MATARAU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

MATARAU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1043
Principal:	Kevin Trewhella
School Address:	Matarau Road, Kamo, Whangarei
School Postal Address:	Matarau Road, R D 1 Kamo, Whangarei
School Phone:	(09) 433-5823
School Email:	admin@matarau.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rebecca Anderson	Presiding Member	Elected	May-22
Kevin Trewhella	Principal	ex Officio	
Lisa Tito	Parent Representative	Elected	Jun-22
Craig Curnow	Parent Representative	Elected	Jun-22
Toni Pivac	Parent Representative	Elected	Jun-22
Adam Crump	Parent Representative	Elected	Jun-22
Pete Nathan	Parent Representative	Elected	Jun-22
Adam Crump	Staff Representative	Elected	Jun-22

Accountant / Service Provider:	The School Office
Auditor:	UHY Haines Norton (Auckland) Limited

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

MATARAU SCHOOL

Annual Report - For the year ended 31 December 2021

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UHY HAINES NORTON (AUCKLAND) LIMITED
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Matarau School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Rebecca Jayne Anderson
Full Name of Presiding Member

Signature of Presiding Member

25.05.2022.
Date:

Kevin Dennis Trewhella
Full Name of Principal

Signature of Principal

25.5.2022
Date:

Matarau School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue				
Government Grants	2	2,528,723	2,273,800	2,417,214
Locally Raised Funds	3	63,445	191,850	123,894
Interest Income		959	500	2,504
International Students	4	-	10,000	25,962
		2,593,127	2,476,150	2,569,574
Expenses				
Locally Raised Funds	3	53,468	28,700	57,215
International Students	4	-	1,500	5,155
Learning Resources	5	2,036,770	1,677,160	1,914,210
Administration	6	84,031	78,800	81,180
Finance		1,106	-	1,138
Property	7	387,360	507,550	477,928
Depreciation	12	45,334	-	49,366
Loss on Disposal of Property, Plant and Equipment		35	-	4,549
		2,608,104	2,293,710	2,590,741
Net Surplus / (Deficit) for the year		(14,977)	182,440	(21,167)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(14,977)	182,440	(21,167)

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

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Matarau School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Equity at 1 January		568,852	568,852	590,019
Total comprehensive revenue and expense for the year		(14,977)	182,440	(21,167)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		553,875	751,292	568,852
Retained Earnings		553,875	751,292	568,852
Reserves		-	-	-
Equity at 31 December		553,875	751,292	568,852

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

UHY HAINES NORTON (AUCKLAND) LIMITED
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Matarau School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Current Assets				
Cash and Cash Equivalents	8	233,918	293,028	72,630
Accounts Receivable	9	157,420	156,161	156,161
GST Receivable		9,460	2,392	2,392
Prepayments		4,893	2,994	2,994
Inventories	10	3,691	2,739	2,739
Investments	11	158,972	158,200	158,200
		568,354	615,514	395,116
Current Liabilities				
Accounts Payable	13	190,180	166,443	166,443
Revenue Received in Advance	14	9,018	5,070	5,070
Provision for Cyclical Maintenance	15	8,571	8,333	8,333
Finance Lease Liability	16	6,832	5,667	6,403
Funds held in Trust	17	537	537	537
Funds held for Capital Works Projects	18	143,781	-	18,862
		358,919	186,050	205,648
Working Capital Surplus/(Deficit)		209,435	429,464	189,468
Non-current Assets				
Property, Plant and Equipment	12	378,716	347,840	411,063
		378,716	347,840	411,063
Non-current Liabilities				
Provision for Cyclical Maintenance	15	30,532	24,239	24,239
Finance Lease Liability	16	3,744	1,773	7,440
		34,276	26,012	31,679
Net Assets		553,875	751,292	568,852
Equity		553,875	751,292	568,852

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

Matarau School
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash flows from Operating Activities				
Government Grants		657,427	490,800	601,952
Locally Raised Funds		71,457	171,959	104,003
International Students		-	10,000	25,962
Goods and Services Tax (net)		(7,068)	6,165	6,165
Payments to Employees		(422,932)	(194,447)	(470,304)
Payments to Suppliers		(245,337)	(172,694)	(241,887)
Interest Paid		(1,106)	-	(1,138)
Interest Received		989	1,135	3,139
Net cash from/(to) Operating Activities		53,430	312,918	27,892
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(9,363)	(2,000)	(15,894)
Purchase of Investments		(772)	(76,438)	(76,438)
Net cash from/(to) Investing Activities		(10,135)	(78,438)	(92,332)
Cash flows from Financing Activities				
Finance Lease Payments		(6,926)	(6,403)	(7,074)
Loans Received/ Repayment of Loans		-	(7,529)	(7,529)
Funds Administered on Behalf of Third Parties		124,919	(150)	14,987
Net cash from/(to) Financing Activities		117,993	(14,082)	384
Net increase/(decrease) in cash and cash equivalents		161,288	220,398	(64,056)
Cash and cash equivalents at the beginning of the year	8	72,630	72,630	136,686
Cash and cash equivalents at the end of the year	8	233,918	293,028	72,630

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.

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Matarau School
Notes to the Financial Statements
For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity
Matarau 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

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

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

d) 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.

e) 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.

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

g) 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.

h) 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.

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	5-40 years
Furniture and equipment	10-20 years
Information and communication technology	5-20 years
Plant and Equjipment	5-20 years
Sports Equipment	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

k) 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.

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

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

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

n) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

o) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

p) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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 statements 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.

2. Government Grants

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Operational Grants	581,211	450,800	484,983
Teachers' Salaries Grants	1,607,477	1,400,000	1,457,972
Use of Land and Buildings Grants	263,876	383,000	357,290
Other MoE Grants	76,159	40,000	116,969
	2,528,723	2,273,800	2,417,214

The school has opted in to the donations scheme for this year. Total amount received was $45,600.

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Revenue	$	$	$
Donations & Bequests	15,503	54,500	27,304
Fees for Extra Curricular Activities	32,454	104,350	64,421
Trading	3,614	8,000	3,017
Fundraising & Community Grants	10,529	19,000	24,690
Other Revenue	1,345	6,000	4,462
	63,445	191,850	123,894
Expenses			
Extra Curricular Activities Costs	42,949	22,100	36,766
Trading	3,820	2,600	7,077
Fundraising and Community Grant Costs	6,597	4,000	13,372
Other Locally Raised Funds Expenditure	102	-	-
	53,468	28,700	57,215
Surplus/ (Deficit) for the year Locally raised funds	9,977	163,150	66,679

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll			1

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Revenue	$	$	$
International Student Fees	-	10,000	25,962
Expenses			
Other Expenses	-	1,500	5,155
	-	1,500	5,155
Surplus/ (Deficit) for the year International Students	-	8,500	20,807

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5. Learning Resources

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Curricular	60,022	121,700	52,005
Equipment Repairs	381	800	199
Information and Communication Technology	9,756	21,000	7,320
Library Resources	3,836	8,000	3,308
Employee Benefits - Salaries	1,960,517	1,522,160	1,849,504
Staff Development	2,258	3,500	1,874
	2,036,770	1,677,160	1,914,210

6. Administration

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Audit Fee	5,242	5,000	4,545
Board Fees	1,500	2,500	1,400
Board Expenses	4,679	1,400	3,288
Communication	1,903	2,200	2,114
Consumables	4,792	5,600	5,318
Other	8,442	11,600	12,103
Employee Benefits - Salaries	51,845	48,000	47,092
Insurance	5,628	2,500	5,320
	84,031	78,800	81,180

7. Property

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Caretaking and Cleaning Consumables	4,057	1,700	4,399
Consultancy and Contract Services	42,800	42,000	40,236
Cyclical Maintenance Provision	6,531	9,000	7,214
Grounds	14,746	17,200	7,546
Heat, Light and Water	11,380	13,300	16,101
Repairs and Maintenance	14,037	12,850	9,658
Use of Land and Buildings	263,876	383,000	357,290
Security	1,402	1,500	1,091
Employee Benefits - Salaries	28,531	27,000	34,393
	387,360	507,550	477,928

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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.

8. Cash and Cash Equivalents

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Bank Accounts	233,918	293,028	72,630
Cash and cash equivalents for Statement of Cash Flows	233,918	293,028	72,630

Of the $233,918 Cash and Cash Equivalents, $193,418 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2021 on Crown owned school buildings.

Of the $233,918 Cash and Cash Equivalents, $9.018 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

9. Accounts Receivable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Receivables	25,194	29,258	29,258
Receivables from the Ministry of Education	2,746	2,803	2,803
Interest Receivable	197	227	227
Teacher Salaries Grant Receivable	129,283	123,873	123,873
	157,420	156,161	156,161
Receivables from Exchange Transactions	25,391	29,485	29,485
Receivables from Non-Exchange Transactions	132,029	126,676	126,676
	157,420	156,161	156,161

10. Inventories

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Stationery	2,335	199	199
School Uniforms	1,356	2,540	2,540
	3,691	2,739	2,739

11. Investments

The School's investment activities are classified as follows:

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Current Asset			
Short-term Bank Deposits	158,972	158,200	158,200
Total Investments	158,972	158,200	158,200

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12. Property, Plant and Equipment

2021	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings - School	296,431				(11,296)	**285,135**
Furniture and Equipment	36,032				(8,363)	**27,669**
Information and Communication T	35,778	5,775			(12,727)	**28,826**
Plants & Machinery	4,686				(1,197)	**3,489**
Sports Equipment	11,086				(2,505)	**8,581**
Leased Assets	12,886	3,659			(7,031)	**9,514**
Library Resources	14,164	3,588	(35)		(2,215)	**15,502**
Balance at 31 December 2021	411,063	13,022	(35)	-	(45,334)	**378,716**

The net carrying value of equipment held under a finance lease is **$10,207 (2020: $12,886)**

	2021 Cost or Valuation $	2021 Accumulated Depreciation $	2021 Net Book Value $	2020 Cost or Valuation $	2020 Accumulated Depreciation $	2020 Net Book Value $
Buildings - School	546,596	(261,461)	**285,135**	546,596	(250,165)	**296,431**
Furniture and Equipment	129,186	(101,517)	**27,669**	129,186	(93,154)	**36,032**
Information and Communication T	227,347	(198,521)	**28,826**	221,572	(185,794)	**35,778**
Plants & Machinery	25,170	(21,681)	**3,489**	25,170	(20,484)	**4,686**
Sports Equipment	24,845	(16,264)	**8,581**	24,845	(13,759)	**11,086**
Leased Assets	21,431	(11,917)	**9,514**	21,364	(8,478)	**12,886**
Library Resources	49,318	(33,816)	**15,502**	45,842	(31,678)	**14,164**
Balance at 31 December	1,023,893	(645,177)	**378,716**	1,014,575	(603,512)	**411,063**

13. Accounts Payable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Creditors	30,815	19,460	19,460
Accruals	6,028	9,540	9,540
Banking Staffing Overuse	12,323	-	-
Employee Entitlements - Salaries	135,752	133,646	133,646
Employee Entitlements - Leave Accrual	5,262	3,797	3,797
	190,180	166,443	166,443
Payables for Exchange Transactions	190,180	166,443	166,443
	190,180	166,443	166,443

The carrying value of payables approximates their fair value.

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14. Revenue Received in Advance

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Other revenue in Advance	9,018	5,070	5,070
	9,018	5,070	5,070

15. Provision for Cyclical Maintenance

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Provision at the Start of the Year	32,572	32,572	25,358
Increase/ (decrease) to the Provision During the Year	6,531	9,000	7,214
Use of the Provision During the Year	-	(9,000)	-
Provision at the End of the Year	39,103	32,572	32,572
Cyclical Maintenance - Current	8,571	8,333	8,333
Cyclical Maintenance - Term	30,532	24,239	24,239
	39,103	32,572	32,572

16. Finance Lease Liability

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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
No Later than One Year	7,507	6,567	7,368
Later than One Year and no Later than Five Years	3,951	1,973	7,939
Future Finance Charges	(882)	(1,100)	(1,464)
	10,576	7,440	13,843
Represented by			
Finance lease liability - Current	6,832	5,667	6,403
Finance lease liability - Term	3,744	1,773	7,440
	10,576	7,440	13,843

17. Funds held in Trust

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	537	537	537
	537	537	537

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. 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.

2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Room 11 Upgrade	3,725		(3,725)		-
SIP Project - School Canopy	19,069	177,408	(3,059)		193,418
HMS/LSC - Junior Block	(3,932)		(39,379)		(43,311)
5YA Roofing Works	-		(4,826)		(4,826)
Block 15 Upgrade	-		(1,500)		(1,500)
Totals	18,862	177,408	(52,489)	-	143,781

Represented by:	
Funds Held on Behalf of the Ministry of Education	193,418
Funds Due from the Ministry of Education	(49,637)
	143,781

2020	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Room 11 Upgrade	3,725	-	-		3,725
SIP Project - School Canopy	-	22,176	(3,107)		19,069
HMS/LSC - Junior Block	-	-	(3,932)		(3,932)
Totals	3,725	22,176	(7,039)	-	18,862

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2021 Actual $	2020 Actual $
Board Members		
Remuneration	1,500	1,400
Leadership Team		
Remuneration	530,498	533,402
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	531,998	534,802

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance **(1 members)** and Property **(1 members)** that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual $000	2020 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	4-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2021 FTE Number	2020 FTE Number
100-110	1.00	1.00
	1.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	$0	$0
Number of People	0	0

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: nil).

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) Contracts for various projects around the school - all projects are fully funded by the Ministry of Education (see Capital Works Projects Notes). As at balance date $177,408 had been received and $52,489 had been spent.

(Capital commitments at 31 December 2020: Contracts for SIP and HMS/LSC - Junior Block, fully funded by the Ministry of Education. As at balance date $7,039 had been spent on the projects.)

(b) Operating Commitments

As at 31 December 2021 the Board had not entered into any contracts.

24. Financial Instruments

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

Financial assets measured at amortised cost	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash and Cash Equivalents	233,918	293,028	72,630
Receivables	157,420	156,161	156,161
Investments - Term Deposits	158,972	158,200	158,200
Total Financial assets measured at amortised cost	550,310	607,389	386,991
Financial liabilities measured at amortised cost			
Payables	190,180	166,443	166,443
Finance Leases	10,576	7,440	13,843
Total Financial Liabilities Measured at Amortised Cost	200,756	173,883	180,286

25. Events After Balance Date

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

26. Comparatives

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

27. COVID 19 Pandemic on going implications

Impact of Covid-19
During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations
Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds
Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

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Increased Remote learning additional costs
Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students
Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

UHY Haines Norton
Chartered Accountants

UHY Haines Norton (Auckland) Limited

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MATARAU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Matarau School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, 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 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31|5|22. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

The Board' 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 arise from the Public Audit Act 2001.

Other information

The Board are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwisport Report, Analysis of Variance and the Members of the Board, 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.

UHY Haines Norton
Chartered Accountants

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 (Revised): *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.

....

Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

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Whangarei
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New Zealand

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Website: www.matarau.school.nz

Principal: Kevin Trewhella

MATARAU SCHOOL

25 May 2022

Sungesh Singh
UHY Haines Norton (Auckland) Limited
22 Catherine Street,
Henderson,
Auckland 0612

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2021

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Matarau School (the School) for the year ended 31 December 2021 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
- the financial position as at 31 December 2021; and
- the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error.

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2021; and
    - the 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.

- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
- all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
- unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements; and
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware.
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with one another, and the other information does not contain any material misstatements.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2021. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from [24 May 2022], and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, surrounding the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Chairperson

Principal

Analysis of Variance Area for school wide focus Writing For the period 2020/21

<table>
<tr><td>Strategic Aim Excellence in literacy and numeracy (local priority 1)</td><td>Historical Position</td></tr>
<tr><td><u>Annual Aim</u> :

To reduce persistent (comparative) underachievement in writing by systematically identifying and targeting the causes of this underachievement.</td><td>Data suggests that further work needs to be done to embed improvements in writing practice. While clear gains are evident, these gains are not transferring across to general writing with sufficient consistency, and complementary diagnostics show inconsistent results. Uptake of new skills is also not uniform across all cohorts and some cohorts seem to me more resistant to interventions. It needs to be noted, however, that the school is still in the early stages of WTE implementation and that modest shifts could be reasonably expected at this stage of the implementation process.

Staff are hugely positive about the Write That Essay PLD but feel they need further time (and support) to become more proficient in the use of related strategies and tools. They also believe that programmes need further tweaking and that (further) specific thought needs to be given to struggling writers.

It is noteworthy that the achievement differential between reading and writing is closing, this may suggest that more children are edging closer to their potential as writers. Staff should take encouragement from this.

It is suggested that in 2021 the school continues to focus on ...

1) effective diagnostic practices, including good formative practice and specific use of diagnostics at the level of individual students, 2) analysis of specific mechanisms for targeted intervention, 3) continue with implementation of the "Write That Essay" programme at all levels of the school, and 4) continue to explore and exploit the links between reading and writing. 5) SPECIAL FOCUS ON SENTENCE TRAINS, SENTENCE STYLES AND ONLINE TOOLS 6) LSC mentoring of 1 on 1 instruction</td></tr>
</table>

IDENTIFIED AREAS FOR IMPROVEMENT	**Well below standard**	**Below standard**	**At standard**	**Above standard**	**Areas for improvement**	**Position in relation to target statement (post analysis)**	**Analysis / Reflections / Recommendations**

	NAG 2A (bii)	**NAG 2A (bii)**		**NAG 2A (bi)**	**Target Statement .. Annual Aims**	**THIS IS NOW A MID-POINT ANALYSIS**	
Whole school (Nov) 2019	***2.7%*** ***1.7% 2018***	***18%*** ***18.9% 2018***	***43.7%*** ***53.2% 2018***	***35.6%*** ***26.3% 2018***	The number of students writing below or well-below standard (currently 21%) will not exceed 15% (approximately the number of students achieving below and well below in reading).	The number of students achieving below or well below standard in writing at the end of 2020 (now the mid-point) is unchanged.	
Post/Mid point data School 2020	***4.3%***	***20%***	***49%***	***26%***	*2021 - The number of students writing below or well-below standard (currently 24%) will not exceed 15% (approximately the number of students achieving below and well below in reading).*	**2021** The number of students achieving below and well-below in writing remains unchanged. However this is not reflected in some assessments, especially norm-referenced assessments and these results may not give an accurate picture.	Pika sheets for writing are understating achievement in writing when compared with norm-referenced assessments. The aspirational element of the writing indicators puts them at odds with many of the indicators in other learning areas. Suggest that these anomalies are addressed in 2022.
Boys (1)							

(Nov 2019)	***3.7%*** ***2% 2018***	***24.3 %*** ***24% 2018***	***44.9%*** ***60% 2018***	***27.2%*** ***15% 2018***	Number of boys below standard in writing will be fewer than 18% (this being the mid-point between number of boys and girls below standard at the end of 2019)	**2021** The number of boys below or well below standard at mid-point is 29% - not dissimilar to the commencing data.	
Post/Mid point data Boys 2020 ***End 2021***	*7%*	*25%*	*45%*	*24%*	*2021 - Number of boys below standard in writing will be* ***closer to*** *18% (this being the mid-point between number of boys and girls below standard at the end of 2019)*	**2021** The number of students achieving below and well-below in writing remains unchanged.	**See above.**
FOCUS HOTSPOTS							
Year 4 (2020) *Year 3 2019*	8%	28%	28%	38%	The number of children below standard at year 4 will be no greater than 18% (This	**2021** The number of children below or well below standard in writing at year 4 is 33%, a marginal	

					being the average number of children BS school wide).	improvement but significantly short of target of 18%.	
End 2020 (NOW Y 5) **End 2021**	4%	32%	40%	23%	*2021 - The number of children below standard at **year 5** will be **closer to** 18% (This being the average number of children BS school wide).*	**2021** The number of children below or well below at year 5 is 33%, a marginal improvement but short of the 18% target.	
Year 7 (2020) *Year 6 2019*	3%	20%	30%	48%	The number of children below and well standard at year 7 will be no greater than 15% (this being the mid-point between the number of children BS at years 6 and 8)	The number of children achieving below or well below standard in writing at year 7 has reduced from 23% to 21%. End 2020 – reduction WB and B has further reduced but end 2020 data shows significant downward shift from above to at … reasons for this should be explored.	
End 2020 (NOW Y 8)	8%	11%	66%	16%	*2021 - The number of children below and well standard*	**The number of children achieving below and well**	***See above***

End 2021					*at **year 8** will be no greater than 15% (this being the mid-point between the number of children BS at years 6 and 8)*	**below standard at year 8 is unchanged.**	

Global Reflections on 2021 post –data – GIVEN THAT THIS IS NOW BEING TREATED AS MID-POINT DATA
Results in norm referenced assessments are showing significant improvements but this has not shown in the Pika data which was used for this Analysis of Variance. This discrepancy is the result of writing targets becoming more aspirational than actual to align them with WTE PLD. They are therefore not especially useful for this purpose.
Looking behind the numbers
It is suggested that … … a thorough moderation is undertaken of the writing Pika sheets to identify "typical" levels of attainment for each year level (including the mid-point), The Pika sheets are generally norm referenced, rather than aspirational, and this is essential if they are to work in their current form, and if they are to give accurate peer referenced attainment impressions. … in 2022, as adjustments are being made, it might be helpful to use a narrower range of already norm-referenced assessments (e.g. PATs) as the basis of targets. Further discussions around these questions needs to take place as programmes are adjusted in 2022.
In summary … areas for consideration in 2022

… the PIKA assessments help to ensure consistency and reliability of achievement targets across the school and over time. Teachers should be further encouraged to over-ride the PIKA data where they think this data does not give an accurate or fair picture of a student's achievement. It might be helpful to evaluate how this override function is being utilised to ensure consistency and best practice. Staff should also be reminded that, with the approval of senior staff, specific assessments can be excluded from the Pika data set where these assessments undermine accuracy.

… as the WTE initiative unfolds, explicit steps should be made to integrate associated writing measures within a wider literacy context, particularly with respect to the promotion of reading (including quality reading mileage) across all levels of the school.

… careful consideration needs to be given to the optimal mix for raising the performance of underachieving students. While interventions of learning support staff have been helpful in the past, the role of the classroom teacher, and consistency of support at the class level, remains integral to the mix and is a Ministry priority.

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TARGETTED USE OF KIWISPORT FUNDING MATARAU SCHOOL 2021

KIWISPORT FUNDING **Funds allocated** **Funds expended**	**Supporting Actions**		**Success Indicators**	Mid-year 2020-2021	Fully achieved	Partly achieved	Not achieved	Carried over	***Evaluation*** ***Self Review - Looking to 2022***
Outcomes To ensure children have a variety of high quality sporting and fitness experiences . To raise the level of fitness (and overall wellness) through regular participation in the above. To use physical activity to improve engagement and target needs of underachieving and behaviour problem students	**Children will ..** Participate in (and support others to participate in) a variety of sport and fitness activities. **Teachers will ..** Provide high quality sport and fitness activities – taught esp through strategic games. Provide regular fitness opportunities .. each day where possible. **School will ..** Appropriately resource and support the above prog's	**WS**	.. regular (where possible daily) class / syndicate (outdoor) fitness sessions. .. promote strategic games to promote skills application .. fitness through the winter months using the hall where necessary. .. opportunities to play games during lunchtimes and after school.			✓ ✓ ✓	 ✓		**Reflections 2021 ...** Lessons for skills teaching. (small bal Utilise the shade area for year round fitness and sport. Integrate Maori movement and game: (tapuwai) **Looking to 2022** Integration of skill and games session into all programmes year 3 and up wi syndicate leaders taking the lead. Consider "move well" programme.

Charter and Annual Report For Matarau School

Including Statements of Variance

School Number 1043
For the Period 2021

INTRODUCTION

Background

Matarau School is a progressive rural school providing a quality education for approximately 320 children from years 1 to 8. Our location only 10 minutes from northern Whangarei enables us to combine the best of both a rural and urban education. We have a proud history of success in a wide range of educational domains and a high level of community involvement and good will. We provide balanced learning programmes (incorporating basic skills and opportunities for extension), within an environment where children feel safe and where every individual child is valued for their unique disposition and talents.

Our Mission Statement

The Matarau School Board of Trustees will ensure that children are provided with diverse and challenging opportunities to be valued, to know and build on their strengths, to make productive learning and personal decisions and to enjoy the process of learning.

STRATEGIC OBJECTIVES

Community Values **(updated after consultation 2018)**

.. personal responsibility for our work and actions
.. promotion of a positive self-image
.. promotion of positive interpersonal relationships
.. pursuit of excellence in all that we do
.. commitment to a life-long work ethic
.. importance of the physical education as a component of well-being
.. good environmental practices
.. celebration of diversity
.. recognition of the value of a rural lifestyle
.. meaningful inclusion of te reo and tikanga (added Dec. 2019)

*The schools **Contract with Learners** and Our **Statement of Pedagogy** will be the principal contexts for the teaching and practise of our core values (based on the school's Mission Statement and on the Glasser Quality Schools Model).*

The school consults with its community

.. as part of formal self-review
.. through weekly newsletters, school notice board and school website
.. through invitation to attend meetings of the board and other meetings called for specific purposes
.. through representation on the PTA and via BoT member with responsibility for community liaison
.. through a Maori liaison person / whanau group
.. through a variety of reports made available to the community

In determining local priorities the school undertakes to work within the National Education Guidelines which include the National Education Goals, The National Curricula and The National Administration Guidelines.
Local priorities will be determined through ..
Consultation with the community
Board and staff self-review
Review of achievement information

PROCEDURAL INFORMATION

Reflecting Cultural Diversity

The Board recognises its responsibility to ensure that New Zealand's cultural diversity (and particularly the needs of Maori) are reflected in the school's programmes and policies. Instruction in Maori language and culture will be provided within constraints of resourcing and current skills.

Consultation and Review

The board will regularly consult with (and consider feedback from) community, students and staff. This feed-back will inform school self-review. Feedback from the Maori community will be invited through the above process and/or through a Maori liaison person / whanau group appointed for this purpose.

The outcome of self-review (including performance against achievement targets) will be formally reported to the community each year. In many cases interim achievement information will be provided to families throughout the year via the school newsletter and the school website.

An Annual Report outlining the schools progress in relation to its charter objectives will be made available to the community, and will be submitted to the Ministry of Education by the required date.

STRATEGIC PRIORITIES	LONGER TERM STRATEGIC INTENT	*BROADER STRATEGIC PRIORITIES (NAGS 2 TO 6)*
Local (NAG 1) **(Updated after consultation 2018)** **Through effective pedagogy and meaningful student engagement the school will provide varied opportunities to develop ..** .. values and work habits which are integral to effective learning and to life beyond school .. a commitment to personal bests .. excellence in literacy and numeracy .. a partnership between home and school .. success for all .. physical education as a component of well-being .. good environmental awareness and practices .. purposeful integration of ICT **And to provide opportunities to develop ..** • self-management and goal setting skills • values such as caring, determination, compassion and forgiveness • critical, creative and caring thinking skills • positive interaction and respect for difference • opportunities to value a rural lifestyle and interact with people from other communities	**National Priorities (NAG 1) – updated 2018** .. partnership between schools and families .. building cultural responsiveness .. meaningful use of digital technologies .. high expectations (staff and students) .. promoting leadership .. inclusive learning environments .. improved outcomes for at risk students .. data analysis which leads to improved outcomes .. developing agency (staff and students) *The school will ensure that the National Education Priorities are integral to the strategic planning process. These priorities will be reflected in the school's core strategic goals and in annual plans.* ***Supporting Documentation (NAG 1)*** *The following documents support the school to improve learning outcomes* • *curriculum policies and guidelines* • *curriculum development component of the school charter including targets, actions and success indicators in areas of ….* *curriculum content* *curriculum delivery* *assessment* *student welfare* *special focus areas where applicable* • *curriculum audit and implementation plans in focus areas* • *school generic and class / cohort specific S.A.T. information* • *professional development plan* • *parent student survey information* • *national curriculum and support documents*	• promote a systematic and inclusive approach to needs identification including the implementation of National Standards (NAG 2) • develop protocols and procedures which promote optimal performance and contribute to enhanced learning (NAG 3) • allocate funds and manage resources to enhance learning and physical and emotional well-being (NAG 4) • provide a safe and pleasant physical environment which complies with legislative guidelines and generally accepted "good practice" - including good environmental practices.(NAG 5) • ensure the school's administrative function supports the school's primary objective of enhanced learning while assisting the school to meet relevant legislative requirements (NAG 6) ***Supporting Documentation (NAGS 2-6)*** *The following documents support the school in meeting its broader obligations* • *organisation and management component of the school charter* • *school operational and personnel policies* • *the school's operations manual* • *performance appraisal documents* • *Equal Employment Opportunity Reports* • *six monthly health and safety reports* • *annual budget* • *10 Year Property Plan* • *board job descriptions and personal targets* • *formal records of business of the board including minutes, correspondence etc* • *parent and student survey information* • *annual policy review summary*

STRATEGIC OVERVIEW

		2018	2019	**2020/2021**	2022	2023
CURRICULUM KNOWLEDGE	New	WRITING Fine tuning practice Supporting struggling writers	WRITE THAT ESSAY – WHOLE SCHOOL PROFESSIONAL DEVELOPMENT	**National Priority** LOCAL CURRICULUM DESIGN … contract, pedagogy, inquiry etc	SCIENCE (1) Growing inquiry, wonderment and learner agency in Science. **POSSIBLE ENVIRO FOCUS**	The Arts. Mathematics???
	Consol.	Continue to refine key elements of literacy practice.	N.A.	Write That Essay (2)	Curriculum Design 2	SCIENCE (2) FOCUS AREAS IN SCIENCE (identified in 2018)
CURRICULUM DELIVERY ***Values and Habits Integral to Learning***	New	STEM / STEAM (1) Personalised Learning Blooms Taxonomy etc Multiple Intelligences Glasser Digital Technologies	STEM / STEAM (2) Personalised Learning Blooms Taxonomy etc Multiple Intelligences Glasser Digital Technologies	STEM/STEAM (3) Review Inquiry Learning models in light of evolving practices. PERSPECTIVES Link with Science	ENVIRONMENTAL ED To be determined (CoL)	**National Priority** Cultural Capability
	Consol.	CRIITICAL THINKING (1) De Bono 6 Hats Cort Thinking Brain Storming MLEs	CRITICAL THINKING (2) De Bono 6 Hats Cort Thinking Brain Storming MLEs	FULL IMPLEMENTATION OF DIGITAL TECHNOLOGIES CURRICULUM	INTEGRATING DIGITAL TECHNOLOGIES WITHIN EMERGING INQUIRY PROCESSES.	To be determined
ASSESSMENT	Other	Develop / source matrices to support STEAM initiatives (1) Implement agreed CoL assessment tool (likely in writing – perhaps transaction writing) (1)	Implement Write That Essay assessment tools into programmes (to replace Asttle Writing)	Develop / source matrices to support STEAM initiatives (2) Implement agreed CoL assessment tool (likely in writing – perhaps transactional writing) (2) Consider revisions to AOVs	Undertake wide review of current assessment practices to ensure applicability and relevance of these. Implement Revisions	Assessment Review (2)
CREATING A SUPPORTIVE LEARNING ENVIRONMENT ***Ach. for all***	Personal <u>/Student</u>	Implement / consolidate … … Pay it forward .. Companioning … Class discussions … Implement Statement of practical Ethics … Grow teacher and learner agency (1)	Implement CoL Wellness initiatives (1) Determined in discussion with CoL	WELLNESS (1) (In conjunction with CoL) Primary focus staff. EXPANSION AND INTEGRATION OF LEARNING SUPPORT.	WELLNESS (2) Primary focus students. REVIEW OF LEARNING SUPPORT.	Cultural Capability
	<u>Focus Gr</u>	Struggling Writers (1)	Struggling Writers (2) Reaching students through MI initiatives (linked to personal PLD)	Provision for gifted students (1) Maori perspectives in major units / Maori leadership.	Provision for gifted students (2)	To be determined

Analysis of National Standards and other Diagnostic data – GLOBAL IMPRESSIONS FROM 2020/2021 DATA

1. Meta (aggregate) Data

Meta data indicates relatively similar (across school) achievement in reading and writing and mathematics. In reading 83% of children were assessed at or above standard (84% in 2020), in writing 74% of children were assessed at or above standard (81% in 2020), and in mathematics 75% of students were assessed at or above standard (84% in 2020). The numbers of children below or well below standard in mathematics and writing were identical (25%). 17% of children were below or well below standard in reading.

Reading performances are relatively similar across all levels, higher at years 2 and 6. Results for these levels are not dissimilar to earlier years.

In writing there are fewer students below and well below standard at years 2,4 and 6 and more students above standard at year 6.

In Maths there are fewer students below and well below standard at years 6 and 8, and also more students above standard at years 6 and 8.

The number of Maori students well below, below, at or above standard in reading and writing is approximately proportionate to that for non-Maori. Proportionately fewer Maori are above standard in Mathematics than non-Maori.

Reading remains an area of considerable strength across the school with only 17% of students reading well below or below standard (16% in 2020). The numbers above standard may be somewhat lower than in early years but the numbers at standard have increased.

Data indicates no significant difference in the number of Maori and non-Maori students below and well below in each of the core learning areas. In most cases, the number of Maori students at each achievement level is roughly proportionate to the number of NZ European students at the same level.

The Maori to non-Maori differential at the highest achievement levels remains insignificant … although a differential of note does exist when achievement for Maori boys in reading and writing is compared with Maori girls and with the general school population.

The numbers of boys below and well below standard in reading and writing is not dissimilar to the girls, in earlier years more boys than girls featured below or well below.

2. Other Data (based on November assessments)

In earlier years key standardised data seemed to identify writing as an area of comparative underachievement. This is no longer the case with writing achievement relatively mirroring reading achievement (although less so at the above standard level). The number of "tail-enders" remains relatively small.

In all cases the data range is within, or better than, the expected for age appropriate bands.

In all assessments there are fewer children at lower levels (e.g. stanines 1 and 2) than "expected" and a greater number at the higher levels (stanine 7 and above) than nationally.

Listening Comprehension and Reading Vocabulary remain areas of comparative strength and Reading Comprehension has emerged as equally strong. In almost all of these cases around 60% of students are registering at stanine 6 and above. In almost all testing areas around 70-80% of students are achieving stanine 5 or above.

Boys appear to do less well in standardised tests but perform better in less formal tests and at the level of overall teacher judgment.

Maths maps fairly closely to "expected" (national) levels and is not presently showing as an area of noticeable weakness as in earlier years.

Data tends to show Maori students performing less well than other cohorts in most test areas, although the difference is sometimes marginal.

3. Longitudinal Impressions

Data indicates overall achievement at or above national levels (sometimes quite significantly).

Relatively poorer performance of boys, compared with girls, evident in earlier years, seems less evident.

Girls still seem to be achieving disproportionately at higher stanines in reading comprehension, punctuation and grammar and listening comprehension.

Boys seem to be achieving higher stanines than girls in mathematics but the difference is not as significant as in earlier years.

The number of students achieving below and well below in all reading and writing areas appears to be reducing year to year.

Differential achievement between Maori and non-Maori appears to be barely (if at all) evident.

The disruptions of covid seem to have minimally impacted data.

Analysis of Variance Area for school wide focus Writing For the period 2020/21

Strategic Aim *Excellence in literacy and numeracy (local priority 1)*	**Historical Position**

Annual Aim :	
To reduce persistent (comparative) underachievement in writing by systematically identifying and targeting the causes of this underachievement.	Data suggests that further work needs to be done to embed improvements in writing practice. While clear gains are evident, these gains are not transferring across to general writing with sufficient consistency, and complementary diagnostics show inconsistent results. Uptake of new skills is also not uniform across all cohorts and some cohorts seem to me more resistant to interventions. It needs to be noted, however, that the school is still in the early stages of WTE implementation and that modest shifts could be reasonably expected at this stage of the implementation process. Staff are hugely positive about the Write That Essay PLD but feel they need further time (and support) to become more proficient in the use of related strategies and tools. They also believe that programmes need further tweaking and that (further) specific thought needs to be given to struggling writers. It is noteworthy that the achievement differential between reading and writing is closing, this may suggest that more children are edging closer to their potential as writers. Staff should take encouragement from this. It is suggested that in 2021 the school continues to focus on ... 1) effective diagnostic practices, including good formative practice and specific use of diagnostics at the level of individual students, 2) analysis of specific mechanisms for targeted intervention, 3) continue with implementation of the "Write That Essay" programme at all levels of the school, and 4) continue to explore and exploit the links between reading and writing. 5) SPECIAL FOCUS ON SENTENCE TRAINS, SENTENCE STYLES AND ONLINE TOOLS 6) LSC mentoring of 1 on 1 instruction

IDENTIFIED AREAS FOR IMPROVEMENT	**Well below standard NAG 2A (bii)**	**Below standard NAG 2A (bii)**	**At standard**	**Above standard NAG 2A (bi)**	**Areas for improvement** **Target Statement .. Annual Aims**	**Position in relation to target statement (post analysis)** **THIS IS NOW A MID-POINT ANALYSIS**	**Analysis / Reflections / Recommendations**
Whole school (Nov) 2019	*2.7%* *1.7%* ***2018***	*18%* *18.9%* ***2018***	*43.7%* *53.2%* ***2018***	*35.6%* *26.3%* ***2018***	The number of students writing below or well-below standard (currently 21%) will not exceed 15% (approximately the number of students	The number of students achieving below or well below standard in writing at the end of 2020 (now the mid-point) is unchanged.	

					achieving below and well below in reading).		
Post/Mid point data School 2020	***4.3%***	***20%***	***49%***	***26%***	*2021 - The number of students writing below or well-below standard (currently 24%) will not exceed 15% (approximately the number of students achieving below and well below in reading).*	**2021** The number of students achieving below and well-below in writing remains unchanged. However this is not reflected in some assessments, especially norm-referenced assessments and these results may not give an accurate picture.	Pika sheets for writing are understating achievement in writing when compared with norm-referenced assessments. The aspirational element of the writing indicators puts them at odds with many of the indicators in other learning areas. Suggest that these anomalies are addressed in 2022.
Boys (1) (Nov 2019)	***3.7%*** ***2% 2018***	***24.3 %*** ***24% 2018***	***44.9%*** ***60% 2018***	***27.2%*** ***15% 2018***	Number of boys below standard in writing will be fewer than 18% (this being the mid-point between number of boys and girls below standard at the end of 2019)	**2021** The number of boys below or well below standard at mid-point is 29% - not dissimilar to the commencing data.	
Post/Mid point data Boys 2020	*7%*	*25%*	*45%*	*24%*	*2021 - Number of boys below*		

End 2021					*standard in writing will be **closer to** 18% (this being the mid-point between number of boys and girls below standard at the end of 2019)*	**2021** The number of students achieving below and well-below in writing remains unchanged.	**See above.**
FOCUS HOTSPOTS							
Year 4 (2020) *Year 3 2019*	8%	28%	28%	38%	The number of children below standard at year 4 will be no greater than 18% (This being the average number of children BS school wide).	**2021** The number of children below or well below standard in writing at year 4 is 33%, a marginal improvement but significantly short of target of 18%.	
End 2020 (NOW Y 5) **End 2021**	4%	32%	40%	23%	*2021 - The number of children below standard at **year 5** will be **closer to** 18% (This being the average number of children BS school wide).*	**2021** The number of children below or well below at year 5 is 33%, a marginal improvement but short of the 18% target.	
Year 7 (2020) *Year 6 2019*	3%	20%	30%	48%	The number of children below and well standard at year 7 will be no greater than 15% (this being the mid-point between the	The number of children achieving below or well below standard in writing at year 7 has reduced from 23% to 21%. End 2020 – reduction WB and B has further reduced but end 2020 data shows significant downward shift	

					number of children BS at years 6 and 8)	from above to at … reasons for this should be explored.	
End 2020 (NOW Y 8) **End 2021**	8%	11%	66%	16%	*2021 - The number of children below and well standard at **year 8** will be no greater than 15% (this being the mid-point between the number of children BS at years 6 and 8)*	**The number of children achieving below and well below standard at year 8 is unchanged.**	***See above***

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NAG 1. Annual Plan (NAG 2A biii) Actions in Support of Analysis of Variance

Learning Area <u>WRITING –</u>	**Intent : <u>PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2021</u>**

STRAT. LINKS ***PRIORITY ONE UNDER COVID***	Focus Inquiry Self – Review 1	When?	Who?	Success Indicators Teachers / Learners will ..	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review 2 - Looking to 2021 *Against which indicator did we make the greatest progress ? How do you know?* *Against which indicator did we make the least progress? How do you know?* *What are our critical next steps?* *Further thoughts / new ideas?*
Intervention for Improvement	**Teaching Inquiry** *Identify current and best practice.*	W.Y.	RR KM AC WS	***Write That Essay*** ***In accordance with WTE PLD plan.***						***Looking to 2022 …***
				Become familiar with WTE online tools.		✓				It has been generally agreed that the use of the online tool has been beneficial and this will be funded again in 2022. Senior staff will take responsibility for ensuring this is used and good practice shared.
	Focussing Inquiry *Assess needs, analyse data and develop targets.*			Use workshops and clinics to revise and refine practices.		✓				WTE will move to consolidate mode in 2022 with an emphasis on areas of comparative weakness as identified.
				Use the Score Card formatively.			✓			Integration with STEAM focus areas.
				Build on and celebrate current areas of strength.		✓				Review use of the scorecard.
	Teaching and Learning *School actions*			Integrate WTE approach with the wider CoL (gaining momentum in second half year).		✓				***Looking to 2021 …*** *Embed online tool effectively within a balanced programme (incl modelling and plenty of writing)*
				Continue to use milestone assessments and tweak where necessary.					✓	*Transference of workshop knowledge and skills into daily practice.* *Full scorecard in 2021 (20 items)*
				Incorporate WTE targets in performance agreements and AOVs.		✓				*Sustainability of skills* *Reading promotion – avoid term 4.*

	Learning Inquiry *(What happened? Next steps?)*			Fine tune strategies to address needs of the lower cohort.			✓			*Growing specificity of actions in AOV's – small group double teaching*
				Integration of facets of WTE approach into a cohesive programme			✓			*Promotion of whole literacy approach – esp in reading.*
				LIBRARY (WIDENING THE LITERACY FOCUS)					✓	*Integration of writing across curriculum (STEM as a laboratory of change for application of writing skills* *Focus on function.)*
				Promote reading mileage including a focus on the library, book promotion, home reading etc.			✓			***Refer assessment practices section of the Charter – adjustments to Pika sheet so it better represents what teachers are seeing, acknowledges small gains, provides opportunities for adjustments at mid points, and is more attuned to diverse ways of learning and succeeding.***
				Identify and respond to library usage patterns ... use of library time.						
				NEW IN 2021					✓	
				Develop resources to share						
				Extend top end writers					✓	
				Intentionally track boys and Maori boys achievement in particular – develop actions.					✓	
									✓	

NAG 1. Annual Plan (Values and habits, pedagogy and process – Local priorities 2 & 3) ***For The period 2021***

LEARNER ENGAGEMENT AND EMPOWERMENT	**Intent : To grow learner engagement through an integrated STEM initiative including hands on learning and problem solving**

STRAT. LINKS	Focus Inquiry	When?	Who?	Success Indicators Teachers / Learners will ..	Mid-point Review 2020-2021	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2021 *Against which indicator did we make the greatest progress ? How do you know?* *Against which indicator did we make the least progress? How do you know?* *What are our critical next steps?* *Further thoughts / new ideas?*
Empowering and engaging learners	*STEM*	W.Y.	AJ WS	To provide .6 FTE for the delivery of the STEM programme across all levels on a rotational basis. Emphasis on hands on exploration and problem solving within a STEM context with lead teacher. Follow-up / maintenance activities left for trialling by the classroom teacher.		✓ ✓	 ✓			**Looking to 2022** STEM - principal PD focus in 2022 Integration with CoL – across and in school teachers Make liberal use of STEM activity boxes This will require some integration of planning across classes/syndicates

				Brief STEM sharing sessions at fortnightly staff meetings. Explore ways in which digital technologies might be incorporated within STEM programmes. NEW IN 2021 Emphasis on hands on exploration and problem solving within a STEM context with homeroom teacher.			✓	✓ ✓		Possible STEM environment focus as part of a whole school unit. - Envirosteam Integrate Action Ing Cycle (enviro-schools) with STEAM action learning cycle. Emphasis on respecting the environment – and shared spaces. **Looking to 2021** Continue hands on approach to STEM Follow up activities left for classroom teachers has worked well but needs to roll into 2021 Continue 10 minutes staff activities – deepen knowledge around content and process. Develop technology curriculum into usable bites for each level.

NAG 1. Annual Plan ***For The period 2021***

Areas to promote inclusion, consolidation and sound assessment practices	Intent : To promote success and well-being for all learners

STRAT. LINKS	Focus	When?	Who?	Success Indicators Teachers / Learners will ..	Mid-point Review 2020-2021	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2021 *Against which indicator did we make the greatest progress ? How do you know?* *Against which indicator did we make the least progress? How do you know?* *What are our critical next steps?* *Further thoughts / new ideas?*
Curriculum Design	Depth Agency Authenticity Critical Thinking Incorporate as vehicle for school perspectives focus	W.Y.	ws	Whole school PLD – RALPH (2) Implement innovative pedagogies ... Personalised Learning, M.I., Blooms, De Bono, Glasser, STEM, STEAM, D.T. etc IN AREAS OF CHOSEN FOCUS. Discuss tools used for growing creative and critical thinking including brainstorming, De Bono Cort' Thinking and Six Hats. Audit use of the school unit planner (and other relevant planning), to identify areas covered well and areas covered not so well (especially with respect to MI and Learner Agency).			✓ ✓ ✓	✓		**Looking to 2022** Reflect on how De Bono, Blooms, the Ralph Planner etc. might be incorporated within STEM planning. "OWNERSHIP" focus. (see ERO Plan) **Looking to 2021 ...** Refresher on innovative pedagogies. Consider ways to embed inquiry into the RALPH planner ... especially at the lower levels. Ensure De Bono is understood and used at all levels
Learning Support	To streamline, strengthen and diversify provision of L.S. school wide.	W.Y.	RR JM MB JW WS	Integrate and expand LS functions (including LSC) ... under leadership of SENCO Grow capacities of classroom teachers to work one on one with LS		✓	✓			**Looking to 2022 ...** Review LSC goals for 2021 and make any necessary revisions for 2022. LS team to trial Guidance function in Etap ... ... in conjunction with LSC's from our CoL ... not for use of general staff at the moment ... to become point of reference for LS team in identifying and tracking

				students … during and post intervention.						… focus cohort … focus interventions
				Strengthen relationships with families and third party agencies.		✓				
				Regular meetings of LS team – team input to case review and needs analysis.		✓				**Looking to 2021 …** Add in floor sessions for PMP
				Re-introduce PMP programme.		✓				Review programmes on offer and grow understandings of interventions. Assess needs of / approach to children whose behaviour is impeding intervention.
				Continue pastoral care focus including transition and promotion of third party recommendations.		✓				Make use of evolving learning support registers (Jackie)
				Explore ways to monitor and strengthen specific intervention programmes e.g. NESSY, toe by toe etc. (support staff training)			✓			Consider running NESSY all year. Using TAs for support programmes.
				Increase the number of students on specified support programmes (as budgets permit) and continue to promote subsidised funding for discontinued students (cost shared with parents)			✓			
Gifted and Talented			JM AJ WS	Provide for withdrawal of gifted and talented students to work on areas of common interest .. via LSC (Focus areas and duration TBD)			✓			**Looking to 2022 …** Assess potential for LSC withdrawal
				Use RAPLH planner to provide for the needs of these students.			✓			Consider how class STEM programmes are catering for the needs of gifted students and maybe develop a specific action plan for these students.
				Use STEM and STEM follow-up for exploration and engagement.			✓			**Looking to 2021** Continue LSC involvement. Explore PEP and BP Challenges and alternatives.

				Use STEM (Andrew) to identify and extended children with special strengths in this area.			✓			Music specialist teacher Growing giftedness of Maori leaders. Include within unit brief.
Maori as Maori	To integrate Te Reo and Tikanga more routinely.	W.Y.	Per a WS	Promote transfer of language and cultural concepts from instructional programmes to the wider programme and school.				✓		**Looking to 2022 ...** Develop a progression overview. Develop resource boxes for classes ... level based to promote sequential skills development.
				Identify and nurture Maori leaders within classes and across the school and provide opportunities for these students.			✓			**Looking to 2021 ...** Te Reo unit – to promote sharing. Te Reo/Music focus. Tapuwai PE / Maori games in all programmes.
				Continue to promote Maori perspectives in major units of work – perhaps by identifying generic worldview perspectives which can be transferred across contexts.			✓			
				Provide opportunities for the kapa haka group to perform at suitable festivals.			✓			
				2021 – Integrate Maori song and movement more intentionally – school and syndicate assemblies, rotations, specialist teacher, extension group etc.						
				Maori unit so teachers can support colleagues with ideas and implementation of these. Key initiatives to reflect survey done in 2020.						

Library ***PRIORITY ONE UNDER COVID***	Promote the library and integrate a love of books into wider literacy initiatives	**W. Y.**	**SG PH Supp staff** **WS**	Motivate librarians		✓				**Looking to 2022 …** Same goals as in 2021. **Looking to 2021** 2 library promotion initiatives in 2021 Greater focus on slip stream activities – post promotion. Matching children to preferred genre should remain an area of focus. Make much greater use of Oliver in programmes
				Book club cells – librarians, topic or author focussed, classes, extension			✓			
				Use LSC to facilitate book club with gifted and talented students.		✓				
				Use above to plant book cells in their rooms			✓			
				Library promotion with focus on topic or author		✓				
				Support staff days – use support staff as "missionaries for the cause" within their roles/parts of the school.			✓			
				Use Oliver with staff to identify borrowing patterns and to intervene in light of these.			✓			
				Focus on optimal use of library time.					✓	
				School wide reading mileage initiative (Rach R to lead).					✓	
Assessment Practices	To develop and improve assessment practices which	W.Y.	RR WS	Become proficient with the use of the WTE scorecard including its integration into formative practice.			✓			**Looking to 2022 …** Review the year 3 and 4 Pika sheets to see if mid-point attainment levels might even out progressions. Development of a trial version for 2022.

	improve learning and grow learner agency.			Review / remind re flexibilities around PIKA assessment tools to enable teachers to over-ride (with approval) where an assessment mis-represents a student's progress and/or achievement.		✓				**Looking to 2021 …** Using score card (20 items) 2021 Continue focus on using of score card formatively. Merge score card and indicators. Review Pika sheets – addition of columns for qualitative assessments. Aim for similar aggregate score distributions from well below to above (i.e. minimal variance level to level). Possible use of writing exemplars in junior school as external referencing tool.
CoL Initiatives **PRIORITY ONE UNDER COVID**	To grow wellness school wide. To explore STEM and digital technologies. WTE Initiative.	W.Y.	RR KM AJ WS	Implement well-being initiatives arising from CoL PLD as these initiatives are confirmed. Administration of Wellness Survey. Identification of primary needs. Align with school virtues programme Appointment of PLD leader and key leaders. Work with across school teachers. Regular PLD – each second S.M. **Added March 2021** Embed a sustainable wellness model arising from CoL inquiry including. 1. Appointing a well-being team 2. Confirm a well-being model 3. Nominate contexts for application and develop "tools"		✓ ✓ ✓ ✓ ✓	✓			**Looking to 2022 …** Co-operate with CoL schools on STEAM initiatives. Roll out wellness phase 2 – student wellness Develop a CULTURAL NARRATIVE for Matarau School. **Looking to 2021 …** Align ourselves with any new direction taken by the Co which might include. … strengthening whanau involvement … intrinsic motivation and goal setting … promoting a sense of direction, aspiration and purpose … focus on belonging … emphasis on student strengths … embrace / learn about all cultures. … Maori role models … companioning Shift of focus to student wellness.

TARGETTED USE OF KIWISPORT FUNDING   MATARAU SCHOOL 2021

KIWISPORT FUNDING **Funds allocated** **Funds expended**	**Supporting Actions**		**Success Indicators**	Mid-year 2020-2021	Fully achieved	Partly achieved	Not achieved	Carried over	***Evaluation*** ***Self Review - Looking to 2022***
Outcomes To ensure children have a variety of high quality sporting and fitness experiences . To raise the level of fitness (and overall wellness) through regular participation in the above. To use physical activity to improve engagement and target needs of underachieving and behaviour problem students	**Children will ..** Participate in (and support others to participate in) a variety of sport and fitness activities. **Teachers will ..** Provide high quality sport and fitness activities – taught esp through strategic games. Provide regular fitness opportunities .. each day where possible. **School will ..** Appropriately resource and support the above prog's	**WS**	.. regular (where possible daily) class / syndicate (outdoor) fitness sessions. .. promote strategic games to promote skills application .. fitness through the winter months using the hall where necessary. .. opportunities to play games during lunchtimes and after school.			✓ ✓ ✓	✓		**Reflections 2021 ...** Lessons for skills teaching. (small ball) Utilise the shade area for year round fitness an sport. Integrate Maori movement and games (tapuwa **Looking to 2022** Integration of skill and games sessions into all programmes year 3 and up with syndicate leaders taking the lead. Consider "move well" programme.

NAG 2. Documentation and Self-Review   For The period 2021

Strategic Goal : Promote a systematic and inclusive approach to needs identification.	Annual Goal(s) - Below	Policies to be reviewed 2021 NAG FIVE: Health and Safety; Reporting of Child Abuse; Animal Ethics NAG SIX: Privacy; Copyright; Suspension of Students; Complaints by Parents

		Nominated area NAGs	Nil
		FFP Policies	Pastoral Care Grievance ESOL Review Homestay Responsibilities

	Goals and Supporting Actions (to achieve targets)	Who?	Mid-point Review(+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2022
	Policy review as above.	KT BoT		✓				See Cyclical Policy Review Summary
	Ensure the school's charter includes critical CoL initiatives and that these initiatives are supported at the level of practical implementation.			✓				Review and simplify the Charter for 20222
	Catch up now that the 10YPP has been finalised					✓		Suggest catch up forest half of 20222 beginning with classroom refurbishments.
	Try to get some clarity on proposed redevelopment as this will critically inform 10YPP actions.				✓			First half of 2022 in conjunction with MoE property advisers.
	Evaluate with a mind to improving recording and reporting of daily incidents.				✓			
	Ensure any H and S issues are included in the above.				✓			Have become more routine parts of the regular staff meetings. To be transferred in all relevant cases to H and S log for Action.
	Align covid responses to new MoE directives. Build on what worked in 2020 but with a mind to improvement.				✓			Continue to adapt in to 2022
	Seek to understand and support new ERO process and develop a good working relationship with assigned reviewers.				✓			Have made a start to this but interrupted by covid level changes. Focus OWNERSHIP.
	Continue to make AOVs useful planning and review documents particularly with respect to targeted interventions.						✓	
	A number of suggestions have been made with respect to the use of overrides when using PIKA sheets –					✓		Consider adding Pika sheets to Etap to save time and enhance analysis

	develop affirming critical perspective on data to support overrides.							and target setting. Possible reformatting.
								Monitor implementation of the amended Child Protection Policy. Watch NZSTA for changes.
								Review school Behaviour Management Protocols, revise where appropriate, make these available to parents via the school website.
								Streamline the School Charter

NAG 3. Personnel

For The period 2021

Strategic Goal : Develop processes which promote high performance and enhance learning.	Annual Goal(s) - Below	Policies to be reviewed See NAG 2	Special Resourcing Needs Refer 2020 budget

	Goals and Supporting Actions (to achieve targets)	Who?	Mid-point Review	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2022
	Review the employment status of current teaching staff to ensure the right balance exists between permanent and fixed term positions.				✓			In light of mid-year staffing review recommend no further increase in fixed term positions until 2023 numbers are confirmed.
	Consider whether support staffing levels can be maintained at current levels given the increase in the minimum wage and the anticipated drop in FFP income.				✓			Continue to monitor international student situation. Largely contingent on government's approach to covid19.
	Support staff to manage sick leave entitlements so that these do not run out, and to develop some clear board protocols when they do.				✓			
	Establish NE class T3			✓				Looks feasible – implement if numbers justify this.

	Allocate pastoral care hours as in 2020 … special foci … transition, third party reports, monitoring, coming alongside			✓				Continue pastoral care hours in 2022.
	Monitor workloads … integrate PLD and PES goals, reduce charter actions, create links where possible.			✓				Continue
	WTE to be included as one of the three goals in teachers' PES's.			✓				Continue
	Support newly appointed CoL "in-school"and "across-school" teachers and assist them to strengthen third party relationships.				✓			Note across school teacher and in school teacher roles terminate at the end of 2022.
	Phase 2 - LS team (including the LSC, ORS teacher, SENCO, and Pastoral Care) to promote an integrated approach to needs identification, review and programme provision.			✓				Suggest consolidate and maybe tweak. But working well.
	Consider matters arising from the 2021 (CoL) wellness survey which might receive particular support from the board.				✓			Integrate with CoL – promote links with schools of common need.
	Review LSC framework – core division of role …				✓			Review did not really happen but there are no concerns. Suggest this is role is reviewed at the start of 2022.
	Engage with staff in the analysis of the survey and identify areas they would like to see actioned.				✓			
	2021 – consider introducing units to fund resource teachers in Te Reo – the aim here is to support the Te Reo teacher, ensure new skills spill over into the rest of the week, celebrate good practice, share resources etc.				✓			Continue in 2022
	2021 - NZSTA letter templates and CA's etc to be used in all cases now with all new and carry over appointments … modified as necessary. Delete prior forms to reflect new legislation.				✓			Continue in 2022
								Develop a workable plan for the transition of support staff from fixed term to permanent positions.

NAG 4. Financial and Property

For The period 2021

Strategic Goal : Allocate funds and manage resources to enhance learning and well-being	Annual Goal(s) - Below	Policies to be reviewed See NAG 2	Special Resourcing Needs N.A.

	Goals and Supporting Actions (to achieve targets)	Who?	Mid-point Review	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2022
	Provision of a new 10YPP is a high priority.			✓				Late approval. Ensure backlog is cleared in 2022 where possible.
	Ensure H and S issues identified in the interim plan are actioned.				✓			
	Complete LSC/AMS and bathroom projects					✓		Complete first half 2022.
	Seek clarity around the redevelopment plan				✓			
	Complete SIP (canopy) project					✓		Complete first half 2022
								Carry pool upgrade to January 2022. Currently tender documents being prepared.
	Improved bilingual signage once 5YP and redevelopment plans are clarified.						✓	Awaiting MoE.
	New seal in bus bay and improved markings on bus bay and upper carpark.						✓	
	Hold total reserve funding (whole budget) to $150,000 (at minimum) in light of uncertainties.			✓				
	Implement recommendations from 2020 Auditor's Report monitoring … … check of assets at the end of each year (IT assets are already checked off against the Asset Register) … continue to monitor the affordability of current levels of operational funding of salaries (exceeds recommended MoE levels)				✓			Have had difficulty getting clarity on asset checks. Accountants advice seems to be to continue as at present. 2022 budget recommends staffing at largely 2021 levels – we can

								afford this but may need to reduce for 2022 dependent on roll.
	Make improvements to sponsorship package, consider optimal number of sponsors, allocate these to rooms, strengthen relationships etc			✓				
	Once redevelopment plans are confirmed review heating and carpet requirements.						✓	Priority first half of 2022
	Repairs to admin roof.					✓		
	Resealing and painting of school swimming pool.							**Property 2022** SIP (shade) LSC/AMS/Junior bathroom Swimming pool Carpet. Heatpumps. Library??
								Develop clearer protocols for the benchmarking of support staff salaries.
								Review insurance coverage of board owned buildings in light of significant increases in building costs.

NAG 5. Health and Safety

For The period 2021

Strategic Goal : Provide a safe physical environment which complies with legal and best practice guidelines.	Annual Goal(s) - Below	Policies to be reviewed See NAG 2	Special Resourcing Needs N.A.

	Goals and Supporting Actions (to achieve targets)	Who?	Mid-point Review	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2022

	Consider re-sealing of lower bus bay in next 10YPP (perhaps second 5 years with maintenance in the interim).						✓	Refer 10YPP – prioritise for 2022/3
	Continue to promote "Conditions for Effective Learning" via staff and parents. Special emphasis on healthy diet, exercise and drinking of water. BIG EMPHASIS IN 2019 ON PHYSICAL ACTIVITY				✓			
	Consider improvements to staff work stations where these are considered beneficial … may include shelving, storage, desk arrangements etc.					✓		
	Consider improvements to school signage.						✓	Incorporate in redevelopment.
	At some point the school needs to provide more shade from the sun and for special events, a plan should be developed with respect to this.					✓		Address with SIP shade area in 2021 and assess further provision from 2022.
	All staff to sight H and S Policy annually.				✓			
	Consider and implement relevant matters arising from the CoL (staff and student) Wellness Surveys.				✓			Continue
	Re-paint of bus bay and carpark markings – possible parking space for parents with babies.						✓	
	Respond and support in relation to transition between covid levels with a critical awareness of how this impacts on wellbeing.			✓				

NAG 6. Administration / Legal Compliances

For The period 2021

Strategic Goal : Ensure the school's administrative function assist the school to meet relevant legislative requirements.	Annual Goal(s) - Below	Policies to be reviewed See NAG 2	Special Resourcing Needs N.A.

	Goals and Supporting Actions (to achieve targets)	Who?	Mid-point Review	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-Review - Looking to 2021
	Continue to manage roll so it does not exceed the 330-340 final figure (to the extent this is possible).				✓			
	Consider how Maori liaison role might be used to best effect, and consider the relation of this role to the existing whanau group.						✓	
	Continue to monitor attendance and late arrival rates. (mid and end of term audits, blue slips, late arrival letters, newsletter) Revisions to the above. More liberal use of Truancy code and escalating response where appropriate. Possible use of third party agencies.			✓				Working well. Focus should continue. Covid has produced deteriorating patterns of attendance for a smallish cohort of students. Suggest a plan is put in place to address this.
	Work towards an upgrade of all alarm systems as part of the proposed redevelopment.				✓			Partial upgrade has been approved with 2021 LSC/AMS redevelopment with funds from 5YA provision.
	Improve systems for monitoring and responding to children arriving late to school.			✓				
	Review steps taken when reasons for non-attendance are not forthcoming from parents, including use of third party agencies.				✓			
								2022 Consider moving all files to the cloud (currently a mix, some on Boss) … consolidation …reorganisation … address security and back up issues. Scotty and Kerry-Sue to present a proposal to the board by the end of term 1 2022.

								Complete a review of the school's behaviour management protocols and make these available to parents via the school website.

MEMBERS OF BOARD OF TRUSTEES

NAME	POSITION	HOW POSITION GAINED	STATUS	TERM EXPIRY
Kevin Trewhella	Principal	Appointed	Principal	NA
Rebecca Anderson	Board Chair	Re-elected June 2019	Parent	June 2022
Toni Pivac	Parent Rep	Elected June 2019	Parent	June 2022
Lisa Tito	Parent Rep	Re-Elected June 2019	Parent	June 2022
Craig Curnow	Treasurer	Elected June 2019	Parent	June 2022
Adam Crump	Staff Rep	Re-elected June 2019	Teacher	June 2022

SUMMARY STATEMENT (Looking to 2022 and beyond)

... a growing emphasis on STEAM across the school with opportunities for curriculum integration (possible whole school unit).

... focus on student ownership and agency ... perhaps aligned with STEAM initiative and matrix development (formative practice)

... a final whole school "bedding in" of WTE to ensure that practices continue in 2022 and beyond

... specific initiatives to ensure that all teachers are committed, and ready, to sustain these two initiatives in the absence of high level PD

... in recent years AOVs have been based on Pika performances. It is suggested that in 2022 the school focuses on a rubric, matrix or similar which related to areas of primary focus e.g. STEAM , or learner ownership.

Further areas for consideration in 2022

... Positive shifts in achievement are evident in areas of designated focus. Opportunities to shift performance in especially poorer performing cohorts should continue to be a focus. This should include how teachers might be better supported in understanding and meeting the specific needs of these learners.

... As in any school, we have areas of learning, and cohorts within these areas, where achievement lags behind the wider school. While these achievement lags are often only incremental, they should continue to be a focus of attention nevertheless. It is noteworthy that, while disparities remain, these appear to be reducing over time, and, in some cases, have reduced significantly.

... Work should continue to emphasise our integrated Learning Support Team which includes the SENCO, LSC, Pastoral and other staff ... including intervention, support, ongoing provision, staff development etc.

... In conjunction with the MoE property Division work should proceed as soon as possible on a property redevelopment which has modern learning and effective pedagogies at its core.

Final Word of encouragement as we move into 2022

Credit is due to Board, staff, parents, and (most of all) children, for a successful year in spite of significant impediments. Covid19 has thrown up many challenges and yet the school has managed to stay on track and make gains in spite of this. Interim achievement data has shown that achievement has been held at customary levels, and has even improved in a number of core areas. As always, the school has a sense of where we can further improve, but is buoyed by some significant, and increasingly sustainable, improvements in student achievement. Everyone is positive about our involvement with our Community of Learning, and we are excited about emerging possibilities on this front, not least the growing opportunities to engage with colleagues in other schools. By all indications, children are happy to come to school, enjoy their learning, are feeling successful, and know that staff care about them. The school continues to hold the view that positive relationships are critical to all effective institutions, and this remains, and must always remain, our primary goal. These relationships must continue to be fostered and modelled at every level of the school, and in every sphere of operation. In short, how we treat each other matters! Thank you to all involved for their extraordinary dedication and selfless service.

Chairperson Board of Trustees

Approved at full meeting of BoT on

ANNUAL REVIEW SCHEDULE **MATARAU SCHOOL**

NAG AREA	Person Responsible	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
Achievement Data	Principal		Targets – National Stds Data (pre)	P.A.T.s	P.A.T. Probe area	Literacy Data	Term 2 Moderation	Maths Data	Term 3 Moderation	Other ..	Targets – National Stds Data (post)	
NAG 1 Curriculum	Principal Curric. Strand Co-ordinators	Meet the teacher	3 way conf. Initial Achievement data Conf. targets	Review S.N. register		Review S.N. register Interim data (mod. ex. 1)	Portfolios issued Mid-year interviews		Review S.N. register Interim data (mod. ex. 2)	Portfolios issued	Post Achievement data Assess targets	Review S.N. register Written reports
NAG 2 Doc. & self-review	Whole BoT	Completion of Charter and Analyses of Variance. 31.3	Survey parents &/or students	Annual Report Due 31.5	Report on survey	Mid year review of Code of Practice	Review of Library Development Plan	Annual review of After School Care Prog.	Audit of Registration status of teachers	Begin formal charter review	End year review of Code of Practice	Completion of Annual Report Iden. Of needs / barriers
NAG 3 Personnel	Principal Chairperson	Prog. For provisionally registered teachers.	Set BoT and staff perf. targets Strand based P.D. plans			Staff / BoT peer appraisals	Admin EEO survey		Staff / BoT peer appraisals	Proposed staff profile following year Conf. of	Formal review of BoT and staff targets	Summary of appraisal process for year – attestation

			presented to BoT BoT targets Principals appraisal			Interim principal's appraisal	BoT interim review of charter targets		E.E.O. Report	.. Regis. Status .. annual salary attestations	Summary of Staff professional development programme.	against professional standards.
NAG 4 Financial & Property	Treasurer		Accounts to auditor	Audited accounts to Ministry		Review of 5 / 10 year property plan	Minute .. Audit Rep Comment on Mgt Letter Pub on website Rev depr rates, BoT payments, cycl main. note asset value Review asset Reg –sight items	Appoint budget comm. Prepare draft budgets		Present proposed budgets for following year		
NAG 5 Health & Safety	Property person	Trial Evac.			Trial Evac.	Review of medical and accidents register	Six monthly Health and Safety Inspection	Trial Evac.			Trial Evac. Review of medical & accident Register	Six-monthly Health and safety Report
NAG 6 Admin. / Reg. compliance	Secretary							Appoint policy review committee		Review FFPP	Report from policy review committee	Presentation of Principal / Chairpersons Reports

SELF REVIEW SCHEDULE

ANNUAL	where	REGULAR	where	SYNDICATE BASED	where
Strategic objectives National Priorities Local Priorities Strategic Overview Annual Plan - focus lng area - values, habits, pedagogy and process - inclusion and engagement - curric cons. - Assess and evaluation Kiwisport funding		**Audit of practices in area(s) of focus Id of targets, actions etc in support SENCO IEPs (anniversary) S.N. reg (each term) Syndicate Practice Analysis Discussions. Review of performance targets Health and safety insp (6 mthly) Review of Hazard Register (monthly)**	**Focus Report Appr doc IEPs (network) SN Reg Synd minutes Charter / SM minutes H and s Reports Principal's Report**	**Syndicate / class based AOVs T 1 and 3 Instructional prog IEPs Homework Marking, feedback etc Unit planner / prog. Authenticity Formative assessment 5 pt plan**	**App doc. / Syndicate minutes**

Documentation and self-review **Personnel** **Finance and property** **Health and Safety** **Admin. / legal** **Equal Employment Opportunities** **Professional Development** **School, syndicate, personal PD targets** **Units** **Budget review** **Library Plan** **5 pt plan / Sch. AOV**	**CHARTER** **EEO Report** **PD Plan** **PD Agreements** **Unit Report** **Draft / final budget** **Lib Dev. Plan** **Charter**	**Accident Register (monthly)** **Achievement data (monthly)** **Achievement against focus and N.S. targets** **Policy review (3 yearly cycle)** **International students / pastoral care (6 monthly)** **Consultation – students and community** **Whanau Hui** **STUDENT VOICE** **Wellness survey** **Student interviews**	**Pr Rep / Acc Reg** **Tabled BoT mtg** **Charter / tabled BoT** **Policy review report** **Review of Int stud prog** **Survey / feedback summaries** **Hui consultation folder**	**T 2 and 4** **Wider programme** **Etap / data** **Use of support staff** **Weekly planning** **Learning environments** **Performance against personal targets** **5 pt plans**	**App doc. / Syndicate minutes**