	(81,942)
Cash and cash equivalents at the beginning of the year	7	257,281	58,271	339,223
Cash and cash equivalents at the end of the year	7	188,135	182,138	257,281

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

The above 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 2023

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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the 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 14.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 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 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.

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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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.

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.

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

k) 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.

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 2023

1. Statement of Accounting Policies

l) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

o) 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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

p) 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.

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of 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 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 schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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 2023

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	451,292	439,022	465,583
Teachers' Salaries Grants	1,176,228	889,899	997,131
Use of Land and Buildings Grants	237,506	250,617	202,961
Other Government Grants	1,900	2,000	8,661
	<u>1,866,926</u>	<u>1,581,538</u>	<u>1,674,336</u>

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	24,227	27,500	32,990
Fees for Extra Curricular Activities	42,980	40,000	27,228
Fundraising & Community Grants	17,829	20,200	28,929
Other Revenue	3,991	10,000	4,320
Out of School Care	96,116	80,480	89,359
Trading	26,202	19,730	20,513
	<u>211,345</u>	<u>197,910</u>	<u>203,339</u>
Expenses			
Extra Curricular Activities Costs	42,091	27,325	20,582
Fundraising & Community Grant Costs	4,616	5,000	2,603
Out of School Care	78,014	60,800	79,042
Trading	25,241	17,230	15,274
	<u>149,962</u>	<u>110,355</u>	<u>117,501</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>61,383</u>	<u>87,555</u>	<u>85,838</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	36,267	25,565	14,206
Information and Communication Technology	4,602	10,500	5,482
Library Resources	1,303	1,450	1,196
Employee Benefits - Salaries	1,382,545	1,085,850	1,162,195
Staff Development	11,945	17,000	11,544
Depreciation	43,482	42,000	44,862
	<u>1,480,144</u>	<u>1,182,365</u>	<u>1,239,485</u>

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,346	5,346	5,268
Board of Trustees Fees	2,850	4,200	2,650
Board of Trustees Expenses	1,384	2,500	5,766
Communication	4,419	3,000	3,116
Consumables	5,581	4,100	4,705
Operating Lease	1,378	550	1,305
Other	19,334	14,816	18,259
Employee Benefits - Salaries	106,788	105,683	104,584
Insurance	2,725	-	1,863
Service Providers, Contractors and Consultancy	3,171	2,800	3,281
	<u>152,976</u>	<u>142,995</u>	<u>150,797</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,625	3,190	5,327
Consultancy and Contract Services	20,553	22,000	19,241
Cyclical Maintenance Provision	8,620	-	(1,257)
Grounds	19,695	15,700	10,802
Heat, Light and Water	11,372	11,450	10,170
Rates	3,468	3,612	3,163
Repairs and Maintenance	13,382	6,500	9,795
Use of Land and Buildings	237,506	250,617	202,961
Employee Benefits - Salaries	13,851	20,292	17,940
	<u>334,072</u>	<u>333,361</u>	<u>278,142</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	155,281	182,138	178,973
Bank Call Account	32,854	-	78,308
Cash and cash equivalents for Cash Flow Statement	<u>188,135</u>	<u>182,138</u>	<u>257,281</u>

Of the \$188,135 Cash and Cash Equivalents, \$119,164 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2024 on Crown owned school buildings under the School's Five Year Property Plan.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,477	90,000	5,057
Receivables from the Ministry of Education	48,781	-	-
Interest Receivable	734	-	450
Teacher Salaries Grant Receivable	100,797	-	86,435
	<u>151,789</u>	<u>90,000</u>	<u>91,942</u>
Receivables from Exchange Transactions	2,211	90,000	5,507
Receivables from Non-Exchange Transactions	149,578	-	86,435
	<u>151,789</u>	<u>90,000</u>	<u>91,942</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	785	6,000	627
School Uniforms	5,110	-	7,270
	<u>5,895</u>	<u>6,000</u>	<u>7,897</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	51,291	50,000	50,000
Total Investments	<u>51,291</u>	<u>50,000</u>	<u>50,000</u>

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	6,786	-	-	-	(3,800)	2,986
Admin Furniture and Equipment	42,654	4,922	-	-	(8,899)	38,677
Classroom Furniture & Equipment	74,344	23,560	-	-	(17,093)	80,811
Information and Communication	17,770	518	-	-	(5,642)	12,646
Leased Assets	11,483	10,673	-	-	(7,069)	15,087
Library Resources	7,834	-	-	-	(979)	6,855
Balance at 31 December 2023	160,871	39,673	-	-	(43,482)	157,062

The net carrying value of equipment held under a finance lease is \$15,087 (2022: \$11,483).

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	75,509	(72,523)	2,986	75,509	(68,723)	6,786
Admin Furniture and Equipment	135,795	(97,118)	38,677	130,873	(88,219)	42,654
Classroom Furniture & Equipment	213,911	(133,100)	80,811	190,351	(116,007)	74,344
Information and Communication	71,354	(58,708)	12,646	70,836	(53,066)	17,770
Leased Assets	37,409	(22,322)	15,087	26,736	(15,253)	11,483
Library Resources	56,168	(49,313)	6,855	56,167	(48,333)	7,834
Balance at 31 December	590,146	(433,084)	157,062	550,472	(389,601)	160,871

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	15,421	266,801	15,548
Accruals	4,346	-	4,190
Employee Entitlements - Salaries	103,462	-	89,786
Employee Entitlements - Leave Accrual	6,902	-	6,923
	130,131	266,801	116,447
Payables for Exchange Transactions	130,131	266,801	116,447
	130,131	266,801	116,447

The carrying value of payables approximates their fair value.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	3,509	500	-
Other	2,554	-	160
	6,063	500	160

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	48,934	48,934	50,191
Increase/ (decrease) to the Provision During the Year	8,620	-	(1,257)
Use of the Provision During the Year	(57,554)	(7,191)	-
Provision at the End of the Year	-	41,743	48,934
Cyclical Maintenance - Current	-	7,500	43,951
Cyclical Maintenance - Non current	-	12,500	4,983
	-	20,000	48,934

The schools 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.

15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	10,158	5,000	7,283
Later than One Year and no Later than Five Years	10,692	10,000	11,247
Later than Five Years	-	-	-
Future Finance Charges	(1,759)	-	(1,816)
	19,090	15,000	16,714
Represented by			
Finance lease liability - Current	8,944	5,000	6,238
Finance lease liability - Non current	10,146	10,000	10,476
	19,090	15,000	16,714

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

16. Funds Held for Capital Works Projects

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

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
AMS Project	213941	(25,045)	42,418	(19,779)	-	(2,406)
Development Plan		(2,090)	-	-	2,090	-
Totara Build	216809	115,223	143,661	(139,720)	-	119,164
Neuflow Project	246662	-	-	(1,155)	-	(1,155)
Totals		88,088	186,079	(160,654)	2,090	115,603

Represented by:

Funds Held on Behalf of the Ministry of Education	119,164
Funds Receivable from the Ministry of Education	(3,561)
	<u>115,603</u>

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
AMS Project	213941	258,578	51,785	(335,408)	-	(25,045)
Development Plan		(2,090)	-	-	-	(2,090)
Totara Build	216809	(5,864)	193,579	(72,492)	-	115,223
Totals		250,624	245,364	(407,900)	-	88,088

Represented by:

Funds Held on Behalf of the Ministry of Education	115,223
Funds Receivable from the Ministry of Education	(27,135)
	<u>88,088</u>

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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 2023

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,850	2,650
<i>Leadership Team</i>		
Remuneration	488,244	490,275
Full-time equivalent members	4.6	5
Total key management personnel remuneration	491,094	492,925

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
110 - 120	-	1
100 - 110	1	-
	1	1

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

In 2023 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 employed in 2023. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$961,191 (2022: \$1,120,690) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Totara Classroom Build Project	1,169,288	218,076	951,212
Kowhai Upgrade (AMS 5YA)	550,428	540,449	9,979
Neuflow Project	-	1,155	
Total	1,719,716	759,680	961,191

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2022: \$Nil)

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

21. 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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Cash and Cash Equivalents	188,135	182,138	257,281
Receivables	151,789	90,000	91,942
Investments - Term Deposits	51,291	50,000	50,000
Total Financial assets measured at amortised cost	391,215	322,138	399,223

Financial liabilities measured at amortised cost

Payables	130,131	266,801	116,447
Finance Leases	19,089	15,000	16,714
Total Financial Liabilities Measured at Amortised Cost	149,220	281,801	133,161

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 MATANGI SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Matangi School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, 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 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 18 June 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 30, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.

A handwritten signature in blue ink, appearing to read "JvL", is positioned above the printed name.

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

MATANGI SCHOOL

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term expired/expires
Karina McLuskie	Presiding Member	Elected Sep 2022	Lawyer	September 2025
Bernard Butler	Principal	Appointed	Principal	
Brad Ward	Parent Rep	Re-elected Sep 2022	Community Facilities Team Leader	September 2025
Andrew Mowbray	Parent Rep	Re-elected Sep 2022	IT Consultant	September 2025
Kat Osborne	Staff Rep	Elected Sep 2022		September 2025
Sarah Bourke	Health & Safety	Elected Sep 2022	Manager	September 2025
Matt Silverton	Finance	Elected April 2023		September 2025
Anna Tootill	Parent Rep	Re-elected Sep 2022	Barrister & Solicitor	Resigned March 2023

MATANGI SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

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

Our school received \$3,062 as part of the 2023 operational grant (2022: \$2,909) through this initiative to increase our student participation in organised sport.

Matangi School Statement of compliance with employment policy

As of 31st December 2023, Matangi School has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice.
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts.
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Opportunities requirements.

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

Strategic Goal 1:

Our Practice – Mahi
To strengthen teacher capability and capacity to sustain effective impact for student learning and achievement.

Annual Target/Goal: As per the annual implementation plan

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for 2024 – where to next? What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan.
<p>Action 1 Teacher inquiry into what makes a difference for priority learners in writing.</p> <p>Lift the disparity between boys and girls in writing so that 85% of girls and boys are achieving within or beyond the expected curriculum level.</p>	<p>Disparity was not lifted – 53% of males and 80% of females were achieving within or beyond the expected curriculum level in writing.</p> <p>47% of males and 20% of females were achieving below the expected curriculum level in writing.</p>	<p>At the end of 2022, there were 44 males at risk of not achieving.</p> <p>At the end of 2022, there were 21 females at risk of not achieving.</p> <p>At the end of 2023, there were 50 males at risk of not achieving.</p>	<p>The variance can be explained in many ways but the key point is we need to improve our approach to writing, and focus in on what and how we are teaching writing to ensure it is responsive to our student's diverse needs.</p>	<p>Develop a priority tracking sheet for our priority learners that will include individual students writing needs and teacher actions to support students to make progress. Timetable regular reviews of the priority tracking sheet.</p>
	<p>The two year levels that are significant in our data for our males are our Year 2, Year 3 and Year 5 male cohorts.</p> <p>69% of our Year 2 males are achieving below the expected curriculum level, 56% of our Year 3 males, and 70% of our Year 5 males are achieving below the expected curriculum level.</p>	<p>At the end of 2023, there were 20 females at risk of not achieving.</p>	<p>Staff discussed the results and the variance and a decision was made to continue our focus on writing professional learning. Also, to review our writing programmes to develop responsive planning and teaching approaches.</p>	<p>Team leaders to work with teachers to strengthen writing programmes.</p> <p>Review our writing framework.</p> <p>Staff professional development in Term Two on writing.</p>
			<p>The leadership identified the need to strengthen our school-wide recording of our teacher actions in writing to support our students at risk of not achieving.</p>	<p>Planning for professional development on writing using the Revised New Zealand Curriculum.</p>
			<p>Kaahui Ako within-school leader inquired into the difference project-based learning could have on the progress our male priority learners made in writing.</p>	<p>Apply for Accelerated Literacy Learning professional development through the Ministry of Education for Year 4-6 teachers.</p> <p>Kaahui Ako Within-School leader position to be advertised with a focus on priority learners in writing.</p>

<p>Action 2 Lift the disparity between girl and boy achievement in mathematics so that 85% of boys and girls are achieving within or beyond the expected curriculum level.</p>	<p>Disparity was lifted – 76% of boys and 78% of girls were achieving within or beyond the expected curriculum level in mathematics.</p> <p>24% of boys and 22% of girls were achieving below the expected curriculum level in mathematics.</p> <p>There is still a disparity within the Year 5 cohort with 53% of boys and 25% of girls achieving below the expected curriculum level.</p>	<p>At the end of 2022, there were 17 males at risk of not achieving.</p> <p>At the end of 2022, there were 25 females at risk of not achieving.</p> <p>At the end of 2023, there were 25 males at risk of not achieving.</p> <p>At the end of 2023, there were 22 females at risk of not achieving.</p>	<p>The target was to reduce the disparity between boys and girls, which was achieved.</p> <p>Professional development continued for its second year with Developing Mathematical Inquiry Communities (DMIC). All teachers had professional development as a whole staff and had in-class observations and feedback from the DMIC facilitator.</p> <p>Alignment of assessment tools used, and teachers worked together to moderate overall teacher judgements. We ensured the data inputted by teachers reflected what the students had already achieved rather than where they are working within to build consistency.</p>	<p>DMIC no longer being provided to the school as we are no longer identified as a priority for their funding.</p> <p>Staff professional learning in Term One will focus on unpacking the Revised New Zealand Mathematics Curriculum.</p>
<p>Action 3 Strengthen the use of the school values to support learning and wellbeing for all students and school wide practices</p>	<p>Tui values statements were developed as a staff to unpack how they are demonstrated as behaviour and learning values.</p> <p>Tui Values are promoted in school assemblies.</p> <p>Teachers use the language of the Tui Values in their classroom practice.</p> <p>Visuals of the Tui Values updated with each value having its own graphic. Display boards created with the values which have been positioned in each classroom and strategic places in the school.</p> <p>Our statements on how the Tui Values are demonstrated are also visible in each classroom.</p>	<p>Consistency of Tui Values and language that we are seeing around the school</p> <p>We have a more consistent understanding of the Tui Values across the school and with our school community.</p> <p>The language of the Tui Values is evident in information, and reports shared with whanau and our community.</p> <p>School branding now reflects the updated Tui Values.</p>	<p>Alignment of understanding and language used to support learning and behaviours in relation to the Tui Values across the school.</p> <p>Updated images reflect changes in uniform, branding and modernisation of the Tui images and how they reflect each value.</p> <p>This was part of our PB4L (Positive Behaviour for Learning) focus in 2023 to strengthen positive behaviour management.</p>	<p>Reflecting on opportunities we are giving our students to work towards and learn more about the statements that underpin each of the values.</p> <p>Teachers provided with Tui Values stickers that can be used to support and acknowledge students who are demonstrating these in learning and behavioural contexts.</p> <p>Use the Tui Values statements to guide how we work together as a staff, as a leadership team and Board.</p> <p>Ongoing promotion of the Tui Values with our wider school community through our communication channels.</p>

Evaluation and analysis of the school's students' progress and achievement (required)

All targets set at the end of 2022 were aspirational and reflect our belief of high expectations for teaching and learning for all. These targets provide a framework for teachers to work towards and provide opportunities for professional discussion and development to support student progress and achievement.

Teachers worked in their teams when entering end of year data to strengthen their OTJ's and discuss student progress and trends that they were identifying.

Our mid-year data points and our end of year data points are different. Mid-year is a check-in point to help monitor progress and our end of year represents the level the students have achieved. End of year data was collected in Week Five of Term Four. This data may not represent the final six weeks of teaching and student progress that is then entered into the end of year reports.

We have reduced the disparity between female and male achievement in mathematics so that 76% of males and 78% of females are achieving at or above the expected curriculum level in Mathematics. We recognise that we have not met the 85% of males and females achieving at or above the expected curriculum level in Mathematics.

"Well below" students have been identified as priority learners.

Teachers know who their priority learners are and these are clearly identified for these students teachers in 2024.

In Term Four, teachers have met with the whaanau of priority learners to discuss progress and achievement and next steps.

Attendance data on learners years 0-5 that are achieving towards and well below the expected curriculum level:

Writing 59 students, years 0-5				Reading 48 students, years 0-5				Mathematics 39 students, years 0-5			
Chronic (70%-)	Moderate (70%-80%)	Irregular (80%-90%)	Regular (90+%)	Chronic (70%-)	Moderate (70%-80%)	Irregular (80%-90%)	Regular (90+%)	Chronic (70%-)	Moderate (70%-80%)	Irregular (80%-90%)	Regular (90+%)
3 5%	1 2%	24 41%	31 52%	4 8%	1 2%	16 34%	27 56%	3 7%		18 46.5%	18 46.5%

As a leadership team, we have identified that we need to strengthen opportunities for us to formalise check-in times where we discuss teachers monitoring, planning and tracking of priority students' learning.

Te Maitaiaho | The Revised New Zealand Curriculum and the Common Practice Model were expected to be provided to schools during 2023. We saw this as an opportunity to strengthen our teaching and learning. We have begun to use the Social Science and English revised curriculums to help us plan for Term One 2024.

It has been signalled that these changes will help assist schools to focus teaching and learning programmes to lift student achievement and progress.

We have recognised a need for ongoing reading, writing and mathematics moderation in 2024.

This will be reflected in our professional development undertaken during staff meetings throughout the year.

DMIC professional development through Massey University will no longer continue in 2024. As a staff, our next steps are to identify the best practices from this professional development and solidify these into our teaching across the school. These practices will become part of our Local Curriculum.

RTLb's have been successfully sourced to support either individuals or groups of students who have been identified as needing additional support with their learning.

Our SENCO/ORS, Lisa Murray, is highly supportive of students who are priority learners and works alongside teachers to develop individual education plans that help these students to make progress.

Our professional growth cycle focus for 2023 was on writing. There will be ongoing focus on writing in 2024. This will continue to be a focus for our professional growth cycles and development. In-class observations and feedback of teachers' writing practice will continue in 2024 with the Team Leaders leading this with teachers.

There will be a school wide focus on lifting the disparity of achievement for Maaori and male students in writing. The leadership team will develop a plan for this, including making contact with schools that are making a difference for Maaori and male students.

There is an ongoing focus with staff to ensure that the data being entered into HERO is valid and reliable through teacher moderation and professional development.

Comparing end of year writing data from students in years 3 and 4 2022 and years 4 and 5 2023 show similar trends in progress and achievement. We need to continue to prioritise these students and track their progress and achievement and plan accelerated learning programmes.

There is still evidence that Covid has had an impact on student progress and achievement of the cohorts that are in years 3-6 this year. Other primary schools have also identified this.

How we have given effect to Te Tiriti o Waitangi (required)

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.
- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - achieving equitable outcomes for Māori students.
- You must include progress that your school has made towards making instruction available in tikanga and te reo Māori.
- If you haven't already covered all parts of 127(1)(d) in your statement of variance, then you should report on them here.
- If your statement of variance doesn't cover all you have done to give effect to Te Tiriti o Waitangi then you should report on it here.