

Matakana School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	1364
Principal:	Darrel Goosen
School Address:	952 Matakana Road, Matakana
School Postal Address:	952 Matakana Road, RD 5 Warkworth, 0985
School Phone:	09 422 7309
School Email:	office@matakana.school.nz

Matakana School

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How position Gained	Term Expired/Expires
Elizabeth Molloy	Chairperson	Selected	August 2022
Mike Sutherland	Parent Rep	Elected	August 2022
Scott Allen	Parent Rep	Selected	August 2022
Wendy Chittenden	Staff Rep	Elected	August 2022
Hamish Barton	Parent Rep	Co-opted	August 2022
Alex Davids	Parent Rep	Co-opted	August 2022
Scott Allen	Chairperson	Elected	September 2025
David Whyman	Parent Rep	Elected	September 2025
Rebecca Dykes	Parent Rep	Elected	September 2025
Ellen Edwards	Staff Rep	Elected	September 2025
Sarah Martin	Parent Rep	Selected	September 2025
Alastair McAuley	Parent Rep/Treasurer	Selected	September 2025
Darrel Goosen	Principal		

Matakana School

Annual Report - For the year ended 31 December 2022

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Matakana School
Statement of Responsibility
For the year ended 31 December 2022

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

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

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

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

Scott Allen

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

31 May 2023

Date:

Darrel Croosen

Full Name of Principal

[Signature]

Signature of Principal

31 May 2023

Date:

Matakana School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,108,412	2,756,507	2,960,562
Locally Raised Funds	3	253,920	185,880	236,709
Interest Income		15,184	4,000	4,087
Total Revenue		3,377,516	2,946,387	3,201,358
Expenses				
Locally Raised Funds	3	100,785	44,500	82,612
Learning Resources	4	2,285,824	2,200,202	2,270,737
Administration	5	229,885	192,420	183,532
Finance		3,649	3,000	3,613
Property	6	663,214	598,943	597,131
Loss on Disposal of Property, Plant and Equipment		957	-	15
Total Expenses		3,284,314	3,039,065	3,137,640
Net Surplus / (Deficit) for the year		93,202	(92,678)	63,718
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		93,202	(92,678)	63,718

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



Matakana School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	1,068,693	1,068,693	971,801
Total comprehensive revenue and expense for the year	93,202	(92,678)	63,718
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	22,402	-	33,174
Equity at 31 December	1,184,297	976,015	1,068,693
Accumulated comprehensive revenue and expense	1,184,297	976,015	1,068,693
Equity at 31 December	1,184,297	976,015	1,068,693

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.



Matakana School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	333,644	216,525	213,926
Accounts Receivable	8	199,830	161,000	174,549
GST Receivable		-	10,000	12,978
Prepayments		7,909	14,000	15,002
Inventories	9	23,474	24,000	24,084
Investments	10	610,000	300,000	400,000
Funds Receivable for Capital Works Projects	16	10,952	-	37,051
		<u>1,185,809</u>	<u>725,525</u>	<u>877,590</u>
Current Liabilities				
GST Payable		4,093	-	-
Accounts Payable	12	188,264	165,500	189,662
Revenue Received in Advance	13	4,428	5,000	5,404
Provision for Cyclical Maintenance	14	66,816	67,400	59,085
Finance Lease Liability	15	19,901	12,566	15,342
Funds held for Capital Works Projects	16	261,032	-	98,228
Funds held on behalf of Community of Learning Cluster	17	58,617	55,000	58,990
		<u>603,151</u>	<u>305,466</u>	<u>426,711</u>
Working Capital Surplus/(Deficit)		582,658	420,059	450,879
Non-current Assets				
Property, Plant and Equipment	11	670,293	603,722	677,222
		<u>670,293</u>	<u>603,722</u>	<u>677,222</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	39,098	39,098	40,562
Finance Lease Liability	15	29,556	8,668	18,846
		<u>68,654</u>	<u>47,766</u>	<u>59,408</u>
Net Assets		<u>1,184,297</u>	<u>976,015</u>	<u>1,068,693</u>
Equity		<u>1,184,297</u>	<u>976,015</u>	<u>1,068,693</u>

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



Matakana School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		677,152	589,014	691,286
Locally Raised Funds		255,063	196,827	239,124
Goods and Services Tax (net)		17,071	2,978	(8,976)
Payments to Employees		(334,331)	(353,003)	(357,602)
Payments to Suppliers		(465,550)	(414,226)	(391,487)
Interest Paid		(3,649)	(3,000)	(3,613)
Interest Received		11,350	4,205	3,569
Net cash from/(to) Operating Activities		157,106	22,795	172,301
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(15)
Purchase of Property Plant & Equipment (and Intangibles)		(32,701)	-	(88,835)
Purchase of Investments		(210,000)	100,000	(60,000)
Net cash from/(to) Investing Activities		(242,701)	100,000	(148,850)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,402	(33,174)	33,174
Finance Lease Payments		(6,812)	(24,454)	(22,581)
Funds Administered on Behalf of Third Parties		189,723	(65,167)	64,677
Net cash from/(to) Financing Activities		205,313	(122,795)	75,270
Net increase/(decrease) in cash and cash equivalents		119,718	-	98,721
Cash and cash equivalents at the beginning of the year	7	213,926	216,525	115,205
Cash and cash equivalents at the end of the year	7	333,644	216,525	213,926

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

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



Matakana School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

Critical Judgements in applying accounting policies

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

Classification of leases

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

Interest Revenue

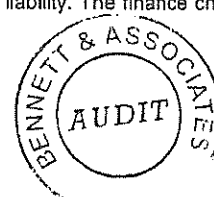
Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

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.



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings - School	18-40 years
Building Improvements - Crown	10-20 years
Furniture and equipment	10-15 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) Funds Held for Capital Works

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

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

p) Provision for Cyclical Maintenance

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

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

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



Matakana School
Notes to the Financial Statements (cont'd)
For the year ended 31 December 2022

q) Financial Instruments

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

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

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-Kind

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



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	715,242	589,014	684,355
Teachers' Salaries Grants	1,910,001	1,750,000	1,857,331
Use of Land and Buildings Grants	475,081	417,493	417,493
Other Government Grants	8,088	-	1,383
	<u>3,108,412</u>	<u>2,756,507</u>	<u>2,960,562</u>

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	73,560	58,200	64,487
Transport Revenue	-	8,000	8,039
Fees for Extra Curricular Activities	70,042	25,680	72,415
Trading	32,251	33,000	30,575
Fundraising & Community Grants	70,158	60,000	60,875
Other Revenue	7,909	1,000	318
	<u>253,920</u>	<u>185,880</u>	<u>236,709</u>
Expenses			
Extra Curricular Activities Costs	58,205	7,500	53,464
Trading	30,792	25,000	21,439
Fundraising and Community Grant Costs	11,788	12,000	7,709
	<u>100,785</u>	<u>44,500</u>	<u>82,612</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>153,135</u>	<u>141,380</u>	<u>154,097</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	111,765	103,600	82,528
Equipment Repairs	1,945	2,000	1,846
Information and Communication Technology	37,752	35,000	32,112
Library Resources	966	1,450	923
Employee Benefits - Salaries	2,031,188	1,937,152	2,041,131
Staff Development	11,509	36,000	17,675
Depreciation	90,699	85,000	94,522
	<u>2,285,824</u>	<u>2,200,202</u>	<u>2,270,737</u>



Matakana School
Notes to the Financial Statements (cont'd)
For the year ended 31 December 2022

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,560	5,400	6,000
Board Fees	3,244	4,000	3,554
Board Expenses	8,587	12,400	7,264
Communication	4,439	5,300	3,550
Consumables	18,545	16,100	17,349
Other	10,938	11,980	9,631
Employee Benefits - Salaries	172,026	122,200	121,341
Insurance	5,414	9,000	9,059
Service Providers, Contractors and Consultancy	1,132	6,040	5,784
	<u>229,885</u>	<u>192,420</u>	<u>183,532</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	15,155	14,400	11,306
Consultancy and Contract Services	49,996	47,900	45,911
Cyclical Maintenance Provision	9,636	11,500	17,974
Grounds	14,050	8,000	6,858
Heat, Light and Water	18,995	23,800	19,300
Rates	16,043	14,400	15,779
Repairs and Maintenance	15,458	15,400	16,733
Use of Land and Buildings	475,081	417,493	417,493
Security	3,786	3,800	4,029
Employee Benefits - Salaries	45,014	42,250	41,748
	<u>663,214</u>	<u>598,943</u>	<u>597,131</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.



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

7. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	71,957	76,525	104,940
Short-term Bank Deposits	261,687	140,000	108,986
Cash and cash equivalents for Statement of Cash Flows	<u>333,644</u>	<u>216,525</u>	<u>213,926</u>

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

Of the \$333,644 Cash and Cash Equivalents, \$261,032 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

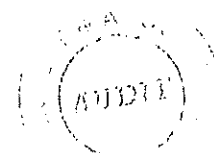
Of the \$333,644 Cash and Cash Equivalents, \$58,617 is held by the School on behalf of the Community of Learning cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	1,477	-	11,351
Interest Receivable	5,039	1,000	1,205
Banking Staffing Underuse	44,120	20,000	21,325
Teacher Salaries Grant Receivable	149,194	140,000	140,668
	<u>199,830</u>	<u>161,000</u>	<u>174,549</u>
Receivables from Exchange Transactions	6,516	1,000	12,556
Receivables from Non-Exchange Transactions	193,314	160,000	161,993
	<u>199,830</u>	<u>161,000</u>	<u>174,549</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	2,615	3,500	3,574
School Uniforms	20,859	20,500	20,510
	<u>23,474</u>	<u>24,000</u>	<u>24,084</u>



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	610,000	300,000	400,000
Total Investments	610,000	300,000	400,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings - School	85,613	-	-	-	(2,331)	83,282
Furniture and Equipment	477,987	26,259	-	-	(38,557)	465,689
Information and Communication Technology	69,746	22,402	-	-	(26,435)	65,713
Leased Assets	31,957	35,754	-	-	(21,967)	45,744
Library Resources	11,919	312	(957)	-	(1,409)	9,865
Balance at 31 December 2022	677,222	84,727	(957)	-	(90,699)	670,293

The net carrying value of equipment held under a finance lease is \$45,744 (2021: \$31,957)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	537,407	(454,124)	83,283	537,407	(451,794)	85,613
Furniture and Equipment	923,911	(458,221)	465,690	1,115,024	(637,037)	477,987
Information and Communication Technology	277,328	(211,615)	65,713	401,242	(331,496)	69,746
Leased Assets	123,041	(77,299)	45,742	111,060	(79,103)	31,957
Library Resources	41,635	(31,770)	9,865	44,931	(33,012)	11,919
Balance at 31 December	1,903,322	(1,233,029)	670,293	2,209,664	(1,532,442)	677,222



Matakana School
Notes to the Financial Statements (cont'd)
For the year ended 31 December 2022

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	22,213	14,000	36,193
Accruals	5,560	5,500	5,400
Employee Entitlements - Salaries	150,622	140,000	141,943
Employee Entitlements - Leave Accrual	9,869	6,000	6,126
	<u>188,264</u>	<u>165,500</u>	<u>189,662</u>
Payables for Exchange Transactions	188,264	165,500	189,662
	<u>188,264</u>	<u>165,500</u>	<u>189,662</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other	4,428	5,000	5,404
	<u>4,428</u>	<u>5,000</u>	<u>5,404</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	99,647	99,647	90,646
Increase to the Provision During the Year	9,636	11,500	17,974
Use of the Provision During the Year	(3,369)	(4,649)	(8,973)
Provision at the End of the Year	<u>105,914</u>	<u>106,498</u>	<u>99,647</u>
Cyclical Maintenance - Current	66,816	67,400	59,085
Cyclical Maintenance - Non current	39,098	39,098	40,562
	<u>105,914</u>	<u>106,498</u>	<u>99,647</u>

Per the cyclical maintenance schedule the school is next expected to undertake exterior painting works for some blocks during 2023. This plan is based on the schools 10 Year Property plan.



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for teachers' laptops, photocopier and ipads.
Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	23,333	15,566	17,405
Later than One Year and no Later than Five Years	31,958	8,668	20,059
Future Finance Charges	(5,834)	(3,000)	(3,276)
	<u>49,457</u>	<u>21,234</u>	<u>34,188</u>
Represented by			
Finance lease liability - Current	19,901	12,566	15,342
Finance lease liability - Non current	29,556	8,668	18,846
	<u>49,457</u>	<u>21,234</u>	<u>34,188</u>

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.

2022	Opening Balances \$	Receipts / Receivable from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Building Improvement	98,228	100,000	(185,158)	-	13,070
Refurbishing Boiler Room	(996)	996	-	-	-
SIP Replacement Paving	(1,137)	1,637	(500)	-	-
Convert Dental Clinic	(34,918)	34,918	-	-	-
Shade Canopy	-	151,227	(2,400)	-	148,827
Storm Damage Block 12	-	27,444	(29,755)	-	(2,311)
Blocks 2:12 Toilet Fittings	-	25,223	(28,023)	-	(2,800)
Site Water Reticulation	-	57,848	(63,689)	-	(5,841)
Site Drainage Works	-	56,252	(2,675)	-	53,577
Electrical & LED Upgrade	-	47,833	(2,275)	-	45,558
Totals	<u>61,177</u>	<u>503,378</u>	<u>(314,475)</u>	<u>-</u>	<u>250,080</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	261,032
Funds Receivable from the Ministry of Education	(10,952)
	<u>250,080</u>

2021	Opening Balances \$	Receipts / Receivable from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Building Improvement	(585)	175,699	(76,886)	-	98,228
Refurbishing Boiler Room	-	-	(996)	-	(996)
Drinking Fountain	4,787	1,502	(6,289)	-	-
SIP Replacement Paving	-	75,573	(76,710)	-	(1,137)
Convert Dental Clinic	-	47,079	(81,997)	-	(34,918)
Totals	<u>4,202</u>	<u>299,853</u>	<u>(242,878)</u>	<u>-</u>	<u>61,177</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	98,228
Funds Receivable from the Ministry of Education	(37,051)
	<u>61,177</u>



Matakana School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

17. Funds Held on Behalf of Community of Learning Cluster

Matakana School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	58,990	58,990	51,288
Funds Received from Cluster Members	15,091	-	19,475
Funds Received from MoE	-	-	13,229
Total funds received	15,091	-	83,992
Funds Spent on Behalf of the Cluster	8,069	3,990	25,002
Funds remaining	7,022	(3,990)	58,990
Distribution of Funds			
Matakana School	4,853	-	7,768
Horizon School	300	-	1,556
Kaipara Flats School	304	-	1,556
Warkworth School	1,147	-	3,356
Leigh School	26	-	1,556
Mahurangi College	-	-	3,113
Snells Beach School	765	-	4,887
Pakiri School	-	-	1,210
Funds Held at Year End	58,617	55,000	58,990

18. Related Party Transactions

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

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





Analysis of Variance 2022

The Covid19 Pandemic still had a significant impact on our academic, EOTC & sporting activities during 2022. We operated under the Red level (Traffic Light System) during Term 1. Once the traffic light system was scrapped, Covid spread across Auckland and we then suffered regular staff and student absences due to the resultant mandatory isolation periods. The disruption to teaching and learning was immense for the remainder of the year. In spite of this, our 2022 ANNUAL ACTION PLAN was implemented to the best of our ability and we were proud of what we were able to achieve. In most cases however, we were required to adapt/reshuffle our programme. This was done within the Guidelines as prescribed by the Ministry of Health and Education under the various Covid Levels and mandatory isolation periods in 2022.

1. The wellbeing of every child attending Matakana School will be paramount and every child will have equitable opportunities to make progress towards achieving the School Standards in literacy and numeracy.

Specific Strategies for 2022 incl. budget	Who?	Expected Result
Encourage teachers to attend all Kahui Ako PD, Teacher Hui Days and to share inquiry learnings.	ASL WSL Principal	All teachers join in all Kahui Ako professional development opportunities and share their learning gems of effective teaching practice.
To continue to gather and analyse achievement data in literacy and numeracy as per School and Kahui Ako requirements. Identify trends and patterns from 2013 – 2020/21 National & School Standards data. Kāhui Ako - collaboration with achievement data sharing and analysis.	Teachers SMT LSC/SENC O/AP/DP Kahui Ako WSL/ASL Principal	Following analysis of data: <ul style="list-style-type: none"> ▪ Planning and teaching programmes will be tailored to meet the specific learning needs of students ▪ 'Need' trends and patterns across the school will be identified ▪ Kāhui Ako (KA) - 'Need' trends and patterns across the KA will be identified ▪ Specific PD for staff in order to continue to accelerate and lift achievement according to the trends identified in the analysis of data.
Make full use of the Learning Support Coordinator (LSC) in our school to assist with learning needs of children who are not achieving. To gather and analyse achievement data in literacy and numeracy for at risk students across the school and Kāhui Ako.	Teachers SMT LSC/SENC O/AP/DP Kahui Ako WSL/ASL Principal	At risk students identified: <ul style="list-style-type: none"> ▪ Programmes put in place across the school (and KA) in order to accelerate raising levels of achievement. ▪ Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. ▪ Specific programmes for at risk children, will be monitored on a regular basis ▪ Students monitored on a regular basis, by teachers and Senior Management.
To report to the BOT on student achievement across the school and Kāhui Ako.	Kāhui Ako LSC/ASL SENCO/DP Principal	Progress and Achievement Data (School and KA) will be presented to the BOT. Results will be differentiated; <ul style="list-style-type: none"> ▪ All children - Year Level / Gender / Māori / Pasifika / Special Needs.
Implement the new 'Mitey' Wellbeing Programme	LSC/Princip al/Staff	To build capacity of teachers to deliver mental health education (Sir John Kirwan Foundation)
Progress Data from target students in literacy and numeracy will be measured twice yearly. Progress and Achievement Data will be reported to the BOT.	SMT SENCO/DP Principal	Data will be gathered from targeted students and measured twice yearly to monitor progress and achievement. This will be reported to the BOT as part of the mid-year and end-of-year assessment reports. Kāhui Ako data will be reported to the BOT when made available.

2. The Principal and Teachers will respond quickly and effectively to the learning needs of children who are not achieving. Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery in order to accelerate student learning outcomes and ensure equity across the school.

Specific Strategies for 2022 incl. budget	Who?	Expected Result
<p>All teachers will have a personal focus goal/s in the Professional Growth Cycle as part of targeting the priority student needs as mentioned in the 2022 School Progress and Achievement Targets and Kāhui Ako achievement challenges. Teachers to actively participate in Kāhui Ako sharing and PD. Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori and Pasifika students.</p>	<p>SMT/Principal ASL/WSL</p>	<p>Teachers will reflect regularly on their professional growth cycle goal/s. Teachers will meet with their Kāhui Ako peers to share inquiry learning gems. Teachers will use formative assessment goals to accelerate raising student achievement for priority students to ensure wellbeing, equity and excellence in learning. Teachers will have high expectations for all Māori and Pasifika students. Teachers continue to focus on new education priorities and make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs. Teachers develop clear and supported pathways to enable learners/ākonga to achieve their aspirations. Teachers create a wide range of education options and delivery models to enable lifelong learning. Teachers ensure great education opportunities and outcomes are within reach for every learner. Teachers include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p>
<p>OTJ sheets used for accurate overall teacher judgements (OTJs). Evaluation Associates contracted to deliver LPF & PaCT PD for the KA. Results entered on SMS (E-Tap) for student reports.</p>	<p>Teachers/SMT</p>	<p>The summative OTJ sheets (assessment grids) for accurate overall teacher judgements (OTJs) will be used for accurate progress and assessment reporting to parents. The assessment schedule for 2023 will be updated in Term 4, 2022. LPF & PaCT PD in Reading attended by all Teachers</p>
<p>Formative assessment will be evident in classroom practice.</p>	<p>Teachers/SMT</p>	<p>Students will articulate their own success criteria in "child speak" in response to the question "What are you learning?" (Student Voice).</p>

Formative assessment will inform planning and teaching programmes to ensure learning needs are being met. Goal Cards used by teachers to ensure coverage of all aspects in Reading and Writing PR1ME Maths coverage	Teachers	Learning intentions will be evident in all planning. Learning intentions will be shared with students in written and oral form. Evidence of feedback/ feed forward in children's books. Teachers use Goal Cards ensure coverage of all aspects in Reading and Writing. Teachers will use the PR1ME Maths programme to ensure coverage of all aspects of Maths. Use of COSMDBRIC & NUMICON for Maths recovery.
Reading Recovery and CORE5 will continue to be implemented. The addition of 'Rev it Up', Early Words, 'Quick 60' and Targeted Writing & Maths programmes when required.	Teachers, LSC, SENCO, Principal, DP	Reading Recovery, Literacy Support and CORE5 programme covers maximum numbers of students. Tracking of all priority students including all Māori and Pasifika students and those achieving below the School Standard. New Learning Support Register in use by LSC. Priority Learners Matrix in use. Student DATA may be shared anonymously with Mahurangi Kāhui Ako schools.

3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs		
Specific Strategies for 2022 incl. budget	Who?	Expected Result
School Organisation in 2022 – 3 Teams.	Principal SMT	The School will operate in three Teams – Junior Team (Years 1-2) Middle Team (Years 3-4) and Senior Team (Years 4-6) allowing for better communication and collaboration amongst Senior Management, Teaching Staff and Parents.
Continue to strengthen home/school partnerships in literacy and numeracy – Matakana Magic Home-Learning Challenge.	Lead Teacher Teachers LSC	The Matakana Magic Home-Learning Challenge will be implemented in Term 1. Parents and Students will be encouraged to take on the extra challenge. A special School Assembly will be held at the end of the year to celebrate the success of students who have completed all aspects of the challenge and medals awarded.
Support all stakeholders to have high expectations for all Māori students and develop and use a range of networks to share and grow knowledge and evidence of what works	SMT/LSC/T eachers	All teachers have high expectations of their Māori students. Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.

to support student wellbeing, equitable opportunities and excellence.		All Māori students are engaged in quality teaching and learning experiences. Māori students have high expectations of their own learning abilities.
Entry Interviews and Transition to School each Term.	DP	All students are assessed by the DP for oral language and basic literacy and numeracy skills within 1 month of starting school. A meeting is held with parents to discuss the results and set the first learning goals. Parents are also advised on how they are able to assist their child to achieve and maximise learning success.
Written Progress Reports to parents Term 2 (Mid-Year) and Term 4 (End-of-year Report).	Teachers Principal	Written Reports – will be generated from the Student Management System (e-Tap) for each student. Reports contain specific information regarding literacy and numeracy levels. Reports clearly indicate to parents how their child is progressing in relation to School Standards and expectations across the curriculum levels as well as Key Competencies.
Parent Interviews & Goal Reviews will be held in Term 1, Week 5. Parent Interviews and Mid-Year Reports in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 9. End-of Year Reports will be issued in Term 4, Week 9.	Teachers Principal	At Parent Interviews & Goal Reviews the focus will be on the goals for future learning. Mid-year reports will be issued to parents at the Parent Interviews in Term 2 that focus on student progress and achievement data and Key Competencies. At the Pupil Progress Presentations, students will share with their parents their learning journey so far and where to next using their goal cards. Students will also guide their parents through their class showing their work and talking about their learning journey.

4. The school will report to parents about their child's progress and achievement against school, national or age appropriate norms.

Specific Strategies for 2022 incl. budget	Who?	Expected Result
<p>Written reports will be used in 2022 which are generated using our Student Management System (eTap).</p>	<p>Principal SM Teachers Parents/ BOT</p>	<p>Include family and whānau as partners central to the learning and achievement of every learner/ākonga. eTap format written reports used in Term 2 & 4. Anniversary reports will be entered online within 2 weeks of the student's school attendance anniversary date (After 1, 2 & 3 years at school). Reporting timetable for 2023 updated in Term 4, 2022. Reports will be written in such a way that parents are able to clearly understand where their child's learning is at. Reports will indicate specific learning levels in relation to School Standards. Reports will indicate student attendance/absence and Key Competencies</p>
<p>Reports to parents will reflect current achievement levels, against expected levels.</p>	<p>Principal Teachers SM</p>	<p>Assessment practice will be rigorous to ensure as far as possible that results are an accurate reflection of a child's progress. Cross-school collaboration in terms of moderation will have been pursued (Writing & Reading LPF). Data on reports will be up to date. Format of written reports will make evident to parents their child's learning levels in relation to our School Standards, Curriculum Levels and Key Competencies</p>
<p>Parent Interviews & Goal Reviews will be held in Term 1, Week 5. Parent Interviews in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 9.</p>	<p>Principal Teachers SM</p>	<p>Dates will be set for Parent Interviews and Goal Reviews, Parent Interviews and Mid-Year Reports as well as PPPs in the relevant term. Parents will be encouraged to attend – 100% attendance expected.</p>
<p>Written reports will be given to parents in Terms 2 and 4. Anniversary reports will be recorded online within 2 weeks of the student's attendance anniversary date.</p>	<p>Principal Teachers SM</p>	<p>Written reports will be completed by class teachers. Senior Management and the Principal will oversee the writing of reports.</p>

5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.

Specific Strategies for 2022 incl. budget	Who?	Expected Result
The Māori Consultation Hui will be held in Term 2	Principal/SMT/LSC/Māori Curriculum Team	Support for all stakeholders to have high expectations for all Māori students. Develop and use a range of networks to share and grow knowledge and evidence of what works to support student wellbeing, equity and high achievement expectations for our Māori students. Support successful transitions into, within, and from places of learning. Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of our school. Mahurangi Kāhui Ako collaboration and use of LPF – Writing & Reading
To gather and analyse achievement data in literacy and numeracy.	Principal Senior Management LSC	Progress and achievement data for these students will be analysed and all at risk students identified. Source new teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.
Support all stakeholders to have high expectations for all students in terms of equity and achievement. To gather and analyse achievement data in literacy and numeracy.	Principal LSC/SENCO/Senior Management/Teachers	Programmes put in place for identified at risk students in order to accelerate raising levels of achievement. Tracking of all priority students including all Māori and Pasifika students and those achieving below the School Standard. New Kāhui Ako Learning Support Register in use by LSC.
To report to the BOT on achievement of Māori and Pasifika students.	DP/Principal	BOT will be informed re Māori / Pasifika student achievement. Māori and Pasifika Consultation Hui will be used to inform the Māori and Pasifika community as originally promoted through the Kāhui Ako.
To implement the Ka Hikitia and Pasifika Education Plans.	Principal/DP/Senco/Teachers	Use strategies and ideas as suggested in these documents as well as those agreed/determined by the Mahurangi KA member schools to accelerate raising the achievement of our Māori and Pasifika students. Matakana School Priority Learners Matrix in use.

<p>Commitment to leading and participating in all activities of the the Mahurangi Kāhui Ako. Participate and lead in the Mahurangi Kāhui Ako Learning Support Hub</p>	<p>Principal/SENCO/LSC</p>	<p>Continue to use joint strategies as determined by the Mahurangi KA member schools to raise the achievement of our Māori and Pasifika students (Member Schools are: Matakana, Snells Beach, Warkworth, Mahurangi College, Pakiri, Leigh, Kaipara, Horizon). LSC continues to participate in the Youth Action Group (YAG) meetings. LSC, SENCO and Principal involved in the Mahurangi Kāhui Ako Learning Support Hub meetings.</p>
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<p>6. The principal and teachers will give effect to the New Zealand Curriculum through the Matakana School Local Curriculum Delivery Plan and the Matakana School Inquiry Learning Model.</p>		
<p>Specific Strategies for 2022 incl. budget</p>	<p>Who?</p>	<p>Expected Result</p>
<p>Implement reviewed Local Curriculum Delivery Plan for 2022</p> <ul style="list-style-type: none"> ▪ Curriculum overview/Delivery plan incorporating thinking skills ▪ Concept/Context planning ▪ Reviewed Matakana School Inquiry Learning Model ▪ Implement 'Spark Weeks' ▪ Matakana Magic golden thread evident 	<p>Principal SM Teachers</p>	<p>Effective implementation of the Curriculum Review/s for 2022: Writing; Review will be completed in Term 3. Investigate sources for the implementation of NZ Histories Curriculum content in 2022 for implementation in 2023. Staff meeting - Term 4 to reflect/review on Local and Inquiry learning topics of 2021 – focus on Concept/Context and the Matakana Magic thread that keeps it all together – PMI. Review of the Matakana School Local Curriculum Delivery Plan for 2023 in Term 4, 2022.</p>
<p>School-wide Targets for 2022 School Wide Target 1 To raise achievement of Māori and Pasifika students in Reading, Writing and Mathematics in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to</p>	<p>Principal SM LSC/ASL/WSL Teachers</p>	<p>More priority learners reach the school standard in Writing, Mathematics and Reading. More students reach the school standard in Writing. Strive to achieve equity and excellence. More students reach the school standard in Mathematics. Strive to achieve equity and excellence. Student wellbeing improves, equity is assured and excellence in teaching and learning is enhanced.</p>

<p>'Above' the School Standard.</p> <p>School Wide Target 2 To raise achievement of students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard</p> <p>Group Target 1 To raise achievement students in Reading in Year 3. There will be emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard.</p> <p>These targets align with the current Mahurangi Kāhui Ako 'Achievement Challenges'. Teacher Professional Growth Cycle goal/s will support the attainment of the targets.</p>		<p>Support for priority learners shows them making accelerated progress across the core curriculum areas of writing, mathematics and reading.</p> <p>Have high expectations for every learner/ākonga and include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p> <p>Our school results contribute positively towards attaining the achievement challenges of the Mahurangi Kāhui Ako.</p> <p>Using revised Professional Growth Cycle based on Teaching Council advice and templates including personal goal/s and continuous reflection/improvement on teaching and learning practice.</p>
<p>'Matakana Inquiry Model' pedagogy used - teachers inquire into the teaching-learning relationship "moment by moment (as teaching takes place), day by day, and over the longer term" (NZC, page 35).</p> <p>Teachers use the Matakana School Inquiry Learning Model.</p>	<p>Principal SM ASL, WSLs Teachers</p>	<p>During Term 1 – 4 as the reviewed Local Curriculum Delivery Plan for 2021 unfolds teachers will focus on:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment and supported pathways • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning and experience • Ensure great education opportunities and outcomes are within reach for every learner • Create a wide range of education options and delivery models to enable lifelong learning.

Collaboration and Collaborative Teaching initiatives in 2022	Principal SM Teachers	Staff PD Conference Days 2022 – This has been arranged for Wednesday 26 and Thursday 27 January. The focus will be on Tikanga Māori (customary practices or behaviours) and NZ Histories. Collaborative agreements set up between teachers/teams – January 2022.
Teacher Only Days	Principal	Professional Development: Professional Growth Cycles – Friday 28 January Te Reo and Tikanga Māori – Cultural Flow – Thursday 14 April Curriculum – NZ Histories – Friday 3 June
Teaching Staff – Professional Growth Cycle 2022 and Goal/s	Principal SM	Using revised Professional Growth Cycle based on Teaching Council advice and templates including personal goal/s and continuous reflection/improvement on teaching and learning practice.

7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using digital technologies, robotics and thinking skills.

Specific Strategies for 2022 incl. budget	Who?	Expected Result
For ICTs to be incorporated into classroom programmes: <ul style="list-style-type: none"> ▪ iPads/Chromebooks/Chrome Sticks ▪ Swivels ▪ Digital Cameras – Video & Still ▪ Visualisers ▪ Soundfield Systems 	Teachers ICT Team Principal	Blended e-learning will be encouraged in all learning practices. Teachers will be encouraged to use the media room facilities. Teachers will share learning with colleagues. Students actively using Chromebooks, iPads. Teachers using the Soundfield Systems to enhance student auditory processing and learning.
To continue to develop the use of thinking skills in the classroom as per the Curriculum Delivery Plan <ul style="list-style-type: none"> • Blooms Revised Taxonomy Model • Gardener's Multiple Intelligences • SOLO Taxonomy 	Teachers Principal	Professional Development opportunities will be available for staff. Teacher's pedagogical knowledge will increase and impact on children's learning (personal PD). Integration of thinking skills will be evident in classroom practice. Children will be able to articulate their knowledge of thinking skills. Teachers will reflect on their practise and collaborate/share with colleagues their ideas and thoughts.

<p>Continue with the implementation of the Future Focused Learning Initiative (2015) STEAM focus - LEGO Education Challenge & EPRO8 Challenge.</p>	<p>Principal, ICT Team, Teachers</p>	<p>Blended e-learning and One-to-One devices (Chromebooks) fully integrated into the teaching and learning programme in Years 4-6. Lego Robotics kits in full use – Years 1-6. STEAM integrated focus - STEAM is a unique approach to the New Zealand inquiry-based Curriculum by integrating science, technology, engineering, art and mathematics into our local curriculum. STEAM gives the opportunity for our students to be creative, critical thinkers and flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others.</p>
<p>Use of ICT's and programmes will be evident in planning, programmes and teaching as observed by Team Leaders</p>	<p>Lead Teachers Team Leaders Teachers Principal</p>	<p>Professional Development opportunities will be available for staff to effectively use Hapara Teacher Dashboard and Google Apps For Education (GAPE) to ensure the effective use of Chromebooks in Y4-6.</p>
<p>School Radio Station contributions to Student learning and wellbeing (MagicMix 97.6fm)</p>	<p>Teachers Principal</p>	<p>Staff PD and Student Radio Crew learning opportunities includes visits to commercial radio stations. Student broadcasts on a daily basis.</p>
<p>Ensure the continued effective implementation of the Digital Technologies Curriculum</p>	<p>Lead Teachers Principal</p>	<p>All Lego and related Robotics hardware/software will be effectively used to assist in the delivery of the Digital Technologies Curriculum from Year 1 – 6.</p>
<p>Teachers will have access to online resources and be prepared for sudden Covid19 Lockdown situations</p>	<p>ICT Team, Teachers, Principal</p>	<p>Teachers will have online learning programmes ready to roll out should any sudden Covid19 Lockdowns be announced. Zoom, Google Meet, Seesaw and Class DoJo will be used as well as various subject specific online applications. Teachers will actively follow various social media teacher sites, for teaching tips and suggested programmes/apps to assist in teaching and learning programmes.</p>

Progress and Achievement Targets for 2022

In Writing, Mathematics and Reading (using Overall Teacher Judgement)

School Wide Target 1

To raise achievement of Māori and Pasifika students in Reading, Writing and Mathematics in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.

School Wide Target 2

To raise achievement of students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard

Group Target 1

To raise achievement of students in Reading in Year 3. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard.

These school wide targets align with the current Mahurangi Kāhui Ako 'Achievement Challenges'.

More specific detail may be determined as part of the Kāhui Ako co-construction and development process.

The logo features the word "MATAKANA" in a dark grey, sans-serif font. Below it, the word "MAGIC" is written in a stylized, 3D font. The letters "M", "A", and "C" are blue with white stars, while the letters "G", "I", and "C" are green with white stars. The background is a blue sky with white clouds and stars.

MATAKANA MAGIC

**Analysis of Matakana School
Progress and Achievement Targets
for 2022**

**Analysis of Matakana School
End of Year Student Achievement
Data for 2022**

**Matakana School Progress and
Achievement Targets for 2023**





Analysis of Matakana School Progress and Achievement Targets for 2022



Matakana School

Progress and Achievement Targets for 2022

School Wide Target 1

To raise achievement of Māori and Pasifika students in Reading, Writing and Mathematics in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.

School Wide Target 2

To raise achievement of students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.

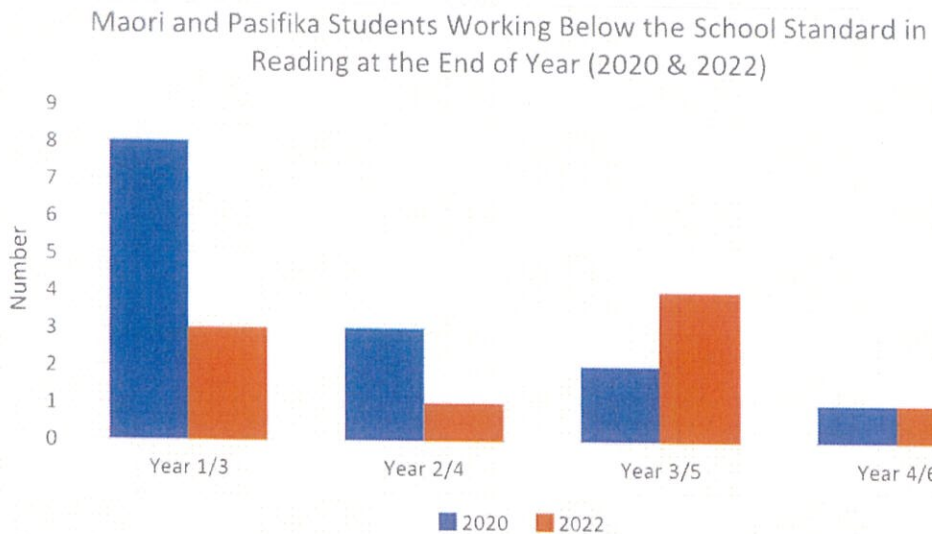
Group Target 1

To raise achievement of students in Reading in Year 3. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard.

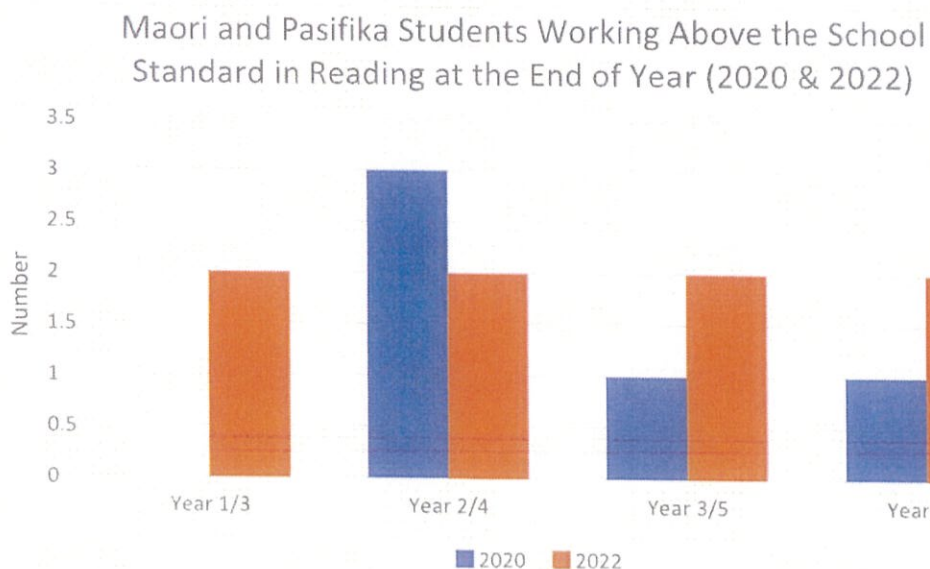
These school wide targets align with the current Mahurangi Kāhui Ako 'Achievement Challenges'. More specific detail may be determined as part of the Kāhui Ako co-construction and development process.

School Wide Target 1

To raise achievement of Māori and Pasifika students in Reading, Writing and Mathematics in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.

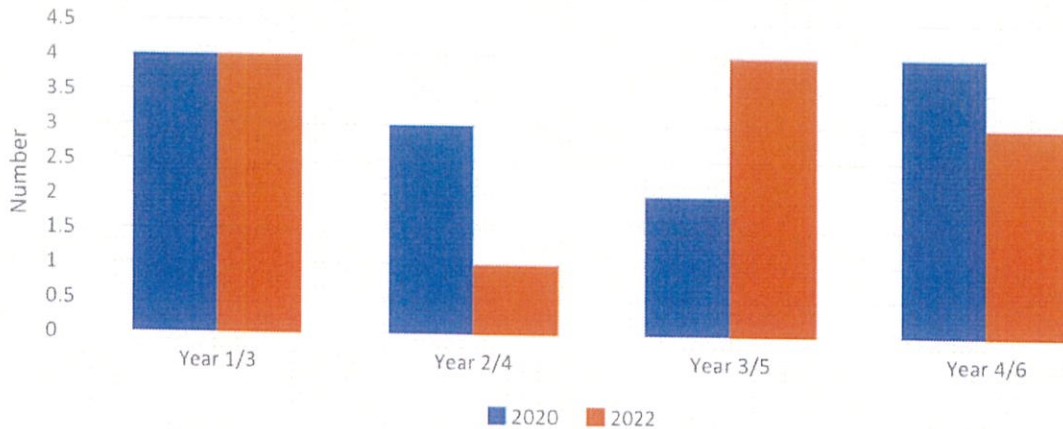


Target 1 was achieved schoolwide in Reading with 5 fewer Māori and Pasifika students working 'Below' the School Standard in Reading. Target 1 was achieved in Years 3, 4 and the number working 'Below' remained the same in Year 6. In Year 5 we had 2 more students performing 'Below' the School Standard in Reading than in 2020.



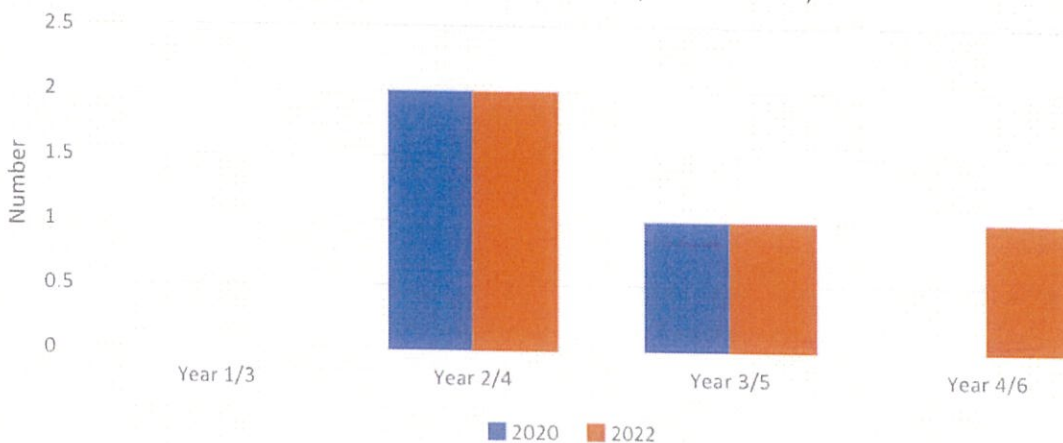
Target 1 was achieved schoolwide in Reading with 3 more Māori or Pasifika students working 'Above' the School Standard in Reading. The target was achieved in Years 3, 5 and 6. There was a decrease of 1 student working 'Above' the School Standard in Year 4

Maori and Pasifika Students Working Below the School Standard in Writing at the End of Year (2020 & 2022)



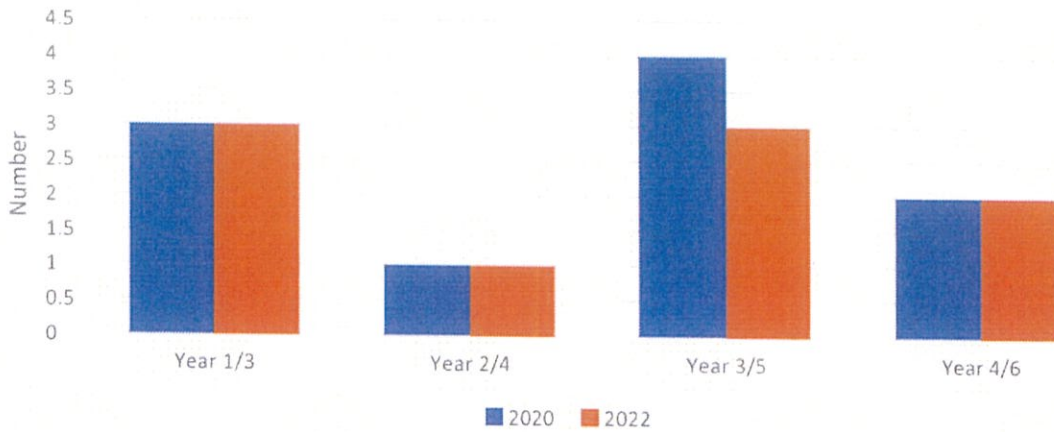
Target 1 was achieved schoolwide in Writing with 1 less Māori or Pasifika student working 'Below' the School Standard in Writing. The target was achieved in Years 4 and 6 and the number remained the same in Year 3. In Year 5 we had 2 more students performing 'Below' the School Standard in Writing than in 2020.

Maori and Pasifika Students Working Above the School Standard in Writing at the End of Year (2020 & 2022)



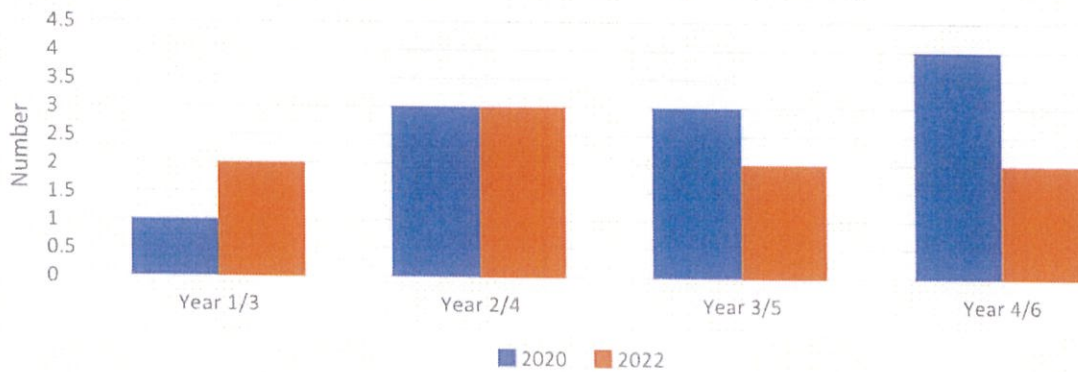
Target 1 was achieved schoolwide in Writing with 1 more Māori or Pasifika student working 'Above' the School Standard in Writing. The target was achieved in Year 5. There was no change in the other year groups.

Māori and Pasifika Students Working Below the School Standard in Mathematics at the End of Year (2020 & 2022)



Target 1 was achieved schoolwide in Mathematics with 1 less Māori or Pasifika student working 'Below' the School Standard in Mathematics. The target was achieved in Year 5 and in Year 3, 4 and 6 and the number working 'Below' the School Standard remained the same.

Māori and Pasifika Students Working Above the School Standard in Mathematics at the End of Year (2020 & 2022)

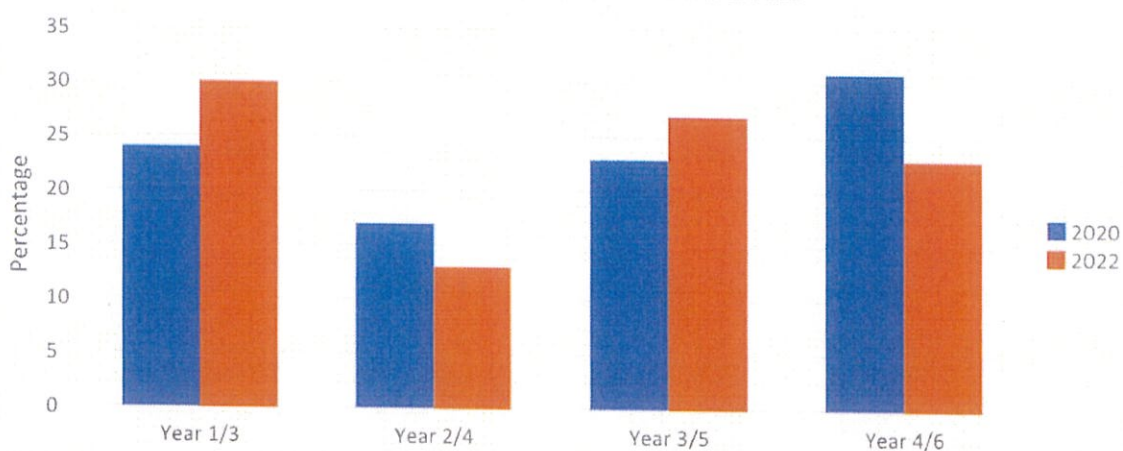


Target 1 was not achieved schoolwide in Mathematics with 2 less Māori and Pasifika students working 'Above' the School Standard in Mathematics. The target was achieved in Year 3, stayed the same in Year 4 and decreased in Year 5 and 6.

School Wide Target 2

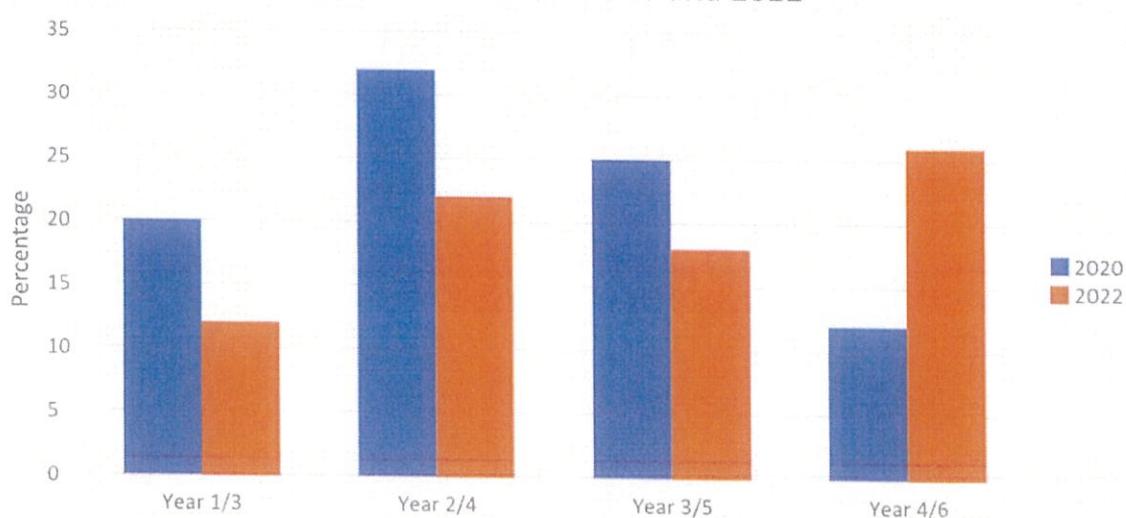
To raise achievement of students in writing in Years 1-6. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.

Students Working 'Below' the School Standard in Writing at the End of the Year in 2020 and 2022



Target 2 was not achieved schoolwide with an increase of 2 students working 'Below' the School Standard. The target was achieved in Year 4 and Year 6, but the number working 'Below' the School Standard increased in Years 3 and 5.

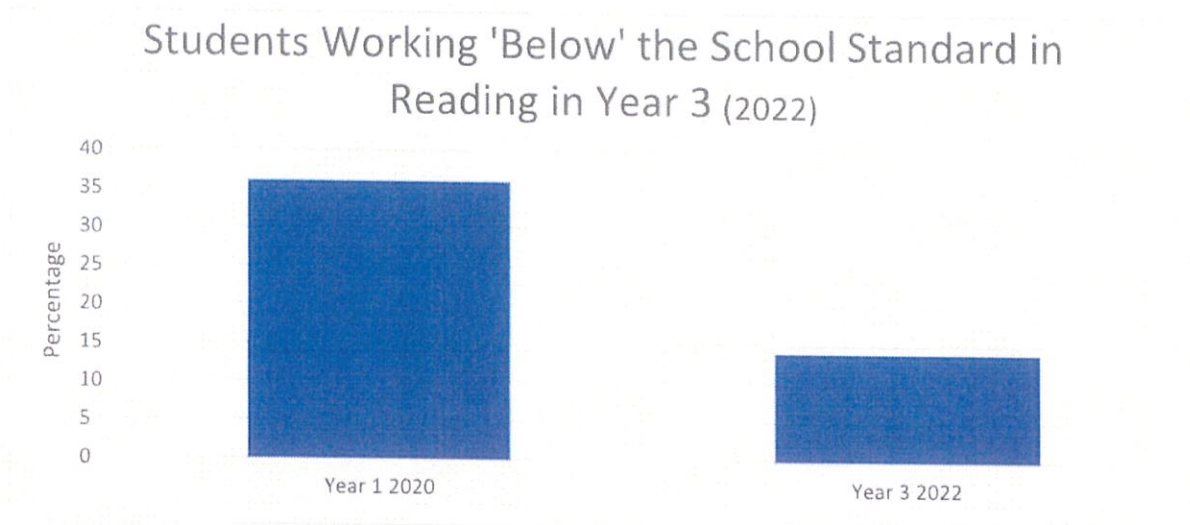
Students Working 'Above' the School Standard in Writing at the End of the Year in 2020 and 2022



Target 2 was not achieved schoolwide with a decrease of 5 students working 'Above' the School Standard in Writing. The target was achieved in Year 6 but the number working 'Above' the School Standard decreased in Years 3, 4 and 5.

Group Target 1

To raise achievement of students in Reading in Year 3. There will be an emphasis on lifting achievement of those students working 'Below' the School Standard to 'At' the School Standard.



Group Target 1 was achieved. We now have 13 less students working 'Below' the School Standard in Reading in Year 3 than we did in Year 1.



Analysis of Matakana School
End of Year Student Achievement Data
for 2022

End Year Student Reading Achievement 2022

Interpretation Key:
Percentages (Numbers)
Blue numbers = All Students
Red numbers = Boys
Black numbers = Girls

Matakana School Standards

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Total: 58	Total: 58	Total: 50	Total: 54	Total: 56	Total: 47	
Boys: 31 Girls: 27	Boys: 31 Girls: 27	Boys: 30 Girls: 20	Boys: 24 Girls: 30	Boys: 29 Girls: 27	Boys: 27 Girls: 20	
					40% (19)	Above
					26% (7) 60% (12)	
				37% (21)	51% (24)	At
				35% (10) 41% (11)	63% (17) 35% (7)	
			32% (17)	45% (25)	9% (4)	Below
			13% (3) 47% (14)	45% (13) 44% (12)	11% (3) 5% (1)	
		40% (20)	61% (33)	16% (9)		Well Below
		47% (14) 30% (6)	83% (20) 43% (13)	17% (5) 15% (4)		
	31% (18)	46% (23)	7% (4)	2% (1)		
	19% (6) 45% (12)	40% (12) 55% (11)	4% (1) 10% (3)	3% (1)		
12% (7)	59% (34)	10% (5)				
10% (3) 15% (4)	68% (21) 48% (13)	13% (4) 5% (1)				
71% (41)	10% (6)	4% (2)				
77% (24) 63% (17)	13% (4) 7% (2)	10% (2)				
17% (10)						
13% (4) 22% (6)						

End-Year Reading Achievement 2022

Our target of 85% of students achieving 'At' or 'Above' the School Standard in Reading was achieved school wide at the end of 2022 with 87.3% achieving 'At' or 'Above' the Standard. The target was achieved in Year 2 (90%), Year 3 (86%), Year 4 (93%) and Year 6 (91%). In Year 1 we had 83% working 'At' or 'Above' the Standard and in Year 5 (82%). There was very little difference in the performance of boys and girls across all year groups with 22 boys and 19 girls working 'Below' the Standard.

In order to ensure continued high achievement in this curriculum area in 2023, we will be continuing implementation of the Reading Recovery programme and starting an intensive Structured Literacy programme in our Year 1 and 2 cohort. In Years 3-6 there will be an increased focus on phonetic decoding skills, using a Structured Literacy based programme.



End Year Student Reading Achievement 2022

Māori Students 15% - Pasifika Students 3%

Interpretation Key:
Blue numbers = % of students
() = number of students

Matakana School Standards	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Total: 8	Total: 11	Total: 8	Total: 10	Total: 12	Total: 9	
						22% (2)	Above
					17% (2)	67% (6)	At
				20% (2)	50% (6)	11% (1)	Below
			25% (2)	70% (7)	33% (4)		Well Below
		18% (2)	38% (3)	10% (1)			
	12% (1)	64% (7)	38% (3)				
	75% (6)	18% (2)					
	12% (1)						

End-Year Māori and Pasifika Reading Achievement 2022

Our target of 85% of Māori and Pasifika students achieving 'At' or 'Above' the School Standard in Reading was not achieved school wide with 79.3% (46 students) performing 'At' the Standard, (12 students were working 'Below' the Standard). The target was achieved in Year 1 (87%), Year 4 (90%) and Year 6 (89%) working 'At' Standard. The target was not achieved in Year 2 (82%), Year 3 (63%) and Year 5 (67%).

In order to improve achievement in this curriculum area in 2023, we will be continuing implementation of the Reading Recovery programme and starting an intensive Structured Literacy programme in our Year 1 and 2 cohort. In Years 3-6 there will be an increased focus on phonetic decoding skills, using a Structured Literacy based programme.

Staff continue to receive professional development with Cultural Flow specialist Hōne Heke Rankin who is working alongside the Mahurangi Kāhui Ako to upskill and improve our knowledge of Te Ao Māori.



Student Achievement School Standards (Whole School Performance)

			Reading			
			Below	At	Above	At and Above
2012	Mid Year	%	19.2	70.0	11.3	81.3
2012	End of Year	%	15.1	53.8	31.1	84.9
2013	Mid Year	%	17.8	59.7	22.3	82.0
2013	End of Year	%	14.5	49.5	36.0	85.5
2014	Mid Year	%	13.8	60.5	25.7	86.2
2014	End of Year	%	12.2	47.6	40.1	87.7
2015	Mid Year	%	15.2	59.5	25.3	84.8
2015	End of Year	%	10.3	54.6	35.1	89.7
2016	Mid Year	%	15.2	61.8	23.0	84.8
2016	End of Year	%	10.9	57.6	31.5	89.1
2017	Mid Year	%	11.4	59.3	29.3	88.6
2017	End of Year	%	9.7	57.6	32.7	90.3
2018	Mid Year	%	13.9	57.4	28.7	86.1
2018	End of Year	%	10.3	51.3	38.5	89.8
2019	Mid Year	%	16.5	51.8	31.8	83.6
2019	End Year	%	11.4	53.1	35.5	88.6
2020	Mid Year	%	18.8	50.2	31.0	81.2
2020	End Year	%	17.1	49.7	33.2	82.9
2021	Mid Year	%	18.0	52.4	29.6	82.0
2022	Mid Year	%	21.0	52.1	26.9	79.0
2022	End Year	%	12.7	55.7	31.6	87.3

Goal: 85% of students at Matakana School will attain School Standards.

End Year Student Writing Achievement 2022

Interpretation Key:
Percentages (Numbers)
Blue numbers = All Students
Red numbers = Boys
Black numbers = Girls

Matakana School Standards

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Total: 58	Total: 58	Total: 50	Total: 54	Total: 56	Total: 47	
Boys: 31 Girls: 27	Boys: 31 Girls: 27	Boys: 30 Girls: 20	Boys: 24 Girls: 30	Boys: 29 Girls: 27	Boys: 27 Girls: 20	
					26% (12)	Above
					19% (5) 35% (7)	
				18% (10)	51% (24)	At
				7% (2) 30% (8)	48% (13) 55% (11)	
			22% (12)	55% (31)	23% (11)	Below
			13% (3) 30% (9)	59% (17) 52% (14)	33% (9) 10% (2)	
		12% (6)	65% (35)	25% (14)		Well Below
		7% (2) 20% (4)	71% (17) 60% (18)	31% (9) 18% (5)		
	15% (9)	58% (29)	11% (6)	2% (1)		
	10% (3) 22% (6)	60% (18) 55% (11)	13% (3) 10% (3)	3% (1)		
7% (4)	71% (41)	28% (14)	2% (1)			
6% (2) 7% (2)	68% (21) 74% (20)	33% (10) 20% (4)	3% (1)			
83% (48)	14% (8)	2% (1)				
81% (25) 86% (23)	22% (7) 4% (1)	5% (1)				
10% (6)						
13% (4) 7% (2)						

End-Year Writing Achievement 2022

Our target of 85% of students achieving 'At' or 'Above' the School Standard in Writing was not achieved school wide at the end of 2022 with 80.8 % 'At' or 'Above' the Standard.

The target was achieved in Year 1 (90%), Year 2 (86%) and Year 4 (87%).

The target was not achieved in Year 3 (70%), Year 5 (73%) and Year 6 (77%).

There was a big discrepancy between the achievement of boys and girls in writing across all year groups with a total of 44 boys not reaching the school standard compared to 18 girls.

We still continue to experience the impact of Covid in this curriculum area, although there was significant improvement during 2022.

In order to further raise achievement in this curriculum area in 2023, we will be continuing implementation of the Reading Recovery programme and starting an intensive Structured Literacy programme in our Year 1 and 2 cohort. In Years 3-6 there will be an increased focus on phonetic decoding skills, using a Structured Literacy based programme.

Writing with an emphasis on students performing 'Below' the School Standard, Boys and Māori and Pasifika will be the School Targets in 2023.



End Year Student Writing Achievement 2022

Māori Students 15% - Pasifika Students 3%

Interpretation Key:
Blue numbers = % of students
() = number of students

Matakana School Standards

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Total: 8	Total: 11	Total: 8	Total: 10	Total: 12	Total: 9	
					11% (1)	Above
				8% (1)	56% (5)	At
			20% (2)	59% (7)	33% (3)	Below
		50% (4)	70% (7)	33% (4)		Well Below
12% (1)	64% (7)	50% (4)	10% (1)			
75% (6)	36% (4)					
12% (1)						

End-Year Māori and Pasifika Writing Achievement 2022

Our target of 85% of Māori and Pasifika students achieving 'At' or 'Above' the School Standard in Writing was not achieved school wide with 70.7% (41 students) performing 'At' the Standard, (17 students were working 'Below' the Standard). The target was achieved in Year1 (88%) and Year 4 (90%).

We still continue to experience the impact of Covid in this curriculum area, although there has been a significant improvement during 2022.

In order to further raise the achievement in this curriculum area in 2023, we will be continuing implementation of the Reading Recovery programme and starting an intensive Structured Literacy programme in our Year 1 and 2 cohort. In Years 3-6 there will be an increased focus on phonetic decoding skills, using a Structured Literacy based programme.

Staff continue to receive professional development with Cultural Flow specialist Hōne Heke Rankin who is working alongside the Mahurangi Kāhui Ako to upskill and improve our knowledge of Te Ao Māori.



Student Achievement School Standards (Whole School Performance)

			Writing			
			Below	At	Above	At and Above
2012	Mid Year	%	18.8	74.7	6.5	81.2
2012	End of Year	%	15.1	66.9	18.1	84.9
2013	Mid Year	%	17.5	72.2	10.3	82.5
2013	End of Year	%	14.5	62.3	23.2	85.5
2014	Mid Year	%	18.2	65.7	16.2	81.9
2014	End of Year	%	15.3	63.4	21.4	84.8
2015	Mid Year	%	14.5	75.5	10.0	85.5
2015	End of Year	%	12.0	71.5	16.5	88.0
2016	Mid Year	%	18.9	72.6	8.4	81.0
2016	End of Year	%	17.9	67.0	15.2	82.2
2017	Mid Year	%	24.9	65.3	9.8	75.1
2017	End of Year	%	18.8	64.3	17.0	81.3
2018	Mid Year	%	20.5	65.0	14.5	79.5
2018	End of Year	%	16.2	59.5	24.2	83.7
2019	Mid Year	%	16.8	62.9	20.3	83.2
2019	End Year	%	15.9	61.9	22.2	84.1
2020	Mid Year	%	23.1	59.1	17.8	76.9
2020	End Year	%	22.3	54.3	23.3	77.6
2021	Mid Year	%	24.4	57.6	18.0	75.6
2022	Mid Year	%	24.9	63.1	12.0	75.1
2022	End Year	%	19.2	64.4	16.4	80.8

Goal: 85% of students at Matakana School will attain School Standards.

End Year Student Mathematics Achievement 2022

Interpretation Key:
Percentages (Numbers)
Blue numbers = All Students
Red numbers = Boys
Black numbers = Girls

Matakana School Standards

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Total: 58	Total: 58	Total: 50	Total: 54	Total: 56	Total: 47	
Boys: 31 Girls: 27	Boys: 31 Girls: 27	Boys: 30 Girls: 20	Boys: 24 Girls: 30	Boys: 29 Girls: 27	Boys: 27 Girls: 20	
					26% (12)	Above
					30% (8) 20% (4)	
				34% (19)	53% (25)	At
				38% (11) 30% (8)	44% (12) 65% (13)	
			30% (16)	43% (24)	17% (8)	Below
			38% (9) 23% (7)	41% (12) 44% (12)	19% (5) 15% (3)	
		28% (14)	57% (31)	21% (12)	4% (2)	Well Below
		33% (10) 20% (4)	54% (13) 60% (18)	17% (5) 26% (7)	7% (2)	
	19% (11)	54% (27)	9% (5)	2% (1)		
	16% (5) 22% (6)	50% (15) 60% (12)	4% (1) 14% (4)	4% (1)		
14% (8)	71% (41)	12% (6)	4% (2)			
16% (5) 11% (3)	74% (23) 67% (18)	14% (4) 10% (2)	4% (1) 3% (1)			
74% (43)	10% (6)	6% (3)				
74% (23) 74% (20)	10% (3) 11% (3)	3% (1) 10% (2)				
12% (7)						
10% (3) 15% (4)						

End-Year Mathematics Achievement 2022

Our target of 85% of students achieving 'At' or 'Above' the School Standard in Mathematics was not achieved school wide at the end of 2022 with 83.9 % 'At' or 'Above' the Standard. The target was achieved in Year 1 (88%) Year 2 (90%) and Year 4 (87%)
 Across the school there were the same number of boys and girls (26) working 'Below' the Standard.

Although we did not meet the target we continue to improve on previous years results, which for the past few years have reflected the implications caused by Covid. We continue to prioritise our Maths programme with an uninterrupted 'Golden Hour' as often as possible.

We continue to ensure our new staff are supported in upskilling in order to implement the PR1ME programme.



End Year Student Mathematics Achievement 2022

Māori Students 15% - Pasifika Students 3%

Interpretation Key:
Blue numbers = % of students
() = number of students

Matakana School Standards	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Total: 8	Total: 11	Total: 8	Total: 10	Total: 12	Total: 9	
						22% (2)	Above
					17% (2)	56% (5)	At
				30% (3)	58% (7)	11% (1)	Below
			25% (2)	50% (5)	25% (3)	11% (1)	Well Below
		9% (1)	38% (3)	10% (1)			
	12% (1)	73% (8)	38% (3)	10% (1)			
	75% (6)	18% (2)					
	12% (1)						

End-Year Māori and Pasifika Achievement Achievement 2022

Our target of 85% of Māori and Pasifika students achieving 'At' or 'Above' the School Standard in Mathematics was not achieved school wide with 77% (45 students) performing 'At' or 'Above' the Standard, (13 students were working 'Below' the Standard). The target was achieved in Year 1 (87%).

Although we did not meet the target we continue to improve on last years results, which for the past few years have reflected the implications caused by Covid.

We continue to prioritise our Maths programme with an uninterrupted 'Golden Hour' as often as possible.

We continue to ensure our new staff are supported in upskilling in order to implement the PR1ME programme.

Staff continue to receive professional development with Cultural Flow specialist Hōne Heke Rankin who is working alongside the Mahurangi Kāhui Ako to upskill and improve our knowledge of Te Ao Māori.



Student Achievement School Standards (Whole School Performance)

			Mathematics			
			Below	At	Above	At and Above
2012	Mid Year	%	18.3	76.7	5.0	81.7
2012	End of Year	%	16.7	62.2	21.1	83.3
2013	Mid Year	%	18.7	63.7	17.8	81.5
2013	End of Year	%	18.0	55.0	27.0	82.0
2014	Mid Year	%	15.8	61.0	23.2	84.2
2014	End of Year	%	18.4	51.0	30.6	81.6
2015	Mid Year	%	13.0	69.2	17.7	86.9
2015	End of Year	%	13.1	61.5	25.4	86.9
2016	Mid Year	%	20.9	64.2	14.9	79.1
2016	End of Year	%	14.2	60.0	25.8	85.8
2017	Mid Year	%	18.9	60.3	20.8	81.1
2017	End of Year	%	13.8	53.5	32.7	86.2
2018	Mid Year	%	12.0	60.3	27.8	88.1
2018	End of Year	%	10.5	59.3	30.2	89.5
2019	Mid Year	%	17.6	54.1	28.2	82.3
2019	End Year	%	12.2	52.6	35.2	87.8
2020	Mid Year	%	13.2	55.1	31.7	86.8
2020	End Year	%	14.3	50.3	35.4	85.7
2021	Mid Year	%	18.3	49.4	32.3	81.7
2022	Mid Year	%	18.1	55.7	26.2	81.9
2022	End Year	%	16.1	59.1	24.8	83.9

Goal: 85% of students at Matakana School will attain School Standards.

Year format



2022 Māori - Pasifika Student Achievement Summary End Year

Reading		Writing		Mathematics		
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Above
11	19.0%	5	8.6%	11	19.0%	Above
35	60.3%	36	62.1%	34	58.6%	At
12	20.7%	16	27.6%	11	19.0%	Below
0	0.0%	1	1.7%	2	3.4%	Well below
58	100%	58	100%	58	100%	Totals



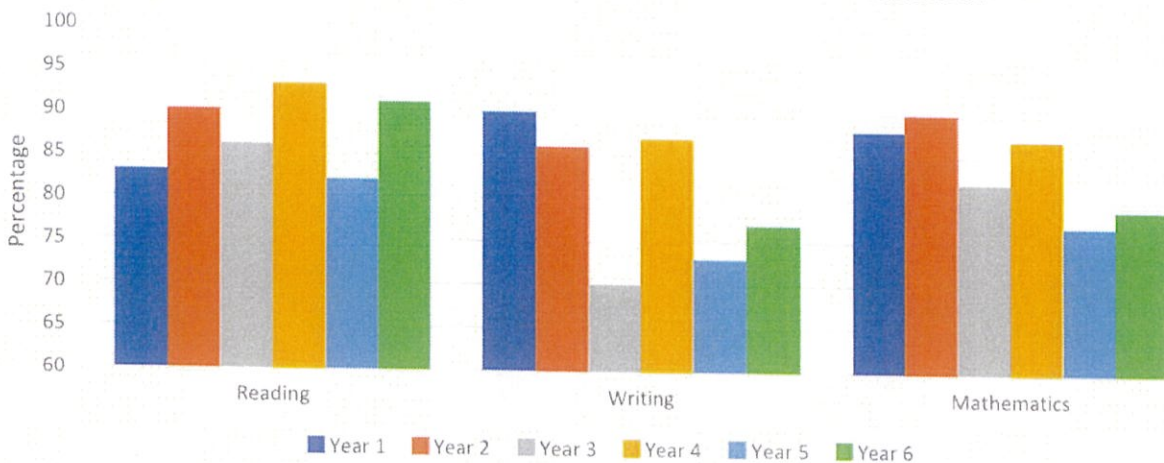
**Matakana School
Progress and Achievement Targets
for 2023**



Matakana School Progress and Achievement Targets for 2023

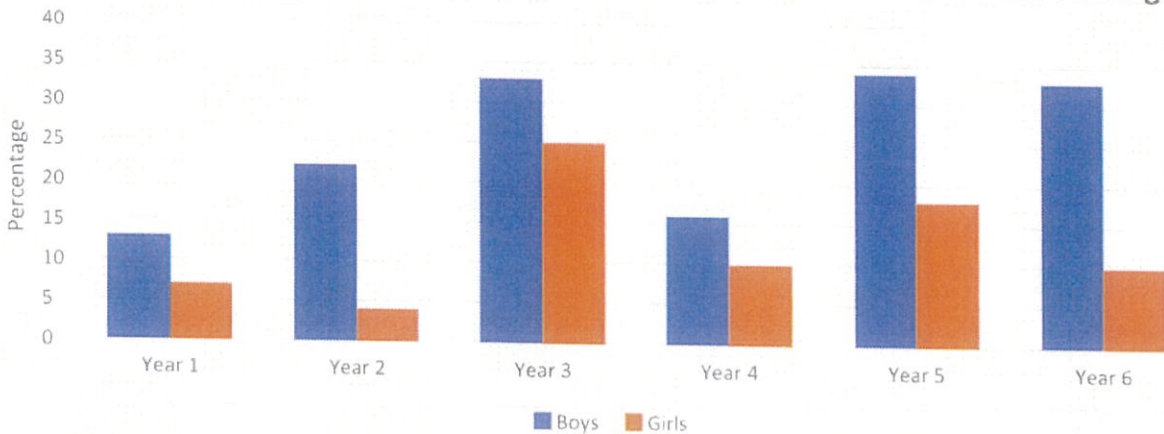
2022 End of Year School Wide Achievement in Reading Writing and Mathematics.

Students Working 'At' or 'Above' the School Standard.



2022 End of Year Data

Boys and Girls Working 'Below' the School Standard in Writing

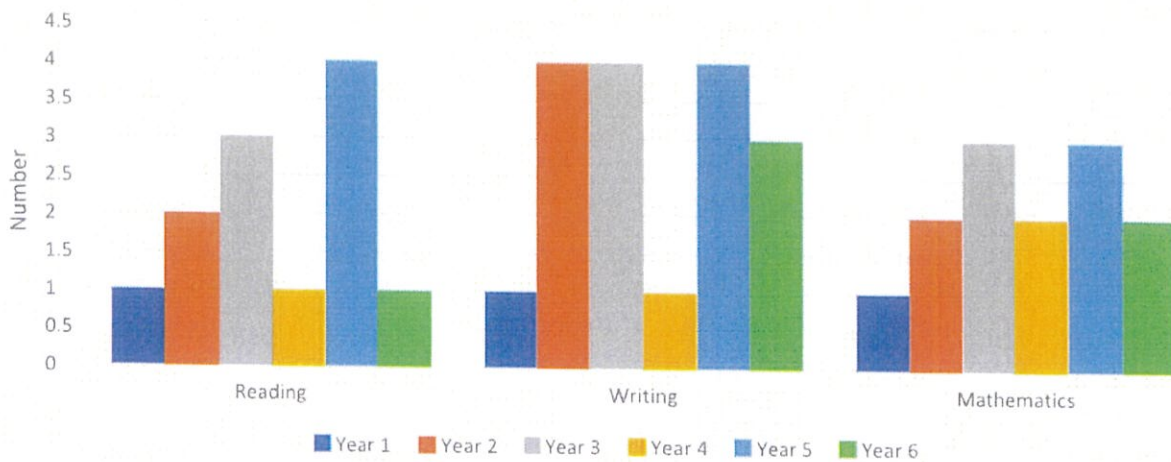


School Wide Target

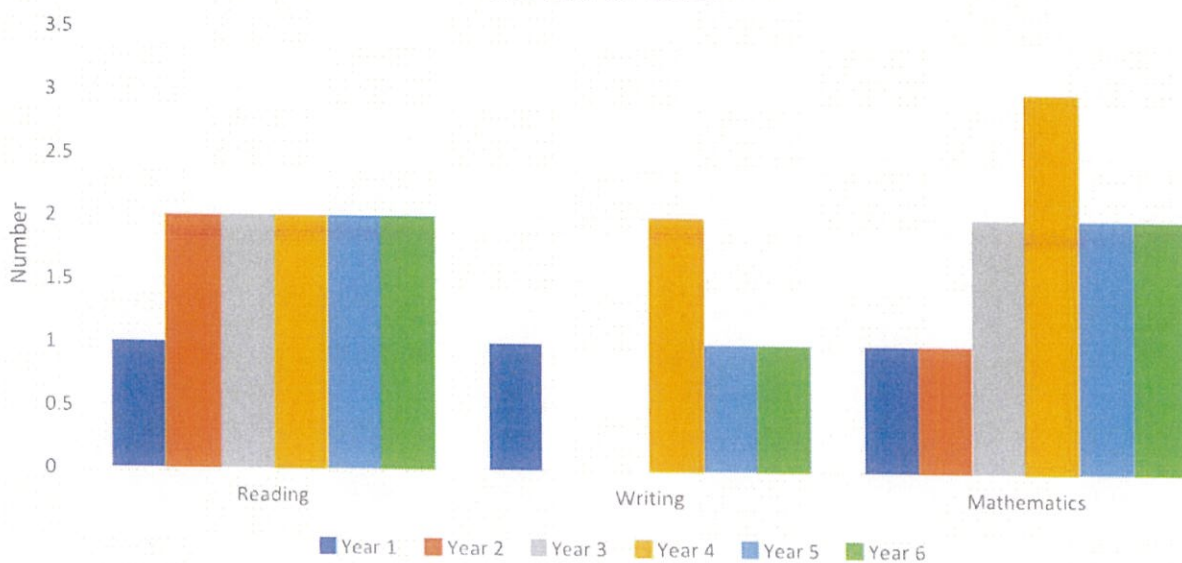
To raise achievement of students in Writing in Years 1-6.

There will be an emphasis on lifting the achievement of all students (with particular focus on Boys) working 'Below' the School Standard to 'At' the School Standard and those students working 'At' the School Standard to 'Above' the School Standard.

Maori and Pasifika Students Working 'Below' the School Standard at the End of 2022



Maori and Pasifika Students Working 'Above' the School Standard at the End of 2022



Group Target

To raise achievement of Māori and Pasifika students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.

These targets align with the current Kāhui Ako 'Achievement Challenges'. More specific detail may be determined as part of the Kāhui Ako co-construction and development process.



Matakana School Progress and Achievement Targets for 2023

In Writing, Mathematics and Reading (using Overall Teacher Judgement)

School Wide Target

To raise achievement of students in Writing in Years 1-6.

There will be an emphasis on lifting the achievement of all students (with particular focus on Boys) working 'Below' the School Standard to 'At' the School Standard and those students working 'At' the School Standard to 'Above' the School Standard.

Group Target

To raise achievement of Māori and Pasifika students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.

These targets align with the current Kāhui Ako 'Achievement Challenges'. More specific detail may be determined as part of the Kāhui Ako co-construction and development process.

Kiwi Sport Expenses 2022
Matakana School

Funds from the Ministry of Education enabled us to fund a sports coach, Sharon Hallett, to coach and model sport at our school.

Neil Hatfull 27/01/2023

Sports Coordinator

Matakana School

Statement of Compliance with Employment Policy

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

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

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MATAKANA SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Matakana School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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

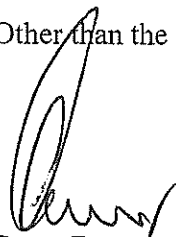
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements 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.



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

