MATARAU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

MATARAU SCHOOL

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

MATARAU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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
Fiona Goodwin	Presiding Member	Elected	Sep-25
Kevin Trewhella	Principal	ex Officio	
David Postlewaight	Parent Representative	Elected	Sep-25
Toni Pivac	Parent Representative	Elected	Sep-25
Sally Roberts	Parent Representative	Elected	Sep-25
Gary Langley	Parent Representative	Elected	Sep-25
Rebecca Anderson	Parent Representative	Elected	Sep-22
Lisa Tito	Parent Representative	Elected	Sep-22
Craig Curnow	Parent Representative	Elected	Sep-22
Adam Crump	Staff Representative	Elected	Sep-22

Accountant / Service Provider:	SchoolOffice
Auditor:	UHY Haines Norton (Auckland) Limited

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Matarau School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Fiona Heatley Goodin
Full Name of Presiding Member

Signature of Presiding Member

30.5.2023
Date:

Kevin Dennis Trewhella.
Full Name of Principal

Signature of Principal

30.5.2023
Date:

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Matarau School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	2,635,729	2,539,500	2,528,723
Locally Raised Funds	3	111,500	174,650	63,445
Interest Income		4,753	1,000	959
Total Revenue		2,751,982	2,715,150	2,593,127
Expenses				
Locally Raised Funds	3	80,487	68,300	53,468
Learning Resources	4	2,077,372	2,005,600	2,082,104
Administration	5	96,462	94,250	84,031
Finance		974	-	1,106
Property	6	410,237	505,200	387,360
Loss on Disposal of Property, Plant and Equipment		137	-	35
		2,665,669	2,673,350	2,608,104
Net Surplus / (Deficit) for the year		86,313	41,800	(14,977)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		86,313	41,800	(14,977)

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

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Matarau School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Equity at 1 January		553,875	553,875	568,852
Total comprehensive revenue and expense for the year		86,313	41,800	(14,977)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,251	-	-
Equity at 31 December		649,439	595,675	553,875
Accumulated comprehensive revenue and expense		649,439	595,675	553,875
Reserves		-	-	-
Equity at 31 December		649,439	595,675	553,875

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 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Assets				
Cash and Cash Equivalents	7	487,820	135,945	233,918
Accounts Receivable	8	143,120	157,420	157,420
GST Receivable		65,034	9,460	9,460
Prepayments		6,824	4,893	4,893
Inventories	9	3,673	3,691	3,691
Investments	10	158,972	158,972	158,972
Funds Receivable for Capital Works Projects	17	-	-	49,637
		865,443	470,381	617,991
Current Liabilities				
Accounts Payable	12	236,671	190,180	190,180
Revenue Received in Advance	13	5,220	9,018	9,018
Provision for Cyclical Maintenance	14	6,545	8,571	8,571
Finance Lease Liability	15	5,131	3,039	6,832
Funds held in Trust	16	537	537	537
Funds held for Capital Works Projects	17	299,196	-	193,418
		553,300	211,345	408,556
Working Capital Surplus/(Deficit)		312,143	259,036	209,435
Non-current Assets				
Property, Plant and Equipment	11	372,125	367,876	378,716
		372,125	367,876	378,716
Non-current Liabilities				
Provision for Cyclical Maintenance	14	30,802	30,532	30,532
Finance Lease Liability	15	4,027	705	3,744
		34,829	31,237	34,276
Net Assets		649,439	595,675	553,875
Equity		649,439	595,675	553,875

The above Statement of Financial Position 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 Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash flows from Operating Activities				
Government Grants		658,546	359,140	657,427
Locally Raised Funds		130,525	182,662	71,457
International Students		2,348	-	-
Goods and Services Tax (net)		(55,574)	(7,068)	(7,068)
Payments to Employees		(370,908)	(319,516)	(422,932)
Payments to Suppliers		(240,114)	(348,827)	(245,337)
Interest Paid		(974)	-	(1,106)
Interest Received		3,785	1,030	989
Net cash from/(to) Operating Activities		127,634	(132,579)	53,430
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(30,457)	(16,900)	(9,363)
Purchase of Investments		-	(772)	(772)
Net cash from/(to) Investing Activities		(30,457)	(17,672)	(10,135)
Cash flows from Financing Activities				
Finance Lease Payments		(7,941)	(6,832)	(6,926)
Funds Administered on Behalf of Third Parties		155,415	-	124,919
Net cash from/(to) Financing Activities		156,725	(6,832)	117,993
Net increase/(decrease) in cash and cash equivalents		253,902	(157,083)	161,288
Cash and cash equivalents at the beginning of the year	7	233,918	293,028	72,630
Cash and cash equivalents at the end of the year	7	487,820	135,945	233,918

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 2022

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

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

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

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

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

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

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

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

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

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

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements	5-40 years
Furniture and equipment	10-20 years
Information and communication technology	5-20 years
Plant and Equipment	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) Intangible Assets
Software costs
Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

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

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

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

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

n) Revenue Received in Advance
Revenue received in advance relates to fees received 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.

o) 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.

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

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

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q) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

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

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

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

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

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

t) 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.

u) 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.

v) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

w) 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.

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2. Government Grants

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Government Grants - Ministry of Education	668,123	556,500	657,370
Teachers' Salaries Grants	1,685,126	1,600,000	1,607,477
Use of Land and Buildings Grants	282,480	383,000	263,876
	2,635,729	2,539,500	2,528,723

The school has opted in to the donations scheme for this year. Total amount received was $48,750.

3. Locally Raised Funds

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue			
Donations & Bequests	16,667	16,000	15,503
Fundraising & Community Grants	11,068	13,000	10,529
Other Revenue	2,556	3,000	1,345
Trading	5,246	3,100	3,614
Fees for Extra Curricular Activities	73,615	139,550	32,454
International Student Fees	2,348	-	-
	111,500	174,650	63,445
Expenses			
Extra Curricular Activities Costs	72,880	57,300	42,949
Trading	5,715	4,500	3,820
Fundraising and Community Grant Costs	1,875	6,000	6,597
Other Locally Raised Funds Expenditure	-	-	102
International Student - Other Expenses	17	500	-
	80,487	68,300	53,468
Surplus/ (Deficit) for the year Locally raised funds	31,013	106,350	9,977

During the year the School hosted 2 International students (2021:2)

4. Learning Resources

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Curricular	45,173	124,100	60,022
Equipment Repairs	-	2,100	381
Information and Communication Technology	13,049	23,000	9,756
Library Resources	3,119	7,900	3,836
Employee Benefits - Salaries	1,969,663	1,845,000	1,960,517
Staff Development	2,934	3,500	2,258
Depreciation	43,434	-	45,334
	2,077,372	2,005,600	2,082,104

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5. Administration

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Audit Fee	5,871	6,000	5,242
Board Fees	1,825	2,500	1,500
Board Expenses	6,565	1,100	4,679
Communication	1,810	2,600	1,903
Consumables	5,899	6,550	4,792
Other	10,656	12,500	8,442
Employee Benefits - Salaries	58,771	60,000	51,845
Insurance	5,065	3,000	5,628
	96,462	94,250	84,031

6. Property

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Caretaking and Cleaning Consumables	4,976	2,300	4,057
Consultancy and Contract Services	48,006	43,000	42,800
Cyclical Maintenance Provision	(1,756)	9,000	6,531
Grounds	25,418	15,900	14,746
Heat, Light and Water	18,893	13,500	11,380
Repairs and Maintenance	2,779	12,000	14,037
Use of Land and Buildings	282,480	383,000	263,876
Security	1,220	1,500	1,402
Employee Benefits - Salaries	28,221	25,000	28,531
	410,237	505,200	387,360

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

7. Cash and Cash Equivalents

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Bank Accounts	487,820	135,945	233,918
Cash and cash equivalents for Statement of Cash Flows	487,820	135,945	233,918

Of the $487,820 Cash and Cash Equivalents, $299,196 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Receivables	23	25,194	25,194
Receivables from the Ministry of Education	-	2,746	2,746
Interest Receivable	1,165	197	197
Teacher Salaries Grant Receivable	141,932	129,283	129,283
	143,120	157,420	157,420
Receivables from Exchange Transactions	1,188	25,391	25,391
Receivables from Non-Exchange Transactions	141,932	132,029	132,029
	143,120	157,420	157,420

9. Inventories

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Stationery	2,497	2,335	2,335
School Uniforms	1,176	1,356	1,356
	3,673	3,691	3,691

10. Investments

The School's investment activities are classified as follows:

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Asset			
Short-term Bank Deposits	158,972	158,972	158,972
Total Investments	158,972	158,972	158,972

11. Property, Plant and Equipment

2022	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	285,135	-	-	-	(11,296)	**273,839**
Furniture and Equipment	27,669	2,127	-	-	(7,122)	**22,674**
Information and Communication Technology	28,826	3,577	-	-	(9,965)	**22,438**
Plant & Machinery	3,489	15,498	-	-	(2,143)	**16,844**
Sports Equipment	8,581	4,791	-	-	(2,585)	**10,787**
Leased Assets	9,514	6,523	-	-	(7,844)	**8,193**
Library Resources	15,502	4,464	(137)	-	(2,479)	**17,350**
Balance at 31 December 2022	378,716	36,980	(137)	-	(43,434)	**372,125**

The net carrying value of equipment held under a finance lease is **$8,193 (2021: $9,514)**

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	$	$	$	$	$	$
Buildings	546,596	(272,757)	**273,839**	546,596	(261,461)	**285,135**
Furniture and Equipment	131,314	(108,640)	**22,674**	129,186	(101,517)	**27,669**
Information and Communication Technology	230,925	(208,487)	**22,438**	227,347	(198,521)	**28,826**
Plant & Machinery	40,667	(23,823)	**16,844**	25,170	(21,681)	**3,489**
Sports Equipment	29,635	(18,848)	**10,787**	24,845	(16,264)	**8,581**
Leased Assets	22,675	(14,482)	**8,193**	21,431	(11,917)	**9,514**
Library Resources	53,347	(35,997)	**17,350**	49,318	(33,816)	**15,502**
Balance at 31 December	1,055,159	(683,034)	**372,125**	1,023,893	(645,177)	**378,716**

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	$	$	$
Creditors	75,635	30,815	30,815
Accruals	6,752	6,028	6,028
Banking Staffing Overuse	-	12,323	12,323
Employee Entitlements - Salaries	148,660	135,752	135,752
Employee Entitlements - Leave Accrual	5,624	5,262	5,262
	236,671	190,180	190,180
Payables for Exchange Transactions	236,671	190,180	190,180
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	236,671	190,180	190,180

The carrying value of payables approximates their fair value.

13. Revenue Received In Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	$	$	$
Other revenue in Advance	5,220	9,018	9,018
	5,220	9,018	9,018

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14. Provision for Cyclical Maintenance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Provision at the Start of the Year	39,103	39,103	32,572
Increase to the Provision During the Year	(1,756)	9,000	6,531
Use of the Provision During the Year	-	(9,000)	-
Provision at the End of the Year	37,347	39,103	39,103
Cyclical Maintenance - Current	6,545	8,571	8,571
Cyclical Maintenance - Non current	30,802	30,532	30,532
	37,347	39,103	39,103

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan / quotes from local painting contractors.

15. Finance Lease Liability

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
No Later than One Year	5,707	3,373	7,507
Later than One Year and no Later than Five Years	4,296	785	3,951
Future Finance Charges	(845)	(414)	(882)
	9,158	3,744	10,576
Represented by			
Finance lease liability - Current	5,131	3,039	6,832
Finance lease liability - Non current	4,027	705	3,744
	9,158	3,744	10,576

16. Funds held in Trust

	2022 Actual $	2022 Budget (Unaudited) $	2021 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 expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	$	$	$	$	$
SIP Project - School Canopy	193,418	-	(140,804)	-	52,614
HMS/LSC - Junior Block	(44,811)	536,205	(262,435)	-	228,959
5YA Roofing Works	(4,826)	113,850	(91,401)	-	17,623
Swimming Pool Refurbishment	-	22,379	(22,379)	-	-
Totals	143,781	672,434	(517,019)	-	299,196

Represented by:

Funds Held on Behalf of the Ministry of Education	299,196
Funds Receivable from the Ministry of Education	-

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	$	$	$	$	$
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)
Room 11 Upgrade	3,725		(3,725)		-
Totals	18,862	177,408	(52,489)	-	143,781

Represented by:

Funds Held on Behalf of the Ministry of Education	193,418
Funds Receivable from the Ministry of Education	(49,637)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2022 Actual $	2021 Actual $
Board Members		
Remuneration	1,825	1,500
Leadership Team		
Remuneration	521,496	530,498
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	523,321	531,998

There are 6 members of the Board excluding the Principal. The Board had held 5 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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual $000	2021 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2022 FTE Number	2021 FTE Number
100 - 110	3.00	1.00
	3.00	1.00

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

20. 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:

	2022 Actual	2021 Actual
Total	$0	$0
Number of People	Nil	Nil

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: 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 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 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 $658,099 had been received and $494,640 had been spent.

(Capital commitments at 31 December 2021: 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)

(b) Operating Commitments

As at 31 December 2022 the Board had not entered into any contracts:

23. 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	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Cash and Cash Equivalents	487,820	135,945	233,918
Receivables	143,120	157,420	157,420
Investments - Term Deposits	158,972	158,972	158,972
Total Financial assets measured at amortised cost	789,912	452,337	550,310
Financial liabilities measured at amortised cost			
Payables	236,671	190,180	190,180
Finance Leases	9,158	3,744	10,576
Total Financial Liabilities Measured at Amortised Cost	245,829	193,924	200,756

24. Events After Balance Date

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

25. Comparatives

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

UHY Haines Norton
Chartered Accountants

31 May 2023

The Board of Trustees
C/- Chairperson
Matarau School
Matarau Road
Kamo
Whangarei 0185

Dear Chairperson

AUDIT OF MATARAU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

We have completed our audit of Matarau School's financial statements for the year ended 31 December 2022.

We enclose a copy of the audited financial statements for the year ended 31 December 2022.

Please ensure that the audited financial statements are lodged appropriately with the Ministry of Education.

We thank you for your instruction. Please do not hesitate to contact us should you have any queries.

Yours sincerely
UHY Haines Norton (Auckland) Limited

Sungesh Singh
Director – Audit and Assurance Services
sungeshs@uhyhn.co.nz
Direct Dial: (09) 839 2184

Encl.

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF MATARAU SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

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 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

Analysis of Variance **For the period 2022** ***EXTERNAL EVALUATION FOCUS***

Strategic Aim To develop a STEAM matrix which encourages students to be systematic and purposeful in the processing of information, with the ultimate aim of enhanced student ownership.	**Historical Position** In 2019 staff indicated a general enthusiasm to implement the STEAM curriculum. At that time the school was heavily committed to the "Write That Essay" programme, and the decision was made to support a small number of staff to tentatively explore STEAM. One staff member was given leadership in this area, with a brief to get to know the curriculum, try out some units, establish networks, report to staff on progress, and give teachers some "taster" activities to trial in their rooms. As WTE moves firmly into consolidation mode in 2022, the decision was made to expand the STEAM initiative school-wide. This also integrates well with CoL initiatives to do similar. The decision was also made to explore STEAM links with the digital curriculum and environmental studies, to grow a sense of belonging and kaitiaki, and to see this as an opportunity to grow student ownership of learning. While the usual quantitative data will be collected and analysed, more qualitative measures (including matrix, skill based development etc.) will be the primary tool for student/teacher and student/student conferencing, setting of targets, and monitoring and reporting on progress. STEAM will be the laboratory of change for STUDENT OWNERSHIP initiatives undertaken in 2022 (and likely 2023) and the central focus of collaborative PLD. The data and associated action plans will form the basis of the school's Analysis of Variance in 2022
Annual Aim :	Children will become more confident and systematic in the use of the science process skills (including observation, measurement and analysis of data). Children will become increasing engaged in science. Delays in implementation of this plan have required that initial data (collected first half of 2022) cannot be evaluated at the end of 2022 but will, instead, will be evaluated toward the end of 2023 in conjunction with an Education Review Office collaborative (partner) project.

IDENTIFIED AREAS FOR IMPROVEMENT	**Well below standard**	**Below standard**	**At standard**	**Above standar d**	**Areas for improvement** **Target Statement .. Annual Aims**	**Position in relation to target statement** **Specific Actions**	**Analysis / Reflections / Recommendations**
Whole school Commencement Data (May/June)	*2..3%*	*40.6%*	*44.2%*	*12.9%*	To have 60% of students achieving at standard (approximately	… see planned actions for lifting achievement below. … lift frequency of exposure to hands on	

2022					73% at standard and above).	activities … plenteous discussions … application of science inquiry skills to general life – OFTEN! … refine conferencing … use of word reference bank	
Mid point data School 2022	*NA*						
Post data Dec. 2022							
FOCUS GROUP							
Commencement data … Maori	3%	40%	50%	5%	To have 13% of Maori students achieving above standard (equal to the number of European students)	… see planned actions for lifting achievement below. … specific nurturing of Maori students with a scientific bent … incorporate Maori worldview perspectives around science. … see some of these students as a resource and as potential leaders.	
NZ European	2%	43%	42%	13%			
Mid-point Data	NA						
Post data							

FOCUS HOTSPOT							
Commencement data Year 3	3%	58%	28%	11%	To have the number of year 3 students achieving below standard (currently 58%) closer to the year 4 number of 41%	… see planned actions for lifting achievement below. … have year 3's working alongside year 4's (composite classes) … plenty of "talking about" science … emphasis on senses.	
Mid-point Data	NA						
Post data							

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

Priority Area - <u>STEM</u>	**Intent : <u>PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022</u>**

STEM ***Intervention for Improvement***	When?	Who?	*Vision Statement* Teachers and students are enthusiastic and engaged with STEAM and make connections with other curriculum areas. Facilitation - Andrew	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*

Priority Action 1		WS	Using the design thinking model, staff take on a project with their class (Linked in with Envirosteam).	NA				✓	***This should be a priority in 2023 in conjunction with appropriate PLD.***
Priority Action 2		WS	Staff make use of the House of Science kits to teach science in their classrooms and make connections to other curriculum areas (Removing barriers). Conferencing around thinking process skills.	NA	✓				***There has been considerable enthusiasm around the use of the kits. Staff have discussed the sorts of questions they are asking students during conferencing time. This is important as these conferences produce much of the raw data used to inform rubric placement, and to identify next steps. In 2023 it could be very beneficial to review and further improve these questions, to share best practice, and to identify a set of core questions (or types of questions) which could apply school wide, and which reflect developmental staging.***
Priority Action 3		WS	Staff have opportunities to feedback and share their journey with STEAM. Lead teachers. CRT.	NA		✓			***Regular scheduled opportunities for sharing in 2023. These could be tied to action plans and/or critical milestones.***
Priority Action 4		WS	Staff have opportunities to engage in STEAM PLD.	NA	✓				***To continue as a primary focus in 2023.***
Primary assessment tool			Develop school matrix which identifies stages in the STEM enquiry process as basis for target setting and formative assessment. To monitor achievement progressions of identified target groups.	NA	✓				***Matrix has already been modified to align with MoE support materials. Suggest the matrix is fully evaluated at the end of 2023 with changes made where appropriate.***

Analysis of Variance **For the period 2022** ***EXTERNAL EVALUATION FOCUS***

Strategic Aim To develop a STEAM matrix which encourages students to be systematic and purposeful in the processing of information, with the ultimate aim of enhanced student ownership.	**Historical Position** In 2019 staff indicated a general enthusiasm to implement the STEAM curriculum. At that time the school was heavily committed to the "Write That Essay" programme, and the decision was made to support a small number of staff to tentatively explore STEAM. One staff member was given leadership in this area, with a brief to get to know the curriculum, try out some units, establish networks, report to staff on progress, and give teachers some "taster" activities to trial in their rooms. As WTE moves firmly into consolidation mode in 2022, the decision was made to expand the STEAM initiative school-wide. This also integrates well with CoL initiatives to do similar. The decision was also made to explore STEAM links with the digital curriculum and environmental studies, to grow a sense of belonging and kaitiaki, and to see this as an opportunity to grow student ownership of learning. While the usual quantitative data will be collected and analysed, more qualitative measures (including matrix, skill based development etc.) will be the primary tool for student/teacher and student/student conferencing, setting of targets, and monitoring and reporting on progress. STEAM will be the laboratory of change for STUDENT OWNERSHIP initiatives undertaken in 2022 (and likely 2023) and the central focus of collaborative PLD. The data and associated action plans will form the basis of the school's Analysis of Variance in 2022
Annual Aim :	Children will become more confident and systematic in the use of the science process skills (including observation, measurement and analysis of data). Children will become increasing engaged in science. Delays in implementation of this plan have required that initial data (collected first half of 2022) cannot be evaluated at the end of 2022 but will, instead, will be evaluated toward the end of 2023 in conjunction with an Education Review Office collaborative (partner) project.

IDENTIFIED AREAS FOR IMPROVEMENT	**Well below standard**	**Below standard**	**At standard**	**Above standard**	**Areas for improvement** **Target Statement .. Annual Aims**	**Position in relation to target statement** **Specific Actions**	**Analysis / Reflections / Recommendations**
Whole school Commencement Data (May/June)	*2..3%*	*40.6%*	*44.2%*	*12.9%*	To have 60% of students achieving at standard (approximately	… see planned actions for lifting achievement below. … lift frequency of exposure to hands on	

2022					73% at standard and above).	activities … plenteous discussions … application of science inquiry skills to general life – OFTEN! … refine conferencing … use of word reference bank	
Mid point data School 2022	*NA*						
Post data Dec. 2022							
FOCUS GROUP							
Commencement data … Maori	3%	40%	50%	5%	To have 13% of Maori students achieving above standard (equal to the number of European students)	… see planned actions for lifting achievement below. … specific nurturing of Maori students with a scientific bent … incorporate Maori worldview perspectives around science. … see some of these students as a resource and as potential leaders.	
NZ European	2%	43%	42%	13%			
Mid-point Data	NA						
Post data							

FOCUS HOTSPOT							
Commencement data ***Year 3***	3%	58%	28%	11%	To have the number of year 3 students achieving below standard (currently 58%) closer to the year 4 number of 41%	… see planned actions for lifting achievement below. … have year 3's working alongside year 4's (composite classes) … plenty of "talking about" science … emphasis on senses.	
Mid-point Data	NA						
Post data							

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

Priority Area - <u>STEM</u>	**Intent : <u>PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022</u>**

STEM ***Intervention for Improvement***	When?	Who?	*Vision Statement* Teachers and students are enthusiastic and engaged with STEAM and make connections with other curriculum areas. Facilitation - Andrew	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*

Priority Action 1		WS	Using the design thinking model, staff take on a project with their class (Linked in with Envirosteam).	NA				✓	***This should be a priority in 2023 in conjunction with appropriate PLD.***
Priority Action 2		WS	Staff make use of the House of Science kits to teach science in their classrooms and make connections to other curriculum areas (Removing barriers). Conferencing around thinking process skills.	NA	✓				***There has been considerable enthusiasm around the use of the kits. Staff have discussed the sorts of questions they are asking students during conferencing time. This is important as these conferences produce much of the raw data used to inform rubric placement, and to identify next steps. In 2023 it could be very beneficial to review and further improve these questions, to share best practice, and to identify a set of core questions (or types of questions) which could apply school wide, and which reflect developmental staging.***
Priority Action 3		WS	Staff have opportunities to feedback and share their journey with STEAM. Lead teachers. CRT.	NA		✓			***Regular scheduled opportunities for sharing in 2023. These could be tied to action plans and/or critical milestones.***
Priority Action 4		WS	Staff have opportunities to engage in STEAM PLD.	NA	✓				***To continue as a primary focus in 2023.***
Primary assessment tool			Develop school matrix which identifies stages in the STEM enquiry process as basis for target setting and formative assessment. To monitor achievement progressions of identified target groups.	NA	✓				***Matrix has already been modified to align with MoE support materials. Suggest the matrix is fully evaluated at the end of 2023 with changes made where appropriate.***

TARGETTED USE OF KIWISPORT FUNDING MATARAU SCHOOL 2022

KIWISPORT FUNDING **Funds allocated** **Funds expended**	**Supporting Actions**		**Success Indicators**	Mid-year 2022	Fully achieved	Partly achieved	Not achieved	Carried over	***Evaluation*** ***Self Review - Looking to 2023***
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 … integration of skill and games programmes year 3 and up … leadership by syndicate leaders or nominated syndicate member … implement "move well" or similar programme	NA	✓	 ✓ ✓ ✓	 ✓		**Reflections 2022 …** **The efforts made by a number of staff to keep children active is acknowledged. In pockets there has been extensive growth here.** **In 2023 opportunities exist with a now covered court area to sustain physical activity at a high level in all seasons.** **There would likely be benefit in syndicates sharing their approaches to enhance continuity and skills progression.** **It is suggested that a "leadership team" lead in 2023 not only in syndicates but with whole school PLD – this need not be extensive just opportunities to share and support.**

Charter
For Matarau School

Including Statements of Variance

School Number 1043
For the Period 2022

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* • *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

		2019	**2020/2021**	2022	2023	2024
FOUCUS AREA 1	New	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**	Mathematics	Sport and P.E.
	Integrated with …	N.A.	Write That Essay (2)	Write That Essay (3)	SCIENCE (2) FOCUS AREAS IN SCIENCE (Enviro 2)	Mathematics
FOCUS AREA 2	New	Personalised Learning Blooms Taxonomy etc Multiple Intelligences Glasser Digital Technologies	STEM/STEAM (1) Review Inquiry Learning models in light of evolving practices. PERSPECTIVES Link with Science	STEM/STEAM (2) Whole school action plan – grow this wider – integrate with CoL	STEAM/STEAM (3)	ART Visual Arts
	Integrated with …	CRITICAL THINKING (2) De Bono 6 Hats Cort Thinking Brain Storming MLEs	FULL IMPLEMENTATION OF DIGITAL TECHNOLOGIES CURRICULUM	INTEGRATING DIGITAL TECHNOLOGIES	Cultural Competencies – Identity, sense of place etc	ART Performing Arts
ASSESSMENT	Other	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	Review and revision of Pika Sheets Design of skills matrix – Qualitative focus in area of school wide aggregation.	Assessment Review (2) Forms of formative assessment.	TBD
CREATING A SUPPORTIVE LEARNING ENVIRONMENT ***Ach. for all***	Personal /Student	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) School wide actions. Te whare tepa LSC led focus on gifted students – STEAM - staged	Cultural Capability	TBD
	Focus Gr/Area	Struggling Writers (2) Reaching students through MI initiatives (linked to personal PLD)	Provision for gifted students (1) Maori perspectives in major units / Maori leadership.	Review of Behaviour protocols - consultation - implementation	Provision for gifted students (2)	Learning Support Focus

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 2021 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 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 evident in most areas but there are comparatively fewer Maori students in the well above categories generally and in reading comprehension (and sometimes in listening)

The disruptions of covid seem to have, thus far, minimally impacted patterns in data.

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. This needs to be looked into in 2022.

Looking behind the numbers

It is suggested that …

… a thorough moderation is undertaken of the reading and writing Pika sheets (especially at years 3 and 4) 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.

… the usefulness of the pika sheets at year 1 should be reviewed and should be weighed against alternatives.

… 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 to give more specific information … or to development of a matrix or similar to focus on specific skills.

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 and to make maximum use of the WTE score cards for formative assessment and programme design and delivery.

… 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 very 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.

… consideration should be given in 2022 to AOV data targets based on STEAM (our 2022 focus) or on ownership of learning (ERO focus). This will require rubric development in both areas.

Analysis of Variance **For the period 2022** ***EXTERNAL EVALUATION FOCUS***

Strategic Aim To develop a **STEAM matrix** which encourages students to be systematic and purposeful in the processing of information, with the ultimate aim of enhanced student ownership.	**Historical Position** In 2019 staff indicated a general enthusiasm to implement the STEAM curriculum. At that time the school was heavily committed to the "Write That Essay" programme, and the decision was made to support a small number of staff to tentatively explore STEAM. One staff member was given leadership in this area, with a brief to get to know the curriculum, try out some units, establish networks, report to staff on progress, and give teachers some "taster" activities to trial in their rooms. As WTE moves firmly into consolidation mode in 2022, the decision was made to expand the STEAM initiative school-wide. This also integrates well with CoL initiatives to do similar. The decision was also made to explore STEAM links with the digital curriculum and environmental studies, to grow a sense of belonging and kaitiaki, and to see this as an opportunity to grow student ownership of learning. While the usual quantitative data will be collected and analysed, more qualitative measures (including matrix, skill based development, survey data etc.) will be the primary tool for student/teacher and student/student conferencing, setting of targets, and monitoring and reporting on progress. STEAM will be the (initial) laboratory of change for STUDENT OWNERSHIP initiatives undertaken in 2022 (and likely 2023) and the central focus of collaborative PLD. The data and associated action plans will form the basis of the school's Analysis of Variance in 2022
Annual Aim :	Children will become more confident and systematic in the use of the science process skills (including observation, measurement and analysis of data). Children will become increasing engaged in science. ***Delays in implementation of this plan have required that initial data (collected first half of 2022) cannot be evaluated at the end of 2022 but will, instead, will be evaluated toward the mid/end of 2023 in conjunction with an Education Review Office collaborative (partner) project.***

IDENTIFIED AREAS FOR IMPROVEMENT	**Well below standard**	**Below standard**	**At standard**	**Above standard**	**Areas for improvement** **Target Statement .. Annual Aims**	**Position in relation to target statement** **Specific Actions**	**Analysis / Reflections / Recommendations**
Whole school Commencement Data	*2..3%*	*40.6%*	*44.2%*	*12.9%*	To have 60% of students achieving at standard	… see planned actions for lifting achievement below. … lift frequency of exposure to hands on activities	

(May/June) 2022					(approximately 73% at standard and above).	… plenteous discussions … application of science inquiry skills to general life – OFTEN! … refine conferencing … use of word reference bank … embed ownership intiatives	
Mid point data School 2022	*NA*						
Post data Dec. 2022							
FOCUS GROUP							
Commencement data … Maori	3%	40%	50%	5%	To have 13% of Maori students achieving above standard (equal to the number of European students)	… see planned actions for lifting achievement below. … specific nurturing of Maori students with a scientific bent … incorporate Maori worldview perspectives around science. … see some of these students as a resource and as potential leaders.	
NZ European	2%	43%	42%	13%			
Mid-point Data	NA						
Post data							
FOCUS HOTSPOT							
Commencement data Year 3	3%	58%	28%	11%	To have the number of year 3 students achieving below standard (currently 58%) closer to the year 4 number of 41%	… see planned actions for lifting achievement below. … have year 3's working alongside year 4's (composite classes) … plenty of "talking about" science … emphasis on senses.	

Mid-point Data	NA						
Post data							

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

Priority Area - STEM	**Intent : PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022**

STEM ***Intervention for Improvement***	When?	Who?	*Vision Statement* Teachers and students are enthusiastic and engaged with STEAM and make connections with other curriculum areas. Facilitation - Andrew	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1		WS	Using the design thinking model, staff take on a project with their class (Linked in with Envirosteam).	NA				✓	***This should be a priority in 2023 in conjunction with appropriate PLD.*** ***Possible While school unit in term 1.***
Priority Action 2		WS	Staff make use of the House of Science kits to teach science in their classrooms and make connections to other curriculum areas (Removing barriers). Conferencing around thinking process skills.	NA	✓				***There has been considerable enthusiasm around the use of the kits. Staff have discussed the sorts of questions they are asking students during conferencing time. This is important as these conferences***

									produce much of the raw data used to inform rubric placement, and to identify next steps. In 2023 it could be very beneficial to review and further improve these questions, to share best practice, and to identify a set of core questions (or types of questions) which could apply school wide, and which reflect developmental staging.
Priority Action 3		WS	Staff have opportunities to feedback and share their journey with STEAM. Lead teachers. CRT.	NA		✓			***Regular scheduled opportunities for sharing in 2023. These could be tied to action plans and/or critical milestones.***
Priority Action 4		WS	Staff have opportunities to engage in STEAM PLD.	NA	✓				***To continue as a primary focus in 2023.***
Primary assessment tool			Develop school matrix which identifies stages in the STEM enquiry process as basis for target setting and formative assessment. To monitor achievement progressions of identified target groups.	NA	✓				***Matrix has already been modified to align with MoE support materials. Suggest the matrix is fully evaluated at the end of 2023 with changes made where appropriate.***

Priority Area – STUDENT OWNERSHIP | INTERNAL EVALUATION FOCUS

Overarching Evaluative Question How well do school conditions support the development of student ownership to positively impact learner outcomes and achievement?	When?	Who?	**Investigative Sub-Questions** 1. To what extent do staff and students have a shared understanding of student ownership? 2. How are opportunities for student ownership embedded in learning programmes? 3. How are students typically demonstrating ownership of their learning? 4. What obstacles to student ownership are emerging and how are these being addressed? How, what, when, who for each question.	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1 ***Initiating*** ***Info gathering***		WS	Develop a common understanding of … … what student ownership is … what it looks like at Matarau School. *View source documents.*	NA		✓			***Syndicate action plans will be in place by the end of 2022 – reviewed early in 2023.***
Priority Action 2 ***Exploring and focusing***		WS	Survey of staff and students. Identify patterns and areas of interest. Construct 3-5 aspirational statements. Identify priority actions for the school as a whole, for individual classes, for syndicates.	NA		✓			***These have been incorporated in syndicate action plans in response to staff and student survey data.*** ***It may be useful to create some school wide aspirational statements by identifying areas of common focus – and***

									thus ensuring some degree of continuity across levels.
Priority Action 3 ***Designing (1)***		WS	Identify priority cohorts (gifted, Maori) for monitoring and feedback to the rest of the school. **Develop set of interview questions for administration to sub-groups as a component of formative assessment.**	NA			✓		***Underway toward the end of 2022 but very much in emergent stages. Early in 2023 a process for gathering data and engaging with focus groups needs to be firmed up and enacted. This data will sit alongside the survey data and thus deepen impressions.***
Priority Action 4 ***Designing (2)***		WS	Develop a plan to embed our "ownership priorities" within the context of hands on STEM activities as our primary "laboratory of change".	NA		✓			
Primary assessment tool ***Evaluating for improvement***			***Triangulation*** *... Develop a matrix to guide enquiries (sequencing of sub questions – who, how, what, when?), shape instruction, identify patterns, monitor and report on progress.* *... Staff and student surveys* *... Cohort surveys* *Review, revise and respond.* Use collaborative PGC document to monitor and evaluate formative discussions.	NA		✓			***See above.***

Internal Evaluation focus: Student ownership of learning - ***ACTION PLAN***

- *A sequenced pathway for inquiry to address the evaluation focus and questions: information gathering, analysis, synthesis and sense making, leading to judgements to provide key evaluation findings.*
- *A sequence of activities uses existing evaluation capacity and strengthens evaluation capacity.*

Overarching Evaluative Question:
How well do the school conditions support the development of student ownership of their learning to positively impact learner outcomes and achievement? (Outcome question)

Investigative Sub-Questions:
1. **To what extent do staff and students have a shared understanding of student ownership?** (Understanding question)

WHAT? Short description of evaluation activity	**HOW?** Sources of information and Methods	**WHO?** Persons responsible/ Participants	**WHEN?** Timeframe	**REFLECTION/STATUS**
Gather some baseline data to gauge current understandings of student ownership.	Administer Staff Survey Administer Student Survey	Whole staff Students year 3-8	By the end of term 3 By the end of term 3	Completed. Analyse T1 2023 Re-administer T3 2023
Analysis of data	Identify patterns (and anomalies) in survey data Identify areas for potential school wide focus	Whole staff	By the end of term 4	On-going via syndicate action plans.
Develop 3-5 aspirational statements for the wider school	Using survey data By identifying/synthesizing best practice – scope the literature	Whole staff	By the end of term 4	Carried over to 2023
Identify areas for class, syndicate or cohort focus	Identify potential focus cohorts (e.g. Maori, boys, gifted). Gather interview/conversational	Kevin Syndicate leaders	Term 1 2023	Carried over to 2023

	data from selected cohorts. Develop specific actions in light of the above.			

2. How are opportunities for student ownership embedded in learning programmes?

WHAT? Short description of evaluation activity	**HOW?** Sources of information and Methods	**WHO?** Persons responsible/ Participants	**WHEN?** Timeframe	**REFLECTION/STATUS**
Develop a plan to embed our "ownership priorities".	Consider how (and where) identified actions might be implemented in the context of STEAM activities.	Whole staff Syndicate teams	Term 1 2023	Carried over
Go deeper	Consider how identified STEAM actions could be modified for specific cohort groups.	Whole staff	Term 2 2023	Carried over
Go wider	Consider how identified STEAM actions might be implemented throughout the wider curriculum.	Whole staff	Term 3 2023	Carried over
Share practice	Allow for regular PLD discussions around student ownership. Facilitate visits to classrooms/schools.	Whole staff	Terms 1-4 2023	Carried over

3. How are students typically demonstrating ownership of their learning? (Experience question)

WHAT? Short description of evaluation activity	HOW? Sources of information and Methods	WHO? Persons responsible/ Participants	WHEN? Timeframe	REFLECTION/STATUS
Create opportunities for peer review and support.	Create learning partnerships. Arrange visits to rooms to facilitate sharing and feedback.	Whole staff	Term 2-3 2023	Carried over
Develop tools to assess/identify consistency of application of ownership strategies.	Use the 3-5 aspirational statements to develop a set of key ownership indicators.	Whole staff	Term 2-3 2023	Carried over

4. What obstacles to student ownership are emerging and how are these being addressed? (Practice/experience question)

WHAT? Short description of evaluation activity	HOW? Sources of information and Methods	WHO? Persons responsible/ Participants	WHEN? Timeframe	REFLECTION/STATUS
Identification of potential obstacles - staff	Staff survey – read between the lines	Whole staff	T1-4 2023	Carried over To be embedded in syndicate action plans
Identification of potential obstacles - students	Student surveys and cohort conversations – again, read between the lines	Whole staff	T-4 2023	As above
Identification of potential obstacles – learning environments.	Audit of learning spaces, structure, systems etc to identify features conducive to or against	Whole staff	T1-4 2023	

	ownership decisions.			

Priority Area – WELL BEING | **Intent : PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022**

WELL BEING ***Intervention for Improvement***	When?	Who?	*Vision Statement* To use Te Whare Tapa Wha as a wellbeing resource to build student wellbeing. To increase students' sense of belonging. Facilitation - Kay	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1	WS		Unpack Te Whare Tapa Wha with teachers who will take it back to class and share with their students Beginning with Whenua and Belonging and Physical well being	NA	✓				***In 2023 focus on physical activity as a bridge to improved well-being. Use of new covered court area will enable a year round (non-weather dependent) focus.***
Priority Action 2	WS		Share what is working and use ideas from others. Unpack Te whare tapa Wha with focus on whanau and continue to build understanding in a holistic approach.	NA		✓			***In 2023 consider how the school Whanau Group might be used to grow whanau engagement.***
Priority Action 3	WS		Share what is working and use ideas from others.Te Whare Tapa Wha mental/ emotional well being shared with staff then students Tch incorporating ways to use in class and continue to build all areas.	NA	✓				***Provide regular opportunities for sharing and reflection in staff meetings.***

Priority Action 4	WS		Share what is working and use ideas from others.Te Whare Tapa Wha spiritual well being to be shared with staff then students Tch continues to incorporate ways of using with class	NA	✓				***The virtues programme may be an underutilised vehicle to promote staff and student wellness. This could be another way to incorporate wellness initiatives in the classroom, with a particular focus on discussion, engagement and empathy.***
Priority Action 5	WS		Respond to CoL survey second phase data. Develop a plan to address areas of comparative need. 1. Teachers show an interest in students … incl. wider lives 2. Promote gratitude (incl. kindness)	NA		✓			***In 2023 ensure that some areas identified in 2022 survey data form a sustainable/core focus in 2023 and beyond.***
Primary assessment tool									

Priority Area – WRITE THAT ESSAY | **Intent: PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022**

WRITE THAT ESSAY ***Intervention for Improvement***	When?	Who?	*Vision Statement* To sustain the gain made in past 3 years. All staff and students consolidate and develop further proficiency in use of WTE methods and strategies. Facilitation – Rach R	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1		WS	Fluency and transference of sentence and paragraph skills appropriate to level.	NA		✓			***Good progress has been made and staff should be commended for this.*** ***However, this may not be sufficiently embedded for sustainability long term, and a more thorough use of critical WTE tools could yield further gains.*** ***Paragraphing remains, understandably, and area for further work.***
Priority Action 2		WS	Develop consistency and reliability of achievement targets across the school. Good formative practice.	NA	✓				***Progress made here but should this be formalised in some way in 2023?*** ***Perhaps discussions could be had around this.***
Priority Action 3		WS	Create tasks that identify precise expectations and link to scorecard.	NA				✓	

Priority Action 4		WS	Embed use of WTE across curriculum areas.	NA		✓			***Embedding WTE initiatives in the wider curriculum must be a priority in 2023. The science focus could be a context for this. Some staff already have successes to share in this area.***
Primary assessment tool			Score card ... explore next steps?? Possible sample moderation (exemplars)??			✓			***Use of exemplars for impressions and formative practice could be further considered in 2023. Perhaps best done at the syndicate level.***

Priority Area – ENVIROSCHOOLS | **Intent: PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022**

ENVIROSCHOOLS /SCIENCE ***Intervention for Improvement***	When?	Who?	*Vision Statement* To give all students opportunities to engage in hands-on science activities.	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1		KD WS	Work with staff to identify focus science process skills and how to teach these.	NA	✓				***Trial matrix is now in place. This will form the basis of discussions with/between students in 2023. This should be reviewed at the end of 2023.*** ***Further PLD with Sue Holmes might be helpful.*** ***Continue 2 stage approach to science kits – 2nd stage (second week) "going deeper".***
Priority Action 2		WS	Explore ways to embed science process school within current STEAM initiatives.	NA	✓				***See above.*** ***Consider links with enviroschool focus and use of the ngahere.***
Priority Action 3		KD	Run science labs for students at years 5 and 6 (Katie)	NA			✓		***Worth considering in 2023. Maybe this could include Jackie in her LSC/extension role. Could also be a vehicle to grow ownership and identify "science leaders".***

Priority Action 4			TBC						
Primary assessment tool		WS	Focus indicators in STEAM assessment rubric??	NA	✓				

Priority Area – <u>PHYSICAL</u> <u>EDUCATION</u>	**Intent: <u>PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022</u>**

PHYSICAL EDUCATION ***Intervention for Improvement***	When?	Who?	*Vision Statement* To ensure that all students are provided with the opportunity to develop the fundamental skills and confidence to participate in a range of physical activities. Facilitation – Rach B	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1		WS	Planning reflects regular inclusion of fitness and skill building activities throughout the year.	NA		✓			
Priority Action 2		WS	Teachers to explore "Movewell" as part of the Physical Education Programme	NA				✓	***This should be considered in 2023 and weighed alongside alternatives.***

Priority Action 3		WS	Implement Student Agency within own classrooms to support/enhance the delivery of the programme, building on/and acknowledging individual strengths.	NA			✓		***This could be an excellent opportunity to identify leaders who might not otherwise shine. Students have a huge influence over other students and this could be a helpful context for growing skill, self-management, teamwork, etc .. as well as contributing to a more gainful and productive use of free time.***
Priority Action 4		WS	Expand student agency into the lower middle/junior school using older students to support teachers	NA			✓		***See above.***
Primary assessment tool			N.A.						

Priority Area – **MISCELLANEOUS**	Intent: **PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2022**

MISCELLANEOUS ***Intervention for Improvement***	When?	Who?	*Vision Statement*	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
Priority Action 1 ***LIBRARY***		WS	Use **explicit knowledge** of why, what, and how often, children are reading as the basis for **targeted** (and tailored) book promotion in every room.	NA		✓			***Plenty of room to grow this wider. Buy-in appears to be somewhat hap-hazard in 2022 and the library has not been available for a good period of 2022 which has not helped.*** ***Usage and promotion need to be a brief part of every second staff meeting with constant reflections on student reading patterns.***
Priority Action 2 ***TE REO*** ***WHANAU ENGAGEMENT***		WS JG AA	Build upon rotational Te Reo lessons to create a more engaging and sequential approach to learning (and enjoying) Te Reo. Use CRT time to support Te Reo follow-up lessons (equates to .8 allocation) Work with CoL on cultural knowledge/awareness – sense of place and identity. Related CoL survey. Ensure matters advised on the whanau facebook page are reported, where appropriate at board meetings. (perhaps whanau feedback item on agenda)	NA	✓				***2022 Te Reo lessons have worked well. There is now greater consistency in delivery and more evidence of skill staging.*** ***Waiata now routine in music lessons and school assemblies.***

			Assess whether there is interest in re-establishing whanau group meetings. Use the Ngahere to promote concepts of belonging and kaitiaki. Working well in year 1 and 2, consider how year 3 and 4 and above might be involved. Embed waiata in all gatherings where possible and as routine in music rotations.						***Efforts should be made to see if there is interest in re-starting the whanau group in 2023.*** ***Links between the board and the PSG should be strengthened … particularly to facilitate enhanced co-ordination and communication.***
Priority Action 3 CoL		WS AC AJ	To work with across school teachers to support CoL wide initiatives in STEAM and WTE.	NA	✓				
Priority Action 4 Gifted Students		JM	Anecdotal/observational identification of students with an aptitude to STEAM **T1** – consult last years tchrs/confirmation 2022 tchrs **T2** - parent input (survey monkey). Assess current provision **T3/4** – planned actions: work with senior aquabot students, science labs (Katie) etc **T4** – Review. Id intelligence for 2023 focus.	NA		✓			***Some excellent opportunities were created in 2022 to extend students and these opportunities were appreciated by students and their parents. Feedback was very positive.*** ***Suggest further initiatives are undertaken in 20223 and that Jackie plays a key role here.***
Priority Action 5 Assessment		Nom. Staff	Review Pika sheets to ensure these align with knowable (rather than aspirational) achievement targets. Address minor anomalies.	NA	✓				

TARGETTED USE OF KIWISPORT FUNDING   MATARAU SCHOOL 2022

KIWISPORT FUNDING **Funds allocated** **Funds expended**	**Supporting Actions**		**Success Indicators**	Mid-year 2022	Fully achieved	Partly achieved	Not achieved	Carried over	***Evaluation*** ***Self Review - Looking to 2023***
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 … integration of skill and games programmes year 3 and up … leadership by syndicate leaders or nominated syndicate member … implement "move well" or similar programme	NA	✓	 ✓ ✓ ✓	 ✓		**Reflections 2022 …** **The efforts made by a number of staff to keep children active is acknowledged. In pockets there has been extensive growth here.** **In 2023 opportunities exist with a now covered court area to sustain physical activity at a high level in all seasons.** **There would likely be benefit in syndicates sharir their approaches to enhance continuity and skills progression.** **It is suggested that a "leadership team" lead in 2023 not only in syndicates but with whole schoo PLD – this need not be extensive just opportuniti to share and support.**

Priority Areas – NAGS 2-6	Intent: **<u>AREAS FOR EXPLICIT BOARD FOCUS – 2022</u>**

MISCELLANEOUS ***Intervention for Improvement***	When?	Who?	*Vision Statement* To govern the school in ways which align practices with government and local priorities, and which place learner needs (social, emotional, and academic) at the centre of all that we do.	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2023 *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?*
NAG 2 Documentation		KT	**Review policies …** 1a Curriculum Overview 1b Curriculum Delivery 2a Strategic Planning 2b Self-Review **FFP policies …** Fee Protection Fee Policy Refund Policy	NA	✓ ✓ ✓ ✓ ✓ ✓ ✓				***All required polices scheduled for 2022 review were reviewed.*** ***No significant changes were made. Refer Policy review document.*** ***To meet a request by ERO new polices were developed in the following areas …*** ***… substance abuse*** ***… protocols related to non-custodial parents*** ***… administration of medication***
			Review school Behaviour Management Protocols, revise where appropriate, make these available to parents.	NA	✓				***Review completed. Staff consulted. Some revisions were made but these related only to clarity am brevity.***

									To be placed on the school website and circulated among staff annually.
NAG 3 Personnel		KT	Bring staffing levels in line with government allocations (as recommended in previous audits) while continuing to fund value added roles e.g. LS, Pastoral, Te Reo, Music.	NA	✓				***Specialist, board funded roles continued in 2022 and have been budgeted for in 2023.*** ***Level of board funding of staffing top up remains at approximately customary levels.***
			Consider whether transition of more staff to permanent positions is feasible.	NA	✓				***No change here due to fluctuations in roll. Decision made in favour of status quo.***
			Review systems for registration and vetting to maximise compliance.	NA	✓				***Now managed through admin staff who have monitoring spreadsheets in place. This is leading to more timely tracking.***
			Find suitable placement for kapa haka teacher.	NA				✓	
NAG 4 Financial and property		KT	Confirm redevelopment plans with the MoE	NA				✓	***Delay at the Ministry level. No explanation given. The Board will need to keep the pressure on in 2023.***
			Complete LSC/AMS project	NA		✓			***May roll into 2023 due to funding add-ons. Substantively completed though by the end of 2022.***
			Reduce 5YP backlog as urgently as possible (roof replacement, pool upgrade, carpet, heatpumps, shade covers etc)	NA		✓			***Carpets and heatpumps to be prioritised early in 2023 – whole school coverage.***

									In 2023 establish a cycle for external paint touch ups. ***Provision of long term painting maintenance will need to be reconsidered as the caretaker no longer has the hours to do this, and safety measures have become too extensive for these to be managed internally.***
			Seal and re-paint bus bay	NA				✓	***Continue discussions with MoE that the cost of any upgrade not be met from 5YA funding.***
			Include bilingual signage in pending property redevelopment projects.	NA				✓	***Pending school re-development***
NAG 5 Health and Safety		KT	Implement covid protocols (including transitions) to keep staff and students safe, and in ways which engage, support, and respect all stake holders.	NA	✓				
			Promote a clean, healthy and safe school through the enviroschools initiative – school wide focus.	NA		✓			***To roll into 2023*** ***Integrated enviro school focus.***
NAG 6 Admin/Legal		KT	Monitor and respond to deteriorating patterns of attendance arising from covid. Improve engagement with parents and support agencies.	NA		✓			***Continue with existing initiatives into 2023. Average attendance in a recent MoE survey showed this at nearly 90% attendance - which compares very well with similar schools.***
			Transition of documents to cloud storage N4L upgrade.	NA				✓	***The decision has been made to upgrade the server and this work should be***

									completed by the end of the 2022 school year.
			Streamline the school charter	NA		✓			
			Streamlines processes for collection of data at audit time.	NA	✓				***Now collected throughout the year in accordance with the accountants timetable.***
ERO Recommendations/ requirements		KT	Enact Substance Abuse Policy Policy in relation to court orders Written consents for all drugs administered to students. Check dual ID for each police vet is undertaken and verified.	NA	✓				***Actioned.*** ***See above.***
			Transfer to NZQA self-review templates for International Students	NA				✓	***To be reviewed in 2023***

David Postlewaight	Parent Rep	Elected October 2022	Parent	June 2025
Sally Roberts	Treasurer	Elected October 2022	Parent	June 2025
Gary Langley	Property	Elected October 2022	Parent	June 2025
Adam Crump	Staff Rep	Elected October 2022	Teacher	June 2025

SUMMARY STATEMENT (Looking to 2023 and beyond)

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

... Emphasis on student ownership including scoping, target setting, syndicate action plans and systematic review.

... final phase “bedding in” of WTE to ensure that practices continue in 2023 and beyond

... specific initiatives to ensure that all teachers are supported, committed, and ready, to sustain these two initiatives.

... seek to strengthen links across the school through collaboration (e.g. whole school units)

Further areas for consideration in 2023

... Positive shifts in achievement (and application) continue to be evident in areas of designated focus (STEM and student ownership). Opportunities to shift performance in especially poorer performing cohorts should continue to be a focus. 2022 initiatives around provision for gifted students should also carry over into 2023. 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.

… Improvements to school playgrounds should become a critical priority in 2023, especially in relation to health and safety. Information gathered by the PSG should be used to support this process.

Final Word of encouragement and gratitude as we move into 2023

A debt of gratitude is owed to staff, board, parents and students for putting shoulder to the wheel in 2022. Students continue to achieve at a good level compared with similar schools, and this is testament to the efforts (and teamwork) of all involved. Staff work collaboratively towards shared goals and this is feeding through to a more seamless transition as children move through the school.

The school continues to provide reliable information to parents on the progress and achievement of children. This is appreciated by parents, and enables the school to monitor the impact of programmes, and to set meaningful goals. Movements toward more diverse methods of assessment, including a greater emphasis on formative assessment, are in their early stages, but should continue to be developed.

While new initiatives have seemed to take a while to bed in, a good foundation has been set for 2023.

Thank you again for the teamwork, for believing in what we can achieve when we pull together, and for dedication beyond the call of duty.

Chairperson Board of Trustees

7-6-23

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 presented to BoT BoT targets Principals appraisal			Staff / BoT peer appraisals Interim principal's appraisal	Admin EEO survey BoT interim review of charter targets		Staff / BoT peer appraisals E.E.O. Report	Proposed staff profile following year Conf. of .. Regis. Status .. annual salary attestations	Formal review of BoT and staff targets Summary of Staff professional development programme.	Summary of appraisal process for year – attestation 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 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	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) 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	Focus Report Appr doc IEPs (network) SN Reg Synd minutes Charter / SM minutes H and s Reports Principal's Report Pr Rep / Acc Reg Tabled BoT mtg Charter / tabled BoT Policy review report Review of Int stud prog Survey / feedback summaries Hui consultation folder	Syndicate / class based AOVs T 1 and 3 Instructional prog IEPs Homework Marking, feedback etc Unit planner / prog. Authenticity Formative assessment 5 pt plan 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 App doc. / Syndicate minutes

		Wellness survey **Student interviews**			

MATARAU SCHOOL

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*The board has acted in full compliance with any relevant employment, personnel and Health and safety policies.* *It has a specific Equal Employments Opportunity Policy with which it is in compliance.* *These policies are reviewed on a three yearly cycle.*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	**NAG 3 Personnel** <u>INTRODUCTION</u> The Board of Trustees of The School will fully comply with the requirements of the State Sector Act relating to providing fair opportunities for all employees and potential employees to gain employment at the school. <u>PURPOSES</u> 1.. To ensure that all employees and applicants for positions are given fair and equitable treatment according to their skills, qualifications, abilities and aptitude. 2. To ensure the obligation of the Board to appoint the best applicant is preserved. <u>GUIDELINES</u>

	1. An EEO convenor will be appointed (this may be the principal) 2. An annual E.E.O. report will be available to the board and community. 3. The E.E.O. Report will comment on the extent to which the school has / has not met its E.E.O. obligations and contain recommendations for future action. 4. An employee database will be developed so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored. 5. All school policies, practices and procedures will be reviewed having due regard to EEO considerations. 6. All vacancies to positions within the school will be advertised according to Collective Agreement Provisions and

	appointments made on a fair, equitable and transparent basis. 7. The Board will ensure that the best applicant is appointed to any vacant position without regard to gender, ethnicity, or religious affiliation. <u>OUTCOMES</u> That appointment processes are fair and transparent. That processes exist to monitor and report on appointment processes.
How do you practise impartial selection of suitably qualified persons for appointment?	*Appointment committees are selected by the board and have representation of board, staff, and school management on each committee.* *No person with a conflict of interest is appointed to any panel.* *Panels are mixed gender and have Māori appointees where appropriate.* *Appointment processes are submitted for board approval prior to the advertisement of any position and are reviewed subsequent to appointment.* *Processes are modified in line with best and emerging practice - from advertisement through to offer of position.*
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and	Endeavour is made to ensure meetings are culturally appropriate where this seems appropriate - from greeting through to questions. Where the position is of particular interest or relevance to Māori a Māori panellist may be included in the appointments panel. They sometimes connect with applicants prior to interview to ensure they are comfortable and familiar with the process, and to see if modifications to the process might be warranted.

- Greater involvement of Māori in the Education service?	Best applicant is always appointed.
How have you enhanced the abilities of individual employees?	Implementation of professional growth cycle with focus on collaboration and engagement. Personal targets where appropriate. Whole school development and PLD allocated for each employee. Focus in 2022 was on staff wellness - this has rolled into 2023.
How are you recognising the employment requirements of women?	Focus discussions to address areas of potential improvement. Flexible employment arrangements - generous maternity leave, opportunities for flexible hours etc.
How are you recognising the employment requirements of persons with disabilities?	These are addressed seriously when they arise, and the necessary provisions are put in place.

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	**YES**	**NO**
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	During self review each 3 yrs.	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	NZEI workshop s	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes Included in the Charter	