

# STATEMENT OF VARIANCE REPORTING

## 2023



**MATHEMATICS CURRICULUM REFRESH**

<b>Strategic Aim 1</b>	All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.
<b>Annual GOAL</b>	<b>MATHEMATICS CURRICULUM REFRESH</b> Review of Mathematics at Matua School highlights that we have excellent of teaching across the kura. It is evident however that we don't have coherent practices, with the mathematics pathway being a fluid experience for students. In addition the Ministry of Education is releasing a Curriculum Refresh for schools.
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>• Increase teacher confidence and competence in the delivery of Mathematics.</li> <li>• Unpack the refreshed Mathematics curriculum and up skill teachers.</li> <li>• Develop a coherent Mathematics curriculum, learning and assessment pathway that reflects the refreshed curriculum.</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>• Learner First Professional Development: This was launched with a whole school teacher-only day, in partnership with Tauranga Primary School. Following this, key leaders were identified and three more days were attended where lessons were modelled and new strategies were shared. This team of key leaders brought new learning back to Matua School and shared through staff and team meetings.</li> <li>• Observe and support in classrooms: Key leaders supported teachers by modelling lessons in classrooms and observing as needed.</li> <li>• Full school assessment to establish baseline and map progress over 2023/2024: Our baseline Mathematics data has been recorded, using OTJ's against curriculum levels and PTA assessments. This data will be used to track progress over time.</li> </ul>
<b>OUTCOMES</b> What happened?	<ul style="list-style-type: none"> <li>• Throughout the process teachers have been exposed to, and developed a deeper understanding of the draft refreshed curriculum. This is an ongoing process.</li> <li>• The key strategies presented by The Learner First have been based around four Rapid Routines. Our goal was to see all classrooms embedding these four Rapid Routines in classrooms. It has been pleasing to see these strategies being used across all year levels in the kura. Review of this highlights that not all four of the 'Rapid Routines' are used in all classrooms.</li> <li>• Teachers have consistently reported that student engagement and enjoyment in Mathematics has increased this year. This is a wonderful reflection, as this first step in our Mathematics PLD journey is setting the foundation for a deeper and more coherent approach to Maths at Matua School. Having engaged students is a positive step.</li> </ul>
<b>EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Maths data collected</li> <li>• Teacher engagement</li> <li>• Professional Growth Cycle reflections.</li> </ul>
<b>REASONS FOR VARIANCE</b> Why did it happen?	<ul style="list-style-type: none"> <li>• As a kura we have ensured that Mathematics is one of the key areas of focus for professional learning. People resource has been invested and leaders have been supported to be leaders of learning, rather than administrators of resources.</li> <li>• High quality professional learning delivered by The Learner First.</li> <li>• Positively engaged teachers.</li> </ul>
<b>EVALUATION</b> Where to next?	<ul style="list-style-type: none"> <li>• Continue with The Learner First professional learning - embedding Year 1 learning and stretching staff with Year 2.</li> <li>• Dedicate budget for growing Mathematics resources in the school.</li> <li>• Support the growth of key leaders.</li> </ul>

ANNUAL GOAL #2

## STRUCTURED LITERACY PROGRAMME

<b>Strategic Aim 1</b>	All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.
<b>Annual GOAL</b>	<b>STRUCTURED LITERACY PROGRAMME</b> Matua School has been implementing Structured Literacy practices over the last two years. This has included PLD with Clarity Education and via the Better Start Literacy Programme, funded by the MoE. It is important that through 2023/24 we continue to embed and develop teaching and learning practices.
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>• Extend Better Start Literacy into Year 2.</li> <li>• Develop assessment and reporting practices that reflect the literacy learning pathway.</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>• Year 2 Teachers - Better Start Literacy PLD</li> <li>• Embed Tier 2 and 3 Literacy Support</li> <li>• Assessment and reporting progressions - Better Start to Reading to Learn.</li> <li>• Community engagement and learning.</li> </ul>
<b>OUTCOMES</b> What happened?	<p>The work completed this year by our Year 1 and 2 teachers has further develop our coherent approach to Literacy at Matua School.</p> <p>Our assessment practices have been developed to recognised the transition through the early years in primary school, with teachers now having a more secure understanding of the transition between Structured Literacy thinking and the wider literacy programme.</p>
<b>EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Assessment and reporting systems in place</li> <li>• Teacher feedback</li> <li>• Integration of reporting across the school</li> </ul>
<b>REASONS FOR VARIANCE</b> Why did it happen?	The Better Start Literacy approach is well resourced to support Year 0-2 teachers. The challenge is building a coherence between the junior years and the senior years - with approaches that don't naturally display a natural progression.
<b>EVALUATION</b> Where to next?	Engage with local and national opportunities to develop systems and teacher skills, particularly at the Year 3/4 level of the school.

ANNUAL GOAL #3

## EXTENDING HIGH PERFORMING LEARNERS

<b>Strategic Aim 1</b>	All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.
<b>Annual GOAL</b>	<b>EXTENDING HIGH PERFORMING LEARNERS</b> Data trends over the last 3-4 years suggest that the number of students identified as achieving Well Above curriculum expectations (more than 1 year), has dropped over time, with more represented as AT or achieving curriculum expectations. There are a number of factors that impact this, including changes to assessments and development of staff OTJ processes. Our goal for 2023 is to provide professional learning in the area of Mathematics that includes a focus on extending / challenging children that are already achieving, to ensure they reach their potential.
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>Develop a range of teaching practices that are designed to meet the needs of students achieving at all levels.</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>Identify high achieving students who are at risk due to low shift data.</li> <li>Identify students who are high achieving in Mathematics.</li> <li>Identify strategies for shifting students in Mathematics through PLD and implement in classrooms.</li> </ul>
<b>OUTCOMES</b> What happened?	It is pleasing to see that 20% of students that were recorded as achieving expectations for Maths in 2022, made accelerated progress in 2023. The majority of these shifts were seen with students in Year 4 and Year 6.
<b>EVIDENCE</b>	End of year assessment data.
<b>REASONS FOR VARIANCE</b> Why did it happen?	We have had a strong focus on Maths pedagogy in 2023 that has built on the already strong practices that we have at Matua School. Staff learning is not focused on redeveloping our Maths programme, but deepening teacher knowledge and practices.
<b>EVALUATION</b> Where to next?	We are pleased to be continuing our professional learning with The Learner First in 2024. The focus of this learning is about building teacher capabilities and seeing children at all levels of the curriculum have the opportunity to make positive progress.

ANNUAL GOAL #4

## BUILDING LEADERSHIP CAPACITY

<b>Strategic Aim 1</b>	All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.
<b>Annual GOAL</b>	<b>BUILDING LEADERSHIP CAPACITY</b> Effective leadership is a key indicator of successful schools and improved students outcomes. Our Leadership Team work on a daily basis to support teams to be effective in their roles.
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>Grow the knowledge and skillset of middle leaders to support pedagogical leadership in teams.</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>Lead Team (Team Leaders and SLT) to participate in PLD session with Neill O'Reilly.</li> </ul>
<b>OUTCOMES</b> What happened?	<p>Middle leaders engaged in professional learning that supported:</p> <ul style="list-style-type: none"> <li>Effective strategies for leading learning in teams</li> <li>Use of data to inform teaching and learning</li> <li>Strategies to lead teams</li> <li>Tools to understand the strengths and preferences of teachers</li> </ul>
<b>EVIDENCE</b>	<p>Middle leaders are outworking the tools and skills developed:</p> <ul style="list-style-type: none"> <li>In team meetings</li> <li>Working with teachers in classrooms</li> <li>Within their own practice.</li> </ul>
<b>REASONS FOR VARIANCE</b> Why did it happen?	The success of the learning has been due to regular, repeated focus on developing tools to support the effective leading of learning. The use of an external facilitator was a positive investment.
<b>EVALUATION</b> Where to next?	Professional learning, with a focus on the books, 'The Hidden Lives of Learners', and 'Leading from the North East'.


**COMMUNITY ENGAGEMENT**

<b>Strategic Aim 3</b>	We will promote an inclusive culture, celebrate cultural diversity and further enhance a strong community-school partnership.
<b>Annual GOAL</b>	<b>COMMUNITY ENGAGEMENT</b> COVID restrictions over the last 2-3 years has impacted on community engagement and the partnerships between school and home. We recognise the importance of these relationships being authentic, regular, learning focused and community building. With some of our prior practices lost, our intention is to rebuild the connection between home and school and extend a positive link between student learning and parents.
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>Provide a range of opportunities for whānau to connect with the school and the learning of their children.</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>Community Picnic</li> <li>Pōhiri (T1 at school and T3 at Ōtūmoetai Pa)</li> <li>Termly learning information sessions</li> <li>Promoting parent engagement in school</li> <li>Classroom tours for parent learning</li> <li>3-way Learner Conferences promoted</li> <li>Opportunities for showcasing the learning process</li> </ul>
<b>OUTCOMES</b> What happened?	<p>Throughout 2023 we successfully included a range of opportunities for whānau to engage with the school and student learning. Community events included:</p> <ul style="list-style-type: none"> <li>Term 1 community picnic</li> <li>Literacy Tours - open classrooms for tour and discussion</li> <li>Parent information evening</li> <li>Open classrooms (showcase) afternoon for students to share learning with whānau</li> <li>Learner Conferences</li> <li>Survey snapshots in the school newsletter</li> <li>Whānau consultation meetings and survey</li> </ul> <p>The range of opportunities have been well received by whānau. The different opportunities offered a range of interactions, from community building to informative to connecting with student learning.</p>
<b>EVIDENCE</b>	The school calendar reflects the events that occurred and community consultation events reflected the positive response we had to these events.
<b>REASONS FOR VARIANCE</b>	N/A
<b>EVALUATION</b> Where to next?	Feedback from parents supported an ongoing focus on supporting whānau engagement. The majority of the initiatives were whole school events. Our next step is to shift the mahi to growing classroom based practice that provides opportunities for parents to engage in student learning on a regular basis.

## ENVIRONMENT - TAHA MĀORI

<b>Strategic Aim 3</b>	We will promote an inclusive culture, celebrate cultural diversity and further enhance a strong community-school partnership.
<b>Annual GOAL</b>	<p><b>ENVIRONMENT - TAHA MĀORI</b></p> <p>Our local curriculum provides clear links to local iwi, Te Reo and tikanga. However, analysis of the school environment (not specific to classrooms), suggests that there is limited evidence of Matua School being representative of our local curriculum or the bi-cultural country that we live in.</p> <p>Matua School has a positive relationship with Ngāti Ranganui. Conversations about next steps in this area have been held with Education reps and Kaumatua.</p>
<b>Annual Target</b>	<ul style="list-style-type: none"> <li>Develop the front entrance of the school to form connections with local Tangata Whenua</li> </ul>

<b>ACTIONS</b> What did we do?	<ul style="list-style-type: none"> <li>Finalise plan for entrance to the school in partnership with Ngāti Ranginui.</li> <li>Develop designs and partnership with carver for Pou Whenua along entrance to the school.</li> <li>Classroom Signage (Room numbers)</li> <li>Graphics, images for school office foyer.</li> </ul>
<b>OUTCOMES</b> What happened?	<p>The key to this work is our partnership with Ngāti Ranginui and the education partnership. There have been some changes in leadership at Ngāti Ranginui which has impacted on progress, however we have met with representatives and our kaumatua to progress the process.</p> <p>A number of schools across our network have similar aspirations to have visible connections with tangata whenua, which is being outworked by the installation of pou or māori artwork. Through consultation it was decided by Ngāti Ranginui that the development of these installations should have some coherence across the network. Therefore work has been happening at iwi level to develop a plan.</p> <p>At Matua School we have been gifted a puwhenua design from Huria marae. This design can be used in our kura. We have had that design made into a range of digital formats that can be used in new property projects (glazing panels etc).</p>
<b>EVIDENCE</b>	
<b>REASONS FOR VARIANCE</b> Why did it happen?	Progress has been slow due to the wider network considerations and access to iwi artists and staff.
<b>EVALUATION</b> Where to next?	<p>This project will continue into 2024. This will include development of scope, design and applications for funding.</p> <p>With our classroom relocations occurring at the start of 2024, classroom numbers in Te Reo can be produced and installed.</p>

# EVALUATION OF STUDENTS' PROGRESS & ACHIEVEMENT

**December 2023**





# MATHEMATICS

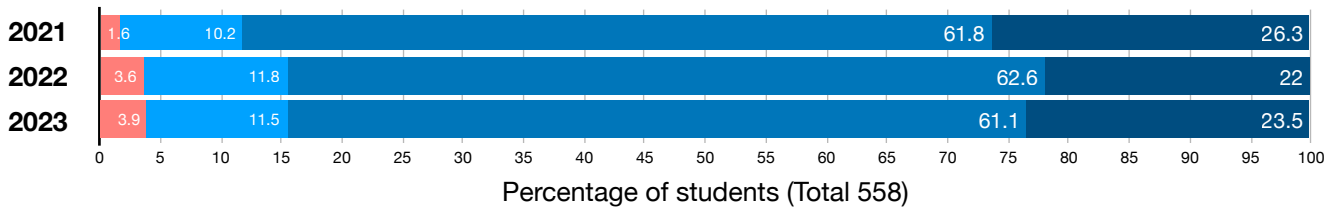
## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA CURRICULUM LEVEL ACHIEVEMENT

ALL Students - Total 558

Well Below Below Met Exceeded

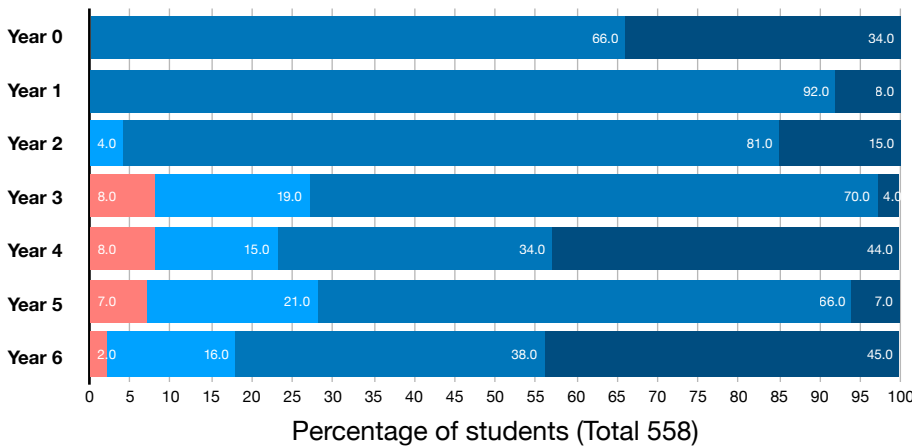
#### Year 0-6 Mathematics End of Year Achievement Data 2021 - 2023



At the end of 2023, we can report that 84.7% of tamariki across the school have met or are exceeding the expected curriculum level for Mathematics. Our end of year summative data is consistent with patterns reported over the last few years. There is a small increase in the number of students who are exceeding expectations in Mathematics and a small increase in the number of students recorded as well below.

Well Below Below Met Exceeded

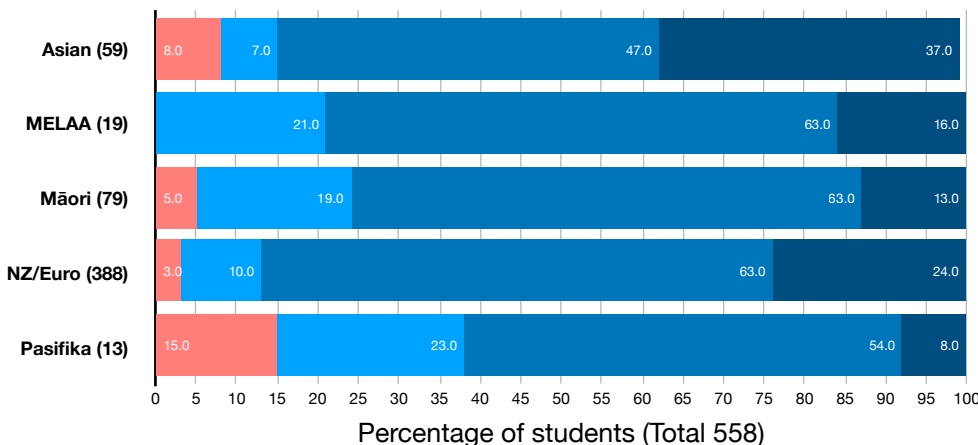
#### Year 0-6 Maths Achievement by Year Group



Well Below Below Met Exceeded

At the end of 2023, we have 86 students who are not achieving curriculum expectations across the school. We also note the 136 (23%) students exceeding expectations across all levels. The data shows that at Year 3 and Year 5 the number of students 'Exceeding Expectations' drops considerably. This shift is not unusual at these year levels. At the end of Year 3 and 5 students must shift two sub-levels to be considered as exceeding. Generally we consider one sub-level normal years progress, hence we are best to look at the progress of students over a longer period of time. Our Year 6 cohort reflects a more consistent picture of how tamariki at Matua School finish their primary school years.

#### Year 0-6 Maths Achievement by Ethnicity



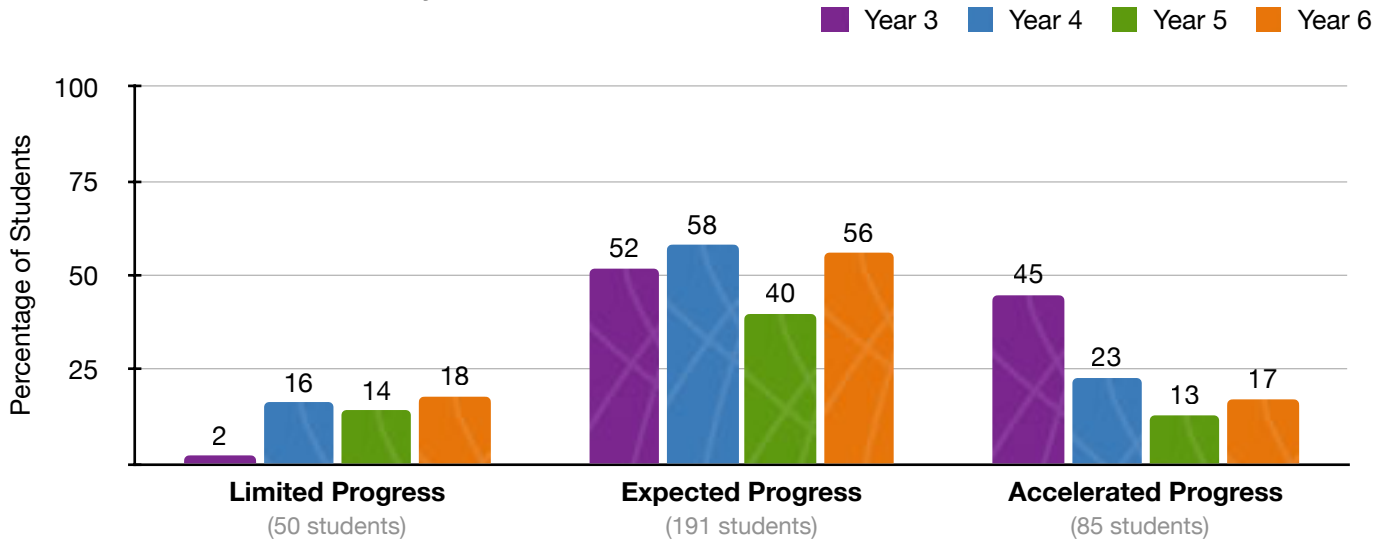
When viewing the Mathematics data by ethnicity, we can see that Māori and Pasifika are over-represented, with this group of tamariki not reaching curriculum expectations. Attendance is a significant challenge for 30% of these students, while others have genuine learning and/or health needs. For all students not meeting curriculum expectations, we review their needs and ensure they are identified and are being considered for support.

# MATHEMATICS

## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA SUB-LEVEL PROGRESS

Year 3-6 Students Only - Total 326



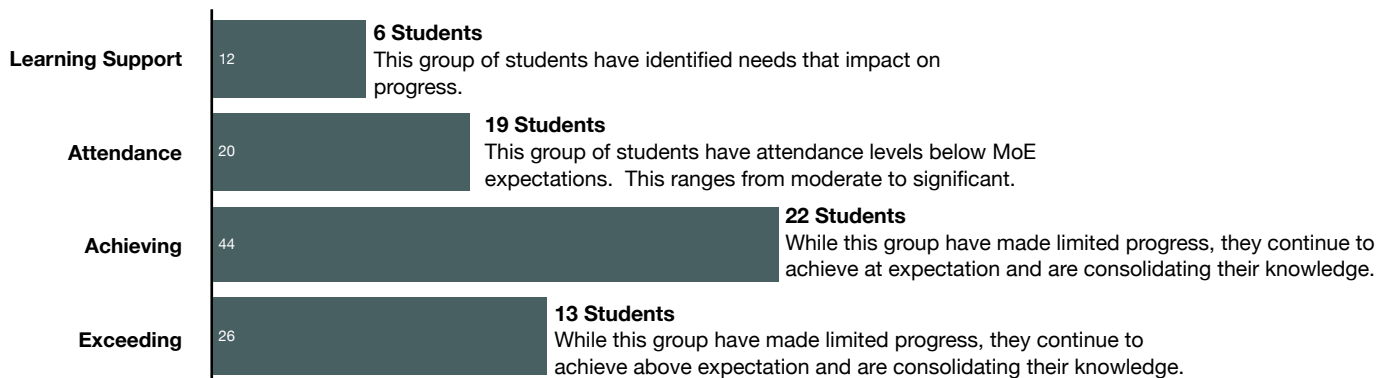
Progress Based on Mathematics Sub Levels

#### Year 3-6 Sub-Level Progress

Expected progress for an ākonga in 12 months is one sub-level of the curriculum. However, we know that academic growth isn't linear and that children will accelerate and consolidate their learning at varying stages of school. This graph breaks down the progress of Year 3-6 students by year level from the end of 2022 until the end of 2023. It is pleasing to see 85 students showing accelerated progress and 191 tracking as expected in Mathematics.

#### Limited Progress

Analysis of those students who have been recorded as making 'Limited Curriculum Level Progress' in Mathematics, highlights that students can be in this category for a number of reasons. These include:



Percentage of students - within Limited Progress Category

### 2023 TARGET STUDENTS

#### MATHEMATICS

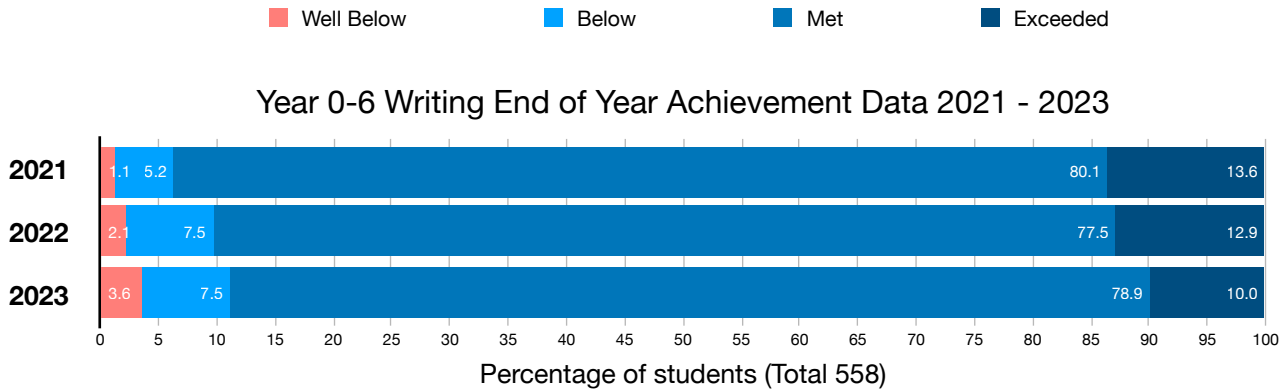
At the end of 2022, 53 of our current tamariki were recorded as achieving below curriculum expectations for Mathematics. Throughout 2023 38% of these students have made accelerated progress and are now meeting curriculum expectations. 55% have made appropriate progress for a calendar year. 32% of these students are now tracking at the target curriculum level for their age group.

# WRITING

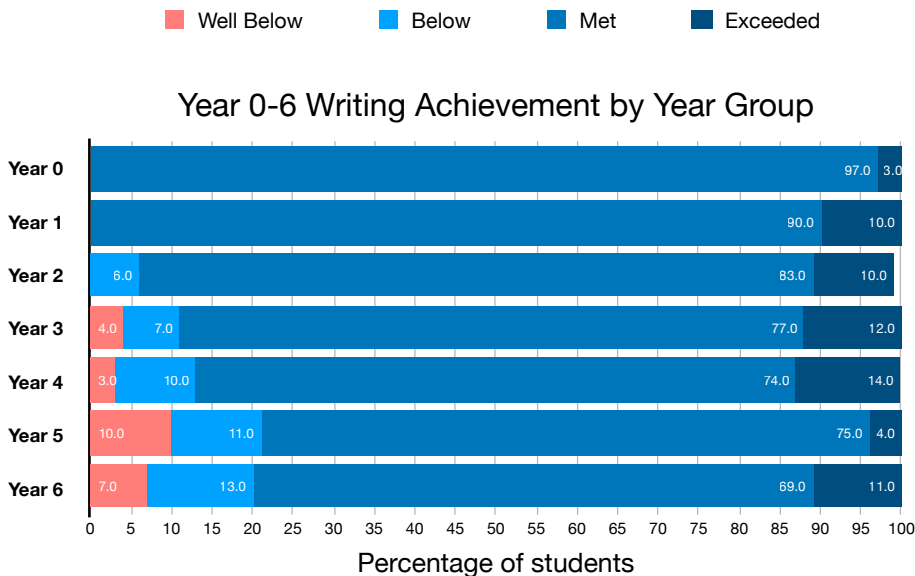
## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA CURRICULUM LEVEL ACHIEVEMENT

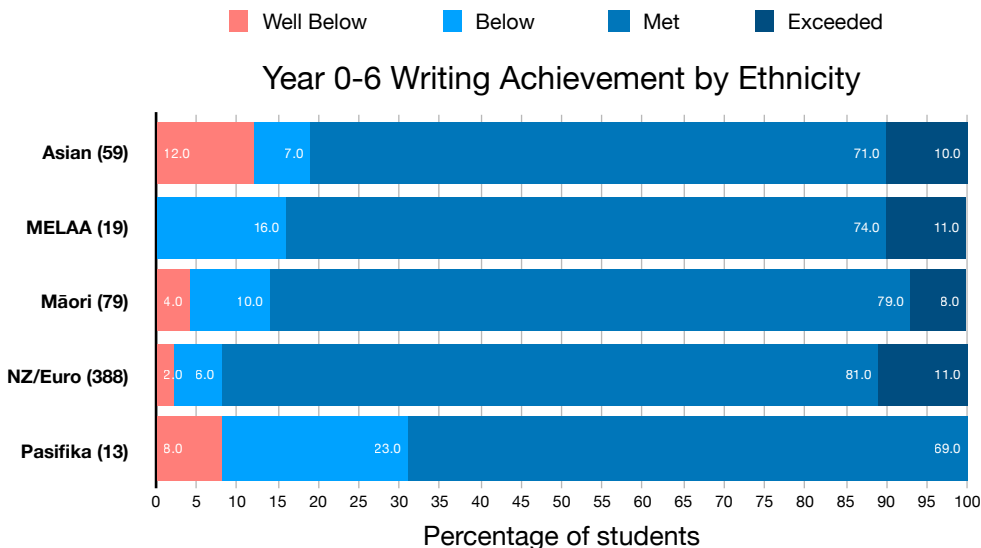
ALL Students - Total 558



At the end of 2023, we can report that our achievement data in Writing has remained strong, with 88.9% of tamariki across the school having met or exceeding curriculum level expectations. Of note is an increase in the number of students recorded as being well below curriculum expectations. With 15 students in this category across the school, the largest increases to this achievement data is within Year 3, Year 5 and Year 6. Closer analysis confirms that these student have been identified and continue to receive varying types of support for a range of reasons.



At the End of 2023, we have 51 students across the school who are not achieving curriculum expectations in Writing. There is a clear increase in students that have been recorded as not meeting curriculum level expectations at Year 5 and Year 6. Here we can see a large cohort of 32 students achieving below the expected achievement standard. Review of these students confirms that these students have generally made appropriate progress in 2023 (progressed one sub-level, but will require accelerated progress moving forward).



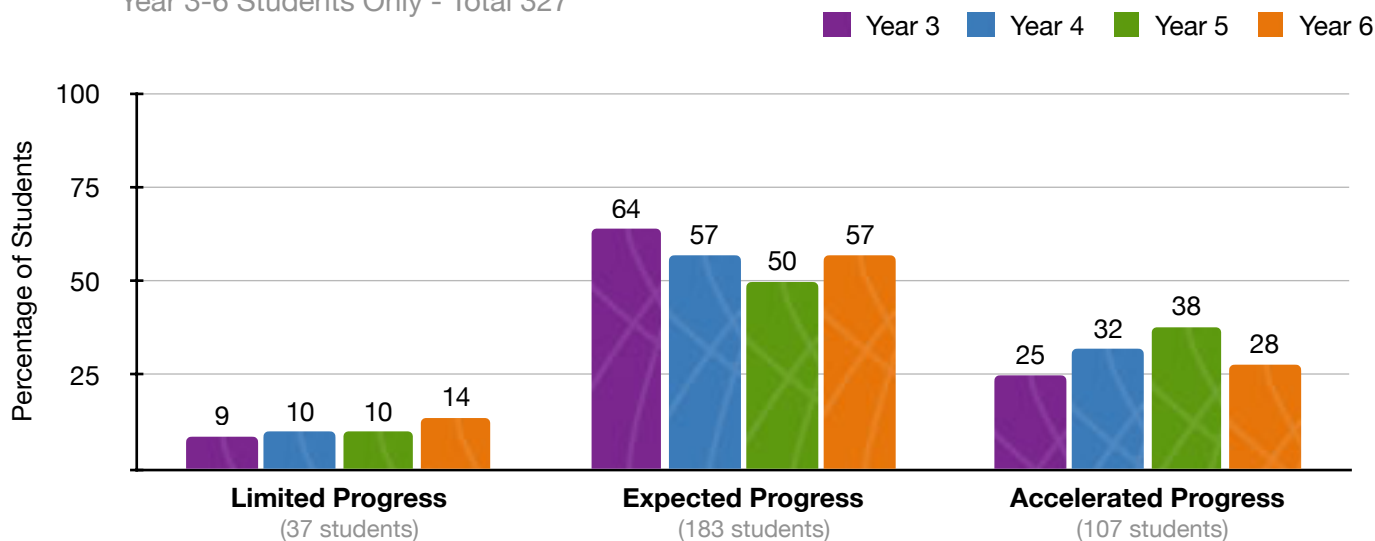
When viewing the Writing data by ethnicity, we can see that our Asian and Pasifika tamariki are over-represented within the group of students not reaching curriculum expectations. ESOL is a significant factor in this data.

# WRITING

## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA SUB-LEVEL PROGRESS

Year 3-6 Students Only - Total 327



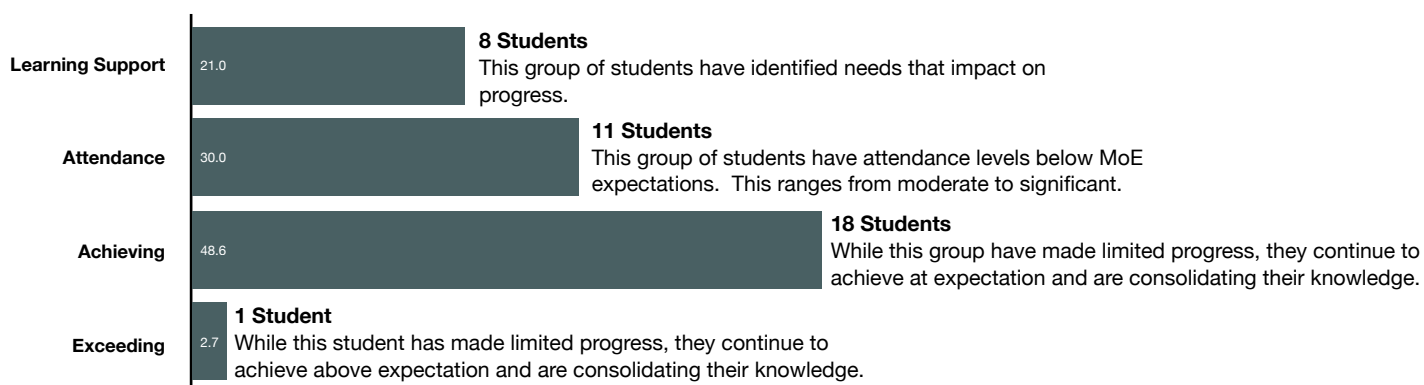
#### Progress Based on Writing Sub Levels

#### Year 3-6 Sub-Level Progress

It is pleasing to see 107 students showing accelerated progress and 183 tracking as expected in Writing. In this case the students are evenly spread across the year levels, showing a degree of consistency between year groups.

#### Limited Progress

Analysis of those students who have been recorded as making 'Limited Curriculum Level Progress' in Writing, highlights that students can be in this category for a number of reasons. These include:



#### Percentage of students - within Limited Progress Category

### 2023 TARGET STUDENTS

#### WRITING

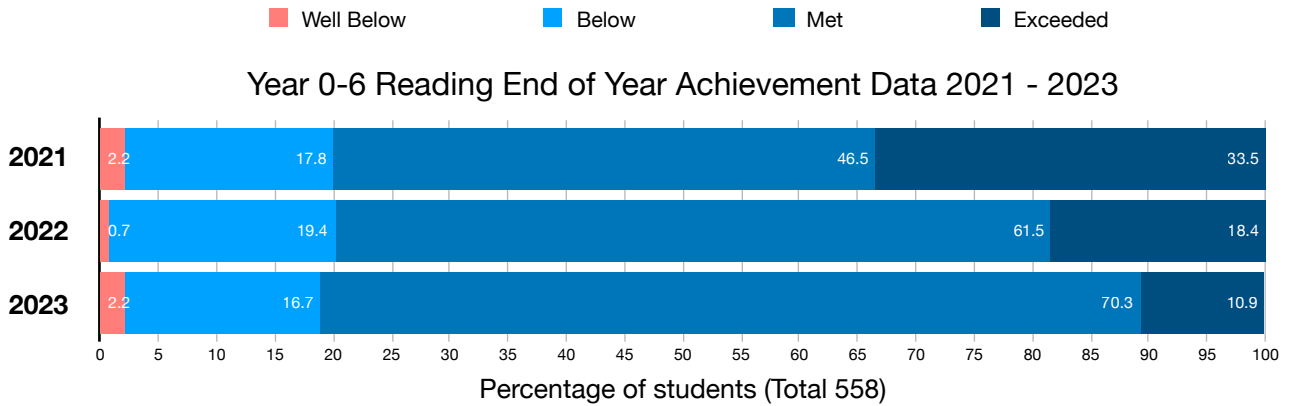
At the end of 2022, 38 of our current tamariki were recorded as achieving below curriculum expectations. Throughout 2023 42% of these students have made accelerated progress and are now meeting curriculum expectations. 50% have made appropriate progress for a calendar year.

# READING

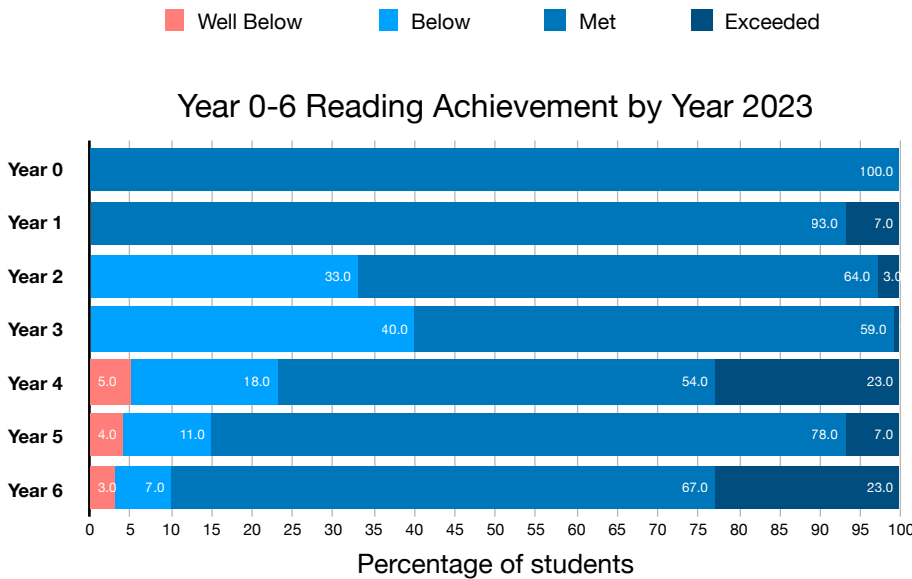
## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA CURRICULUM LEVEL ACHIEVEMENT

ALL Students - Total 558



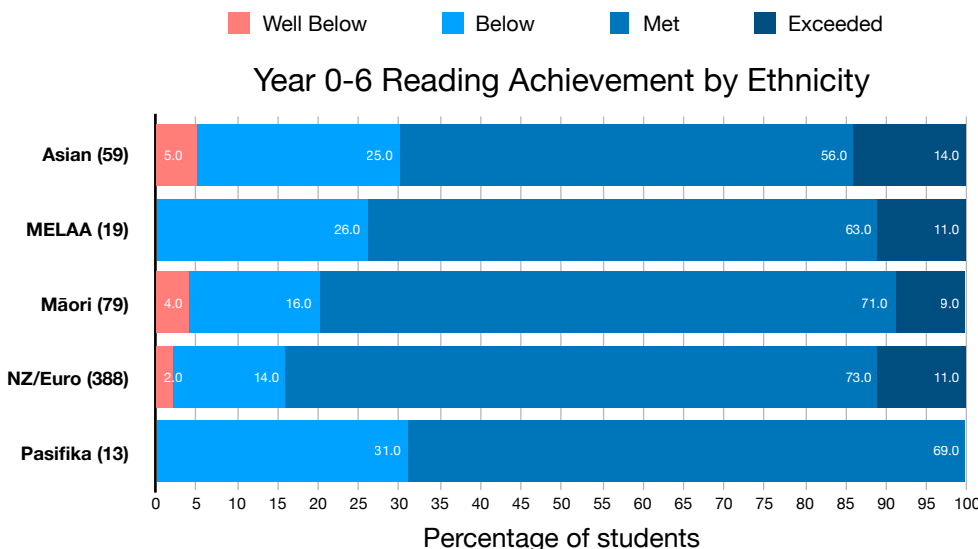
At the end of 2023, we can report that our achievement data in Reading has remained strong. 81.2% of tamariki across the school have met or are exceeding the expected curriculum level expectations. There is a reduction in the number of students that are recorded as exceeding curriculum expectations, largely placed in the Year 3 and Year 5 cohorts. There are 453 students achieving At or Exceeding expectations across the school, and 105 who have not yet met the curriculum goals.



On review of our Below, At, and Exceeding data across all year levels, we note that Year 0-1 students are largely working at the 'Foundation Stage' of Reading, which is appropriate achievement for this age group. It is encouraging to see that 7% of our Year 1 students have been extended beyond this Foundation Stage, which is new for us this year.

26 students (33%) of the Year 2 cohort are also working at the Foundation Stage for Reading, with the remaining 52 students (67%) working At or Exceeding expectations.

### Year 0-6 Reading Achievement by Ethnicity



As with Writing, analysis of our reading data highlights the impact that ESOL (English as a Second Language) has on student achievement in Reading. The need highlights the importance of our ESOL and International Support Teachers.

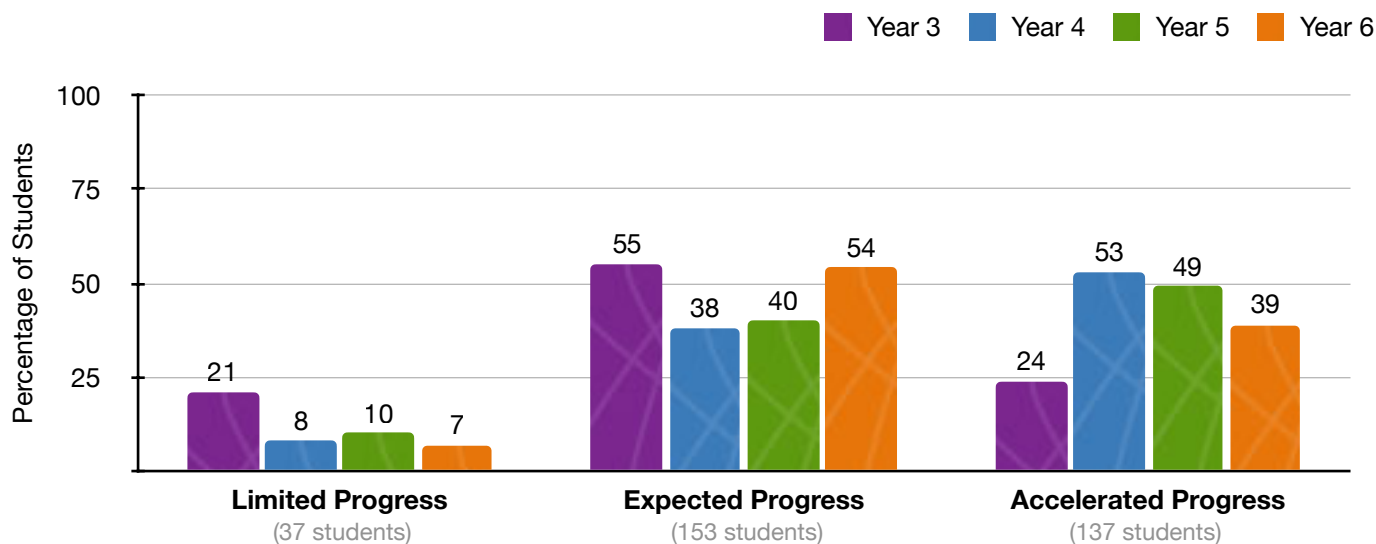
This same pattern is not seen in Mathematics.

# READING

## ACHIEVEMENT DATA - END OF YEAR 2023

### ĀKONGA SUB-LEVEL PROGRESS

Year 3-6 Students Only - Total 327



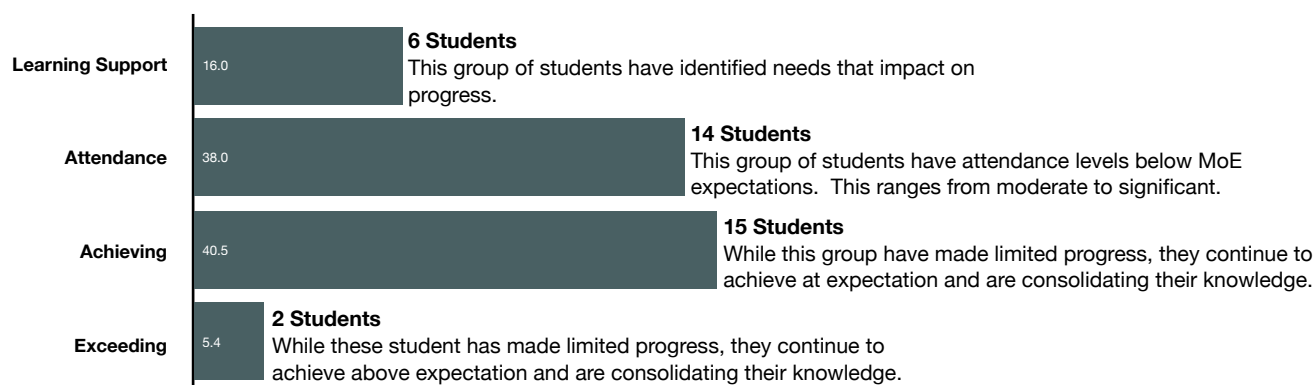
Progress Based on Reading Sub Levels

#### Year 3-6 Sub-Level Progress

It is pleasing to see 137 students showing accelerated progress and 153 tracking as expected in Reading. In this case the students are evenly spread across the year levels, showing a degree of consistency between year groups.

#### Limited Progress

Analysis of those students who have been recorded as making 'Limited Curriculum Level Progress' in Reading, highlights that students can be in this category for a number of reasons. These include:



Percentage of students - within Limited Progress Category

### 2023 TARGET STUDENTS

#### READING

At the end of 2022, 103 of our current tamariki were recorded as achieving below curriculum expectations in Reading. Throughout 2023 % of these students have made accelerated progress, and 43% now meeting curriculum expectations. An additional 34% have made appropriate progress for a calendar year.

# Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga hoki ngā pouako inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of the te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

Te Reo Māori is the foundation language of Aotearoa New Zealand and an official language under the Māori Language Act, 1987. The Treaty of Waitangi recognises Te Reo as a taonga and guarantees its protection.

- Matua School has policies, practices and action plans that reflect New Zealand's cultural diversity and that meet the needs of its Māori and Pacific Island students.
- Children have tikanga Māori and te reo Māori integrated through learning programmes.
- Parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible.
- An active kapa haka programme is available for all students who wish to take part.

## Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed.
- By learning te reo and becoming familiar with tikanga, Māori students at Matua School can strengthen their identities and non-Māori can develop greater cultural understanding.
- Teaching and learning in Māori at Matua School will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become understanding of others.

## Key Links to the Statement of National Education and Learning Priorities in schools and Kura.

- Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.
  - Staff develop events
  - Classroom practices
  - Whole school events
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.
- Talk with learners/akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

## Matua School

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Good employment practices, hauora/wellbeing focus as part of professional learning and strategic plan. EAP counselling access provided for all staff.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	To achieve this, the board: <ul style="list-style-type: none"> <li>• appoints a member to be the EEO officer – this role may be taken by the principal</li> <li>• shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li> <li>• selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li> <li>• recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> <li>• ensures that employment and personnel practices are fair and free of any bias.</li> <li>•</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Appointment teams include 2-4 current staff members. Conflicts of interest are declared.</i>
How are you recognising, <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<i>We have a strong relationship with our Iwi Education Rep and kaumatua from the local marae.</i>  <i>We seek feedback on the goals and aspirations for our kura.</i>
How have you enhanced the abilities of individual employees?	<i>Provided opportunities for personal growth, leadership opportunities, well-being focus, conversations about personal aspirations.</i>
How are you recognising the employment requirements of women?	<i>Matua School has a high percentage of women on staff. All staff, including all women have a strong voice in the decision making of the organisation.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The school has accessible spaces and is well set up to support those who have a range of disabilities.</i>



Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

# MATUA SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1820

**Principal:** Marcus Norrish

**School Address:** 145 Levers Road, Matua, Tauranga

**School Postal Address:** 145 Levers Road, Matua, Tauranga

**School Phone:** 07 576 9027

**School Email:** [office@matua.school.nz](mailto:office@matua.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Kim Bevins	Presiding Member from 04/09/2023	Elected September 2022	Aug-25
Fiona Lavin	Presiding Member to 04/09/2023	Re-Elected September 2022	Aug-25
Marcus Norrish	Principal ex Officio	ex Officio	
Dr Melissa Derby	Parent Rep	Re-Elected November 2023	Aug-25
Craig Williams	Parent Rep	Re-Elected November 2023	Aug-25
Nicholas Smith	Parent Rep	Elected September 2022	Aug-25
Joe Hull	Staff Rep	Elected September 2022	Aug-25

**Accountant / Service Provider:** PKF Tauranga Ltd

# MATUA SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Matua 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.

Kim Bevins

Full Name of Presiding Member



Signature of Presiding Member

20 May 2024

Date:

Marcus Norrish

Full Name of Principal



Signature of Principal

20 May 2024

Date:

# Matua School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	4,650,697	4,196,802	4,210,292
Locally Raised Funds	3	362,589	253,105	289,584
Interest		33,536	5,000	10,237
<b>Total Revenue</b>		<b>5,046,822</b>	<b>4,454,907</b>	<b>4,510,113</b>
<b>Expense</b>				
Locally Raised Funds	3	129,885	89,510	84,114
Learning Resources	4	3,698,392	3,366,110	3,354,120
Administration	5	223,034	240,190	216,977
Interest		3,285	-	2,679
Property	6	880,097	771,100	786,285
Loss on Disposal of Property, Plant and Equipment		277	-	2,161
<b>Total Expense</b>		<b>4,934,970</b>	<b>4,466,910</b>	<b>4,446,336</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>111,852</b>	<b>(12,003)</b>	<b>63,777</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>111,852</b>	<b>(12,003)</b>	<b>63,777</b>

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



# Matua School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,270,078	1,242,722	1,186,880
Total comprehensive revenue and expense for the year		111,852	(12,003)	63,777
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	19,421
<b>Equity at 31 December</b>		1,381,930	1,230,719	1,270,078
Accumulated comprehensive revenue and expense		1,381,930	1,230,719	1,270,078
Reserves		-	-	-
<b>Equity at 31 December</b>		1,381,930	1,230,719	1,270,078

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.



# Matua School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	133,056	241,975	247,485
Accounts Receivable	8	288,616	261,000	246,963
GST Receivable		282	-	-
Prepayments		31,858	15,000	20,245
Inventories	9	2,454	2,000	1,867
Investments	10	678,437	485,625	462,449
Funds Receivable for Capital Works Projects	16	152,938	-	160,414
		1,287,641	1,005,600	1,139,423
<b>Current Liabilities</b>				
GST Payable		-	6,500	6,326
Accounts Payable	12	302,308	267,000	254,749
Revenue Received in Advance	13	138,294	110,000	104,574
Provision for Cyclical Maintenance	14	4,286	4,286	-
Finance Lease Liability	15	30,538	30,000	26,290
Funds held for Capital Works Projects	16	37,920	40,000	51,439
		513,346	457,786	443,378
<b>Working Capital Surplus/(Deficit)</b>		774,295	547,814	696,045
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	748,449	831,110	703,410
		748,449	831,110	703,410
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	113,205	113,205	92,169
Finance Lease Liability	15	27,608	35,000	37,206
		140,813	148,205	129,375
<b>Net Assets</b>		1,381,931	1,230,719	1,270,078
<b>Equity</b>		1,381,930	1,230,719	1,270,078

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



# Matua School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,134,626	936,802	1,094,718
Locally Raised Funds		242,174	151,330	241,993
International Students		128,850	106,775	111,901
Goods and Services Tax (net)		(6,609)	-	1,110
Payments to Employees		(652,727)	(540,040)	(647,899)
Payments to Suppliers		(604,920)	(539,879)	(564,931)
Interest Paid		(3,285)	-	(2,679)
Interest Received		27,558	3,000	7,509
Net cash from/(to) Operating Activities		265,667	117,988	241,722
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(2,161)
Purchase of Property Plant & Equipment (and Intangibles)		(151,430)	(79,110)	(13,969)
Purchase of Investments		(215,988)	(23,125)	(155,137)
Net cash from/(to) Investing Activities		(367,417)	(102,235)	(171,267)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	19,421
Finance Lease Payments		(6,635)	1,000	(22,622)
Funds Administered on Behalf of Other Parties		(6,044)	-	(102,213)
Net cash from/(to) Financing Activities		(12,679)	1,000	(105,414)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(114,429)</b>	<b>16,753</b>	<b>(34,959)</b>
Cash and cash equivalents at the beginning of the year	7	247,485	225,222	282,444
<b>Cash and cash equivalents at the end of the year</b>	7	<b>133,056</b>	<b>241,975</b>	<b>247,485</b>

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





# Matua School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Matua 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### **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 21.

### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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

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

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

### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and 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 are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

#### **j) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

- Building improvements
- Furniture and equipment
- Information and communication technology
- Leased assets held under a Finance Lease
- Library resources



- 50 years
- 10–15 years
- 4–5 years
- Term of Lease
- 12.5% Diminishing value

#### **k) 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 surplus or deficit.

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

#### **l) Accounts Payable**

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

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **n) Revenue Received in Advance**

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

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

#### **o) Funds held for Capital works**

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

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

#### **p) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 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.

#### **q) Financial Instruments**

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



Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

**r) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**s) 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.

**t) Budget Figures**

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

**u) 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.



## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,075,938	936,802	1,039,668
Teachers' Salaries Grants	2,960,985	2,760,000	2,653,813
Use of Land and Buildings Grants	581,575	500,000	498,791
Other Government Grants	32,199	-	18,020
	<u>4,650,697</u>	<u>4,196,802</u>	<u>4,210,292</u>

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	91,550	88,830	75,706
Curriculum related Activities - Purchase of goods and services	69,179	31,900	45,698
Fees for Extra Curricular Activities	39,715	-	46,123
Trading	2,668	-	2,520
Fundraising & Community Grants	17,192	2,800	43,743
Other Revenue	27,239	22,800	25,206
International Student Fees	115,046	106,775	50,588
	<u>362,589</u>	<u>253,105</u>	<u>289,584</u>
<b>Expense</b>			
Extra Curricular Activities Costs	31,014	-	35,461
Trading	2,414	-	2,673
Fundraising and Community Grant Costs	-	-	954
International Student - Student Recruitment	21,176	24,540	22,096
International Student - Employee Benefits - Salaries	68,235	58,000	20,717
International Student - Other Expenses	7,046	6,970	2,213
	<u>129,885</u>	<u>89,510</u>	<u>84,114</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>232,704</u>	<u>163,595</u>	<u>205,470</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	110,968	86,445	77,394
Equipment Repairs	2,154	3,000	1,432
Information and Communication Technology	15,426	27,600	12,262
Library Resources	3,782	6,425	6,362
Employee Benefits - Salaries	3,418,850	3,107,040	3,144,815
Staff Development	41,353	39,600	15,800
Depreciation	105,859	96,000	96,055
	<u>3,698,392</u>	<u>3,366,110</u>	<u>3,354,120</u>



## 5. Administration

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Audit Fees	6,635	6,635	6,442
Board Fees	3,400	3,400	3,730
Board Expenses	11,336	8,620	12,138
Communication	4,589	5,500	4,603
Consumables	15,951	11,300	15,946
Operating Leases	839	27,665	1,496
Other	15,548	17,350	14,542
Employee Benefits - Salaries	137,842	135,000	135,373
Insurance	17,166	14,400	12,520
Service Providers, Contractors and Consultancy	9,728	10,320	10,187
	<u>223,034</u>	<u>240,190</u>	<u>216,977</u>

## 6. Property

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Caretaking and Cleaning Consumables	29,160	24,500	23,797
Consultancy and Contract Services	142,318	140,600	138,607
Cyclical Maintenance	25,322	23,400	29,698
Grounds	16,464	11,400	16,139
Heat, Light and Water	25,312	29,000	33,903
Rates	19,058	18,400	17,039
Repairs and Maintenance	40,888	23,800	28,311
Use of Land and Buildings	581,575	500,000	498,791
	<u>880,097</u>	<u>771,100</u>	<u>786,285</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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Bank Accounts	133,056	241,975	247,485
Cash and cash equivalents for Statement of Cash Flows	<u>133,056</u>	<u>241,975</u>	<u>247,485</u>

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

Of the \$133,056 Cash and Cash Equivalents, \$37,920 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$133,056 Cash and Cash Equivalents and Investments, \$116,978 is held by the School on behalf of International Student fees paid in advance.



## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	23,111	50,000	5,520
Receivables from the Ministry of Education	22,395	-	39,650
Interest Receivable	10,198	6,000	4,220
Teacher Salaries Grant Receivable	232,912	205,000	197,573
	<u>288,616</u>	<u>261,000</u>	<u>246,963</u>
Receivables from Exchange Transactions	33,309	56,000	9,740
Receivables from Non-Exchange Transactions	255,307	205,000	237,223
	<u>288,616</u>	<u>261,000</u>	<u>246,963</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,454	2,000	1,867
	<u>2,454</u>	<u>2,000</u>	<u>1,867</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	678,437	485,625	462,449
Total Investments	<u>678,437</u>	<u>485,625</u>	<u>462,449</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Buildings	312,718	19,493	-	-	(15,447)	<b>316,764</b>
Furniture and Equipment	279,070	99,762	(275)	-	(52,831)	<b>325,726</b>
Information and Communication Technology	10,372	-	-	-	(4,169)	<b>6,203</b>
Leased Assets	66,062	24,764	(2)	-	(28,119)	<b>62,705</b>
Library Resources	35,188	7,410	(255)	-	(5,293)	<b>37,051</b>
<b>Balance at 31 December 2023</b>	<u>703,410</u>	<u>151,430</u>	<u>(532)</u>	<u>-</u>	<u>(105,859)</u>	<u><b>748,449</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$62,705 (2022: \$66,062)

### 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
	\$	\$	\$	\$	\$	\$
Buildings	593,918	(277,154)	316,764	574,425	(261,707)	312,718
Furniture and Equipment	959,399	(633,674)	325,725	876,513	(597,443)	279,070
Information and Communication Technology	154,583	(148,380)	6,203	154,583	(144,211)	10,372
Textbooks	-	-	-	-	-	-
Leased Assets	112,095	(49,389)	62,706	110,810	(44,748)	66,062
Library Resources	97,338	(60,287)	37,051	90,583	(55,395)	35,188
<b>Balance at 31 December 2023</b>	<b>1,917,333</b>	<b>(1,168,884)</b>	<b>748,449</b>	<b>1,806,914</b>	<b>(1,103,504)</b>	<b>703,410</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	31,436	32,000	29,575
Accruals	7,505	10,000	8,361
Employee Entitlements - Salaries	254,436	215,000	208,392
Employee Entitlements - Leave Accrual	8,931	10,000	8,421
	<u>302,308</u>	<u>267,000</u>	<u>254,749</u>
Payables for Exchange Transactions	302,308	267,000	254,749
	<u>302,308</u>	<u>267,000</u>	<u>254,749</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	116,978	-	103,174
Other revenue in Advance	13,622	110,000	1,400
	<u>138,294</u>	<u>110,000</u>	<u>104,574</u>

## 14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	92,169	92,000	96,679
Increase to the Provision During the Year	25,322	23,400	29,698
Use of the Provision During the Year	-	-	(34,208)
Provision at the End of the Year	<u>117,491</u>	<u>115,400</u>	<u>92,169</u>
Cyclical Maintenance - Current	4,286	4,286	-
Cyclical Maintenance - Non current	113,205	113,205	92,169
	<u>117,491</u>	<u>117,491</u>	<u>92,169</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	33,408	32,500	28,534
Later than One Year and no Later than Five Years	29,292	37,000	39,250
Future Finance Charges	(4,555)	(4,500)	(4,288)
	58,146	65,000	63,496
<b>Represented by</b>			
Finance lease liability - Current	30,538	30,000	26,290
Finance lease liability - Non current	27,608	35,000	37,206
	58,146	65,000	63,496

## 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 project is included under cash and cash equivalents in note 7.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block K Upgrade & Block I Reroof	(7,555)	-	(14,735)	3,816	(18,474)
Electrical Upgrade	(2,240)	42,485	(2,325)		37,920
SIPS Outdoor Learning Area	(10,289)	10,163	-	126	-
SIPS Hall Kitchen/Toilets	(137,188)	-	17,493	-	(119,695)
Special Needs Room	51,439	-	(66,209)	-	(14,770)
Replacement Floor Coverings	(3,142)	3,105	(1,250)	1,287	-
Totals	(108,975)	55,753	(67,026)	5,229	(115,018)

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

37,920  
(152,938)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block K Upgrade & Block I	(7,555)	-	-	-	(7,555)
Block B AMS Upgrade	(40,415)	41,003	(588)	-	-
Electrical Upgrade	(2,240)	-	-	-	(2,240)
SIPS Outdoor Learning Area	71,143	-	(81,432)	-	(10,289)
SIPS Hall Kitchen/Toilets	(27,694)	112,059	(221,553)	-	(137,188)
Special Needs Room	-	59,925	(8,486)	-	51,439
Replacement Floor Coverings	-	27,947	(31,089)	-	(3,142)
Totals	(6,761)	240,934	(343,148)	-	(108,975)

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

51,439  
(160,414)



## 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.

## 18. Remuneration

### Key management personnel compensation

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

	<b>2023 Actual \$</b>	<b>2022 Actual \$</b>
<i>Board Members</i> Remuneration	3,400	3,730
<i>Leadership Team</i> Remuneration	373,439	377,783
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>376,839</u>	<u>381,513</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance (2 members) committee that meet prior to the full board meetings or as required. 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:

	<b>2023 Actual \$000</b>	<b>2022 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	4-5	4-5
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
100-110	7.00	5.00
110-120	1.00	1.00
	<u>8.00</u>	<u>6.00</u>

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



## 19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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 non-teaching collective and pay equity agreements. The School is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these Financial Statements.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$43,085 (2022:\$102,507) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Electrical Upgrade	47,650	4,565	43,085
<b>Total</b>	<b>47,650</b>	<b>4,565</b>	<b>43,085</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into no operating contracts:



## 22. 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 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	133,056	241,975	247,485
Receivables	288,616	261,000	246,963
Investments - Term Deposits	678,437	485,625	462,449
Total financial assets measured at amortised cost	<u>1,100,109</u>	<u>988,600</u>	<u>956,897</u>

### Financial liabilities measured at amortised cost

Payables	302,308	267,000	254,749
Finance Leases	58,146	65,000	63,496
Total financial liabilities measured at amortised cost	<u>360,454</u>	<u>332,000</u>	<u>318,245</u>

## 23. Events After Balance Date

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

## 24. 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 MATUA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Matua School (the School). The Auditor-General has appointed me, Michael Lim, using the staff and resources of BDO Tauranga, 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 17, 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 Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 22 May 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities 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 Edpay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material

errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Statement of Variance, Kiwisport Report, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students, Progress and Achievement, and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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

A handwritten signature in black ink, appearing to read "Michael Lim". The signature is written in a cursive style with a large, looped initial "M".

Michael Lim  
BDO Tauranga  
On behalf of the Auditor-General  
Tauranga, New Zealand



## REPORT ON SPECIAL AND CONTESTABLE FUNDING

### KIWISPORT

Kiwisport is a Government Funding Initiative to support student participation in organised sport. In 2023 Matua School received \$8,190 (excluding GST). The funding was spent employing a Sport Co-Ordinator who supported and contributed to the effectiveness of HPE, fitness and sporting activities already provided in the school and implemented initiatives which enhanced additional sporting opportunities available to our students.