

MATAMATA PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1813

Principal: Glenn Macpherson

School Address: 115A Broadway

School Postal Address: P O Box 25, Matamata, 3440

School Phone: 07 888 8566

School Email: jbarton@mmps.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

MATAMATA PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

Index

| Page | Statement |
|------|-----------|
|------|-----------|

| | |
|--|-----------------------------|
| | Financial Statements |
|--|-----------------------------|

| | |
|--------|--|
| 1 | Statement of Responsibility |
| 2 | Statement of Comprehensive Revenue and Expense |
| 3 | Statement of Changes in Net Assets/Equity |
| 4 | Statement of Financial Position |
| 5 | Statement of Cash Flows |
| 6 - 20 | Notes to the Financial Statements |

| | |
|--|--------------------------|
| | Other Information |
|--|--------------------------|

| | |
|--|----------------------|
| | Members of the Board |
|--|----------------------|

| | |
|--|--|
| | Kiwisport / Statement of Compliance with Employment Policy |
|--|--|

| | |
|--|----------------------|
| | Analysis of Variance |
|--|----------------------|

Matamata Primary 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.

Adam Lynch
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

26/5/23
Date:

Glen MacPherson
Full Name of Principal

[Signature]
Signature of Principal

26/5/23
Date:

Matamata Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

| | | 2022 | 2022 | 2021 |
|---|-------|------------------|-----------------------------|------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 3,719,896 | 3,340,726 | 3,429,771 |
| Locally Raised Funds | 3 | 128,149 | 57,000 | 112,692 |
| Interest Income | | 7,344 | 2,500 | 2,054 |
| Other Revenue | | 12,890 | - | 7,086 |
| | | <u>3,868,279</u> | <u>3,400,226</u> | <u>3,551,603</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 60,973 | 49,500 | 60,036 |
| Learning Resources | 4 | 2,804,226 | 2,454,094 | 2,632,525 |
| Administration | 5 | 251,509 | 192,200 | 200,841 |
| Finance | | 1,052 | 834 | 1,648 |
| Property | 6 | 690,361 | 718,253 | 585,750 |
| Loss on Disposal of Property, Plant and Equipment | 11 | 6,609 | - | 3,600 |
| | | <u>3,814,730</u> | <u>3,414,881</u> | <u>3,484,400</u> |
| Net Surplus / (Deficit) for the year | | 53,549 | (14,655) | 67,203 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>53,549</u> | <u>(14,655)</u> | <u>67,203</u> |

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

Matamata Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 1,145,979 | 1,093,347 | 1,078,776 |
| Total comprehensive revenue and expense for the year | | 53,549 | (14,655) | 67,203 |
| Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 9,639 | - | - |
| Equity at 31 December | | 1,209,167 | 1,078,692 | 1,145,979 |
| Accumulated comprehensive revenue and expense | | 1,209,167 | 1,078,692 | 1,145,979 |
| Equity at 31 December | | 1,209,167 | 1,078,692 | 1,145,979 |

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.

Matamata Primary School
Statement of Financial Position
As at 31 December 2022

| | | 2022 | 2022 | 2021 |
|--|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 311,891 | 171,263 | 281,242 |
| Accounts Receivable | 8 | 222,510 | 183,112 | 191,265 |
| GST Receivable | | 3,302 | 16,287 | - |
| Prepayments | | 18,265 | 17,440 | 18,815 |
| Inventories | 9 | 22,719 | 21,137 | 20,202 |
| Investments | 10 | 253,948 | 380,556 | 251,311 |
| Share of Matamata Bus Network | | 10,579 | 40,784 | 8,137 |
| | | 843,214 | 830,579 | 770,972 |
| Current Liabilities | | | | |
| GST Payable | | - | - | 510 |
| Accounts Payable | 12 | 235,322 | 267,116 | 203,645 |
| Borrowings | 13 | 10,690 | 10,690 | 10,690 |
| Revenue Received in Advance | 14 | 7,672 | 8,651 | 7,534 |
| Provision for Cyclical Maintenance | 15 | 23,022 | - | - |
| Finance Lease Liability | 16 | 10,997 | 18,469 | 13,509 |
| Funds held for Capital Works Projects | 17 | - | - | 56,355 |
| | | 287,703 | 304,926 | 292,243 |
| Working Capital Surplus/(Deficit) | | 555,511 | 525,653 | 478,729 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 728,068 | 696,111 | 760,025 |
| | | 728,068 | 696,111 | 760,025 |
| Non-current Liabilities | | | | |
| Borrowings - Due beyond one year | 13 | 10,690 | 32,071 | 21,381 |
| Provision for Cyclical Maintenance | 15 | 56,517 | 79,541 | 57,541 |
| Finance Lease Liability | 16 | 7,205 | 31,460 | 13,853 |
| | | 74,412 | 143,072 | 92,775 |
| Net Assets | | 1,209,167 | 1,078,692 | 1,145,979 |
| Equity | | 1,209,167 | 1,078,692 | 1,145,979 |

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

Matamata Primary School
Statement of Cash Flows
For the year ended 31 December 2022

| | | 2022 | 2022 | 2021 |
|---|----------|----------------|-----------------------------|----------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 994,323 | 800,213 | 868,196 |
| Locally Raised Funds | | 141,177 | 13,000 | 118,214 |
| Goods and Services Tax (net) | | (3,812) | - | 16,797 |
| Payments to Employees | | (412,188) | (320,090) | (376,971) |
| Payments to Suppliers | | (468,828) | (284,730) | (359,244) |
| Interest Paid | | (1,052) | (834) | (1,648) |
| Interest Received | | 6,200 | 2,500 | 1,722 |
| Net cash from/(to) Operating Activities | | 255,820 | 210,059 | 267,066 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (177,617) | (135,000) | (138,053) |
| Purchase of Investments | | (102,680) | - | - |
| Proceeds from Sale of Investments | | 100,044 | - | 161,891 |
| Net cash from/(to) Investing Activities | | (180,253) | (135,000) | 23,838 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 9,639 | - | - |
| Finance Lease Payments | | (8,892) | (17,607) | (9,238) |
| Loans Received | | - | (10,690) | (10,690) |
| Repayment of Loans | | 10,690 | - | - |
| Funds Administered on Behalf of Third Parties | | (56,355) | - | (114,235) |
| Net cash from/(to) Financing Activities | | (44,918) | (28,297) | (134,163) |
| Net increase/(decrease) in cash and cash equivalents | | 30,649 | 46,762 | 156,741 |
| Cash and cash equivalents at the beginning of the year | 7 | 281,242 | 124,501 | 124,501 |
| Cash and cash equivalents at the end of the year | 7 | 311,891 | 171,263 | 281,242 |

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.

Matamata Primary School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Matamata Primary 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 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 16. 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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|---------------|
| Buildings | 8 Years |
| Building Improvements | 40 Years |
| Furniture & Equipment | 4-15 Years |
| Information and Communication Technology | 4 Years |
| Library Resources | 12.5% DV |
| Leased assets held under a Finance Lease | Term of Lease |

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance 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.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee 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.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) 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 Comprehensive 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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.

t) 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.

u) 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.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

| | 2022 | 2022 | 2021 |
|---|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Government Grants - Ministry of Education | 1,013,561 | 784,213 | 858,575 |
| Teachers' Salaries Grants | 2,239,213 | 2,000,831 | 2,174,608 |
| Use of Land and Buildings Grants | 457,329 | 539,682 | 400,491 |
| Transport Network Grant | 2,442 | 16,000 | (3,903) |
| Other Government Grants | 7,351 | - | - |
| | <u>3,719,896</u> | <u>3,340,726</u> | <u>3,429,771</u> |

The school has opted in to the donations scheme for this year. Total amount received was \$67,200.

3. Locally Raised Funds

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

| | 2022 | 2022 | 2021 |
|--|----------------|---------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Donations & Bequests | 31,306 | 12,000 | 29,485 |
| Fees for Extra Curricular Activities | 29,216 | 8,000 | 32,736 |
| Trading | 16,510 | 15,000 | 17,856 |
| Fundraising & Community Grants | 30,518 | 2,000 | 12,190 |
| House Rental | 20,599 | 20,000 | 20,425 |
| | <u>128,149</u> | <u>57,000</u> | <u>112,692</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 39,984 | 29,500 | 40,591 |
| Trading | 18,530 | 18,000 | 16,639 |
| Fundraising & Community Grant Costs | 285 | - | 728 |
| House Rental | 2,174 | 2,000 | 2,078 |
| | <u>60,973</u> | <u>49,500</u> | <u>60,036</u> |
| Surplus for the year Locally raised funds | <u>67,176</u> | <u>7,500</u> | <u>52,656</u> |

4. Learning Resources

| | 2022 | 2022 | 2021 |
|------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 98,204 | 80,700 | 78,845 |
| Library Resources | 2,765 | 2,000 | 1,982 |
| Employee Benefits - Salaries | 2,451,806 | 2,175,449 | 2,370,026 |
| Staff Development | 32,936 | 31,500 | 18,218 |
| Depreciation | 218,515 | 164,445 | 163,454 |
| | <u>2,804,226</u> | <u>2,454,094</u> | <u>2,632,525</u> |

5. Administration

| | 2022 | 2022 Budget | 2021 |
|--|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fee | 6,706 | 5,600 | 6,511 |
| Board Fees | 4,190 | 6,000 | 5,015 |
| Board Expenses | 5,947 | 6,900 | 7,959 |
| Communication | 4,468 | 5,550 | 4,898 |
| Consumables | 8,681 | 8,650 | 6,323 |
| Operating Lease | 518 | - | - |
| Other | 48,035 | 32,100 | 40,206 |
| Employee Benefits - Salaries | 145,921 | 98,000 | 101,357 |
| Insurance | 10,675 | 11,000 | 10,491 |
| Service Providers, Contractors and Consultancy | 16,368 | 18,400 | 18,081 |
| | <u>251,509</u> | <u>192,200</u> | <u>200,841</u> |

6. Property

| | 2022 | 2022 Budget | 2021 |
|-------------------------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 6,066 | 4,900 | 2,360 |
| Cyclical Maintenance Provision | 21,998 | 21,999 | 21,999 |
| Grounds | 9,357 | 11,000 | 7,160 |
| Heat, Light and Water | 24,049 | 27,400 | 21,830 |
| Rates | 2,468 | 3,800 | 3,689 |
| Repairs and Maintenance | 44,412 | 14,000 | 17,650 |
| Use of Land and Buildings | 457,329 | 539,682 | 400,491 |
| Security | 18,641 | 12,000 | 12,094 |
| Employee Benefits - Salaries | 59,343 | 47,472 | 59,098 |
| Consultancy | 46,698 | 36,000 | 39,379 |
| | <u>690,361</u> | <u>718,253</u> | <u>585,750</u> |

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

7. Cash and Cash Equivalents

| | 2022 | 2022 Budget | 2021 |
|---|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Bank Accounts | 261,139 | 171,263 | 231,180 |
| Short-term Bank Deposits | 50,752 | - | 50,062 |
| Cash and cash equivalents for Statement of Cash Flows | <u>311,891</u> | <u>171,263</u> | <u>281,242</u> |

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

8. Accounts Receivable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 1 | - | - |
| Receivables from the Ministry of Education | 31,334 | - | - |
| Banking Staffing Underuse | - | 22,827 | 17,450 |
| Interest Receivable | 1,476 | - | 332 |
| Teacher Salaries Grant Receivable | 189,699 | 160,285 | 173,483 |
| | <u>222,510</u> | <u>183,112</u> | <u>191,265</u> |
| Receivables from Exchange Transactions | 1,477 | - | 332 |
| Receivables from Non-Exchange Transactions | 221,033 | 183,112 | 190,933 |
| | <u>222,510</u> | <u>183,112</u> | <u>191,265</u> |

9. Inventories

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Lunches | 208 | - | - |
| Stationery | 966 | 657 | 1,068 |
| Uniform | 21,545 | 20,480 | 19,134 |
| | <u>22,719</u> | <u>21,137</u> | <u>20,202</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 253,948 | 380,556 | 251,311 |
| Total Investments | <u>253,948</u> | <u>380,556</u> | <u>251,311</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|----------------|----------------|------------|------------------|----------------|
| 2022 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 33,851 | - | - | - | (4,236) | 29,615 |
| Building Improvements | 203,103 | 49,432 | - | - | (14,027) | 238,509 |
| Furniture and Equipment | 419,914 | 97,423 | (6,609) | - | (145,397) | 365,330 |
| Information and Communication Technology | 64,042 | 38,822 | - | - | (41,423) | 61,442 |
| Textbooks | 346 | - | - | - | (346) | - |
| Leased Assets | 20,213 | 5,447 | - | - | (7,310) | 18,351 |
| Library Resources | 18,556 | 2,043 | - | - | (5,776) | 14,821 |
| Balance at 31 December 2022 | 760,025 | 193,167 | (6,609) | - | (218,515) | 728,068 |

The net carrying value of equipment held under a finance lease is \$18,351 (2021: \$20,213)

Restrictions

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

| | 2022 | 2022 | 2022 | 2021 | 2021 | 2021 |
|--|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 96,432 | (66,817) | 29,615 | 96,432 | (62,581) | 33,851 |
| Building Improvements | 381,909 | (143,400) | 238,509 | 332,476 | (129,373) | 203,103 |
| Furniture and Equipment | 1,111,190 | (745,860) | 365,330 | 1,064,875 | (644,961) | 419,914 |
| Information and Communication Technology | 290,118 | (228,676) | 61,442 | 264,927 | (200,885) | 64,042 |
| Textbooks | 5,000 | (5,000) | - | 5,000 | (4,654) | 346 |
| Leased Assets | 49,471 | (31,120) | 18,351 | 49,882 | (29,669) | 20,213 |
| Library Resources | 126,795 | (111,974) | 14,821 | 124,753 | (106,197) | 18,556 |
| Balance at 31 December | 2,060,915 | (1,332,847) | 728,068 | 1,938,345 | (1,178,320) | 760,025 |

12. Accounts Payable

| | 2022 | 2022 Budget | 2021 |
|---|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Creditors | 29,609 | 86,573 | 15,884 |
| Accruals | 6,707 | 5,662 | 6,512 |
| Employee Entitlements - Salaries | 189,699 | 160,285 | 173,483 |
| Employee Entitlements - Leave Accrual | 9,307 | 14,596 | 7,766 |
| | 235,322 | 267,116 | 203,645 |
| Payables for Exchange Transactions | 235,322 | 267,116 | 203,645 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 235,322 | 267,116 | 203,645 |

The carrying value of payables approximates their fair value.

13. Borrowings

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Loans due in one year | 10,690 | 10,690 | 10,690 |
| Loans due after one year | 10,690 | 32,071 | 21,381 |
| | <u>21,380</u> | <u>42,761</u> | <u>32,071</u> |

The school has borrowings at 31 December 2022 of \$21,380 (31 December 2021 \$32,071). This loan is from the EECA for the purpose of school lighting upgrade. The loan is unsecured, interest is 0.00% per annum and the loan is payable without interest in equal instalments of \$2,672.60.

14. Revenue Received in Advance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---------------------------|----------------------|-------------------------------------|----------------------|
| Student Income in Advance | 7,672 | 8,651 | 7,534 |
| | <u>7,672</u> | <u>8,651</u> | <u>7,534</u> |

15. Provision for Cyclical Maintenance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 57,541 | 57,542 | 35,542 |
| Increase to the Provision During the Year | 21,999 | 21,999 | 21,999 |
| Other Adjustments | (1) | - | - |
| Provision at the End of the Year | <u>79,539</u> | <u>79,541</u> | <u>57,541</u> |
| Cyclical Maintenance - Current | 23,022 | - | - |
| Cyclical Maintenance - Non current | 56,517 | 79,541 | 57,541 |
| | <u>79,539</u> | <u>79,541</u> | <u>57,541</u> |

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

16. Finance Lease Liability

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

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 11,521 | 18,469 | 14,343 |
| Later than One Year and no Later than Five Years | 7,422 | 31,460 | 14,053 |
| Future Finance Charges | (741) | - | (1,034) |
| | <u>18,202</u> | <u>49,929</u> | <u>27,362</u> |

Represented by

| | | | |
|---------------------------------------|---------------|---------------|---------------|
| Finance lease liability - Current | 10,997 | 18,469 | 13,509 |
| Finance lease liability - Non current | 7,205 | 31,460 | 13,853 |
| | <u>18,202</u> | <u>49,929</u> | <u>27,362</u> |

17. Funds Held (Owed) for Capital Works Projects

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

| | 2022 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|--------------|------|-------------|---------------------------|----------------------------|-----------------|------------------------|---------------------------|
| Toilet Block | | 225412 | 56,355 | 6,955 | (86,753) | 23,443 | - |
| Totals | | | <u>56,355</u> | <u>6,955</u> | <u>(86,753)</u> | <u>23,443</u> | <u>-</u> |

Represented by:

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

| | 2021 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|-------------------------------|------|-------------|---------------------------|----------------------------|------------------|------------------------|---------------------------|
| Covered Outdoor Learning Area | | 216174 | (4,160) | 4,062 | - | 98 | - |
| New Roof Structure Turf Area | | 221751 | 105,637 | 196,079 | (301,716) | - | - |
| Repairs To Staffroom Kitchen | | 228554 | - | 11,503 | (11,503) | - | - |
| Toilet Block | | 225412 | - | 62,595 | (6,240) | - | 56,355 |
| Totals | | | <u>101,477</u> | <u>274,239</u> | <u>(319,459)</u> | <u>98</u> | <u>56,355</u> |

Represented by:

| | |
|---|--------|
| Funds Held on Behalf of the Ministry of Education | 56,355 |
| Funds Receivable from the Ministry of Education | - |

18. Related Party Transactions

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

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

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 \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,190 | 5,015 |
| <i>Leadership Team</i> | | |
| Remuneration | 383,947 | 379,969 |
| Full-time equivalent members | 3.00 | 3.00 |
| Total key management personnel remuneration | <u>388,137</u> | <u>384,984</u> |

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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 | 140 - 150 |
| Benefits and Other Emoluments | 2 - 3 | 2 - 3 |
| 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 | 1.00 | 1.00 |
| 110 - 120 | 0.00 | 0.00 |
| 120 - 130 | 1.00 | 1.00 |
| | <u>2.00</u> | <u>2.00</u> |

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 | - | - |
| Number of People | - | - |

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

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

There are no capital commitments as at 31 December 2022.

(Capital commitments as at 31 December 2021:

\$93,972 contract for the Toilet Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$62,595 has been received of which \$6,240 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

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 | 311,891 | 171,263 | 281,242 |
| Receivables | 222,510 | 183,112 | 191,265 |
| Investments - Term Deposits | 253,948 | 380,556 | 251,311 |
| Total Financial assets measured at amortised cost | 788,349 | 734,931 | 723,818 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 235,322 | 267,116 | 203,645 |
| Borrowings - Loans | 21,380 | 42,761 | 32,071 |
| Finance Leases | 18,202 | 49,929 | 27,362 |
| Total Financial Liabilities Measured at Amortised Cost | 274,904 | 359,806 | 263,078 |

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.

Matamata Primary School

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|----------------------|-----------------------|---------------------------|-----------------------------|
| Glenn MacPherson | Principal | ex Officio | |
| Aukje de Wilde-Hibma | Parent Representative | Elected | Jun 2022 |
| Gareth Fannin | Parent Representative | Elected | Jun 2022 |
| Rosanna Carnachan | Parent Representative | Elected | Jun 2022 |
| Charlotte Draper | Parent Representative | Appointed | Sep 2025 |
| Rachel Wightman | Parent Representative | Appointed | Sep 2025 |
| Catherine Scelly | Parent Representative | Appointed | Sep 2025 |
| Shaun Barton | Parent Representative | Appointed | Sep 2025 |
| Tim Aoake | Parent Representative | Co-opted | Sep 2025 |
| Rachel Smith | Staff Representative | Appointed | Sep 2025 |
| Adam Lynch | Other | Elected | Sep 2025 |

Matamata Primary School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$6,817 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Matamata Primary School Board:

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



Matamata Primary School 1813 Actions directly linked to the successful achievement of our Strategic Plan and Annual Initiatives for 2022 (AOV)

Strategic Goals:

- (1) Enhancing quality teaching and learning**
- (2) Providing inspiring personalised learning opportunities**
- (3) Develop strong engagement with all stakeholders**

| 2022 Annual Initiatives | Actions taken |
|-------------------------|---|
| (1) Hauora/Ngahau (Fun) | <p>(A) Staff (Including teacher aids and support staff) spent two teacher only days away before school commenced. They were exposed to 5 speakers. The Key Note was William Pike who focussed on resilience.</p> <p>(B) The staff spent two hours on Pure Cruise charters team building.</p> <p>(C) Over 100 school family teams entered our MPS Scavenger Hunt. Cash prizes were sponsored by local businesses.</p> <p><i>(D) Friday after school social time available for those who wish to unwind.</i></p> <p><i>(E) Senior school teachers attended a 3 day Camp together, always a lot of fun had with both the students and with each other as a teaching team.</i></p> <p><i>(F) Senior school team meets together every Friday afternoon to do Whanau challenges, fun between students and the senior teaching team.</i></p> <p><i>(G) Senior school ran a 'team building' day in Week 3 of Term 1 to enable students to get to know each other as well as students getting to know the senior teaching team.</i></p> <p><i>(H) Activities such as camps, swimming sports, the school production, online assemblies featuring student items, are still happening, or are planned to happen, despite challenging times (Covid).</i></p> <p>(I) Defined teacher breakout CRT space has nearly been completed. This will reduce teachers setting up numerous times during a CRT day and constantly looking for a space to work in.</p> <p>(J) The Junior Interactive playground project has commenced. We are waiting on Wairere Toi for further guidance on the carvings. This will be an exciting/fun area for our junior learners.</p> <p>(K) A teacher only day has been booked for Friday 11th November to reduce the stress of report writing. Teachers will be allocated this time to work on their reports.</p> <p><i>(L) The Junior team meets up every second day, for Jump Jam activities and Waiaata on a Friday morning.</i></p> |

| | |
|-------------------------------|---|
| | <p>(M) Middle Syndicate students have started their Endeavour Time on a Tuesday afternoon.</p> <p>(N) Sporting competitions such as Rippa Rugby, Cotter Cup and Sports Exchanges.</p> <p>(O) School Production.</p> <p>(P) Teacher Trots Night - Staff activity.</p> <p>(Q) Whole school Six in Six Fun Day, fun fitness day to end the term.</p> <p>(R) Matariki celebrations.</p> <p>(S) Teachers have been allocated an additional CRT day in term four to write school reports to reduce workload.</p> |
| (2) NZ Histories | <p>(A) Staff had a google meet with Latisha and started to dig into the NZ Histories framework.</p> <p><i>(B) Met with Wairere Toi early Term 1 to discuss local narratives being included into their sessions.</i></p> <p><i>(C) NZ Histories has been interwoven into our topic of Whanaungatanga looking at Te Tiriti o Waitangi for Term 1.</i></p> <p><i>(D) Senior school teachers have done some collaborative planning for Te Reo Maori this term, looking at the different areas of the Te Reo curriculum and delivering these in the classroom.</i></p> <p><i>(E) Met with Raukawa from Wairere Toi around the Teko Teko that will go on the top of poles in the new interactive playground. They will be based on our school houses. Still waiting on the go-ahead from Raukawa. It will be important to know the 'backstory' around the school house and why they were chosen. Have since met with Anaru from MAC and he suggested using Manu and linking to both school houses and school values. The Teko teko have now been completed and teachers have been informed of the 'back' story around these teko teko. Each teko teko have been oriented toward the house tree they represent.</i></p> <p><i>(F) The Junior team has completed collaborative planning, covering NZ Histories into our topic of Whanaungatanga for Term 1, and also for Te Reo Maori.</i></p> <p><i>(G) Middle Syndicate has a collaborative plan that covers our NZ Histories topic of Whanaungatanga during Term One. We have all been part of the Te Reo Maori Programme and implementing tasks related to this in our classrooms.</i></p> <p>(H) NZ Histories Curriculum has arrived and will be unpacked at Syndicate meetings.</p> |
| (3) Digital Curriculum | <p>(A) We have started our Code Avengers contract.</p> <p><i>(B) Teachers have had the Code Avengers Facilitator attend their syndicate meeting to go over the site online.</i></p> <p>(C) Teacher Aids had an individual targeted session on Goal Setting Day.</p> <p><i>(D) Senior school teachers have done some collaborative planning on Digital Curriculum, looking at our MPS Digital Progressions and how these will be met with weekly ICT sessions. All senior teachers are following this planning for the term.</i></p> <p><i>(E) Middle Syndicate Teachers have had 2 sessions of PLD around the Code Avengers platform and ways of implementing this into our existing</i></p> |

| | |
|--------------------------------------|--|
| | <p><i>classroom programmes. Some classes have started to implement this into their weekly planning.</i></p> <p>(F) Code Avengers is used more in classrooms.</p> <p>(G) Coding groups as part of Endeavour Time.</p> |
| (4) Better Start - Literacy | <p>(A) Sharyn has run multiple sessions with the junior team and a session with the full staff.</p> <p>(B) Baseline assessment complete.</p> <p>(C) A new storage room has been set up to store the books.</p> <p>(D) The PTA has allocated \$2,200 towards purchasing additional learning resources for this programme.</p> <p><i>(E) All junior teachers are studying with University of Canterbury throughout the year to upskill.</i></p> <p><i>(F) Readers have been ordered and purchased from three different companies, fiction and nonfiction.</i></p> <p><i>(G) The Junior teachers have fully immersed themselves into this approach, and are working through this new learning. Everyone is very positive and enjoying this concept, and have a great understanding of the success this will bring for our early learners.</i></p> <p><i>(H) The 10 week assessment is now underway. Tier 1 and 2 will be identified.</i></p> <p><i>(I) Data is looking promising.</i></p> <p><i>(J) 20th June - visit from the Ministry to see some teachers and Team Leader/school leaders.</i></p> <p><i>(K) The first Whanau hui went online, due to covid. Another hui will take place on 13th June, and an evening one on 20th June.</i></p> <p><i>(L) Middle school / new New Entrant teachers PLD (14/9/22)</i></p> <p><i>(M) Junior teachers / Teacher Aides / Rachel completing case studies for University of Canterbury by 14/10/22.</i></p> |
| (5) Professional Growth Cycle | <p>(A) All teachers have set and submitted their annual goals. Two linked to our Annual Plan and one personal development. Linked to their 2021 professional growth cycle where applicable.</p> <p><i>(B) Critical Friend for Term 1 has been selected.</i></p> <p><i>(C) Teacher Aides have submitted their goals for 2022.</i></p> <p><i>(D) Enhancing Classroom Practice Document has been updated 2022 and relevant to current teaching and learning programmes.</i></p> <p>(E) Enhancing Classroom Practice visits has been started in all teams - no major reds, a few orange to work on as expected</p> <p>(F) Kaahui Ako PLD - Metaphors sessions.</p> <p>(G) AP/DP Observations to be completed Week 7 onwards.</p> |
| (6) Prime/Numeracy | <p>(A) The junior team has started to unpack how Prime Maths will work in their team.</p> <p>(B) Sandie Haddock facilitated a session</p> <p>(C) Kylie has been allocated the Numeracy Unit.</p> <p>(D) Taylor who is experienced with Prime Maths has been allocated .5 of a unit to specifically assist the junior team.</p> |

| | |
|----------------------|---|
| | <p><i>(E) PRM1E Maths in the senior school got underway in Week 3 of Term 1 to ensure maximised learning time and ensuring that weeks weren't wasted getting into PR1ME.</i></p> <p><i>(F) Due to larger numbers of students working above 3B in the senior school, Hannah has taken a high group from Jeff who usually has the highest learners, this group is growing.</i></p> <p><i>(G) Maths cohort groups to be tracked and interviewed throughout the year.</i></p> <p><i>(H) The Junior team have made an excellent start with PR1ME, and are finding this teaching of great value.</i></p> <p><i>(I) Middle Syndicate started PR1ME in Week 3 with 4 sessions per week. We have found that less students have come in at the lower end of PR1ME meaning we have more groups around the 2A/2B and 3A levels. This has meant the majority of students remain with their own classroom teachers.</i></p> <p><i>(J) Student voice very positive around PR1ME Math. Enjoying Math, easy to follow.</i></p> |
| (7) Disparity | <p><i>(A) DP and AP are breaking down our syndicate data and working with the team leaders to identify children who require additional support.</i></p> <p><i>(B) Teacher Aid hours are being carefully considered and allocated to meet the needs of our Target and Priority Learners.</i></p> <p><i>(C) Target and priority learners have been identified across Literacy and Numeracy within the senior school. Teachers asked to share back what they are doing for these learners during our planning and assessment meetings.</i></p> <p><i>(D) Higher needs students in Maths in the senior school have been grouped together with the same teacher and also with daily support from a teacher aide.</i></p> <p><i>(E) Differentiated learning for Target and Priority learners, for example; less homework spelling words, easier basic facts work daily, modelled writing pieces.</i></p> <p><i>(F) Looking at focusing on the Key Competencies when developing IEP's to help close disparities with specific students, particularly around areas such as managing self.</i></p> <p><i>(G) Assessment schedule 2022, updated to reflect priority and target student expectations throughout the year in Reading, Writing and Mathematics.</i></p> <p><i>(H) Target and priority learners have been identified across Literacy and Numeracy within the junior school. Teachers are asked to share back what they are doing for these learners during our planning and assessment meetings.</i></p> <p><i>(I) Differentiated learning for Target and Priority learners in the Junior school, for example; no spelling words, small homework tasks connected with BSLA, easier basic facts work taught weekly, modelled writing pieces and small group instruction.</i></p> |

| | |
|-----------------------------------|---|
| | <p><i>(J) Target and Priority Learners have been identified for Reading, Writing and Math across the syndicate. We have our students of highest need in Math working with the support of a Teacher Aide.</i></p> <p><i>(K) Volunteers coming to work with some of our priority and target students within the syndicate for reading mileage.</i></p> <p><i>(L) Parent readers coming into the Senior School for 3 hours per week to work with our lowest readers, reading mileage.</i></p> <p><i>(M)eTap data from reports (towards/at/above) and disaggregated data analyzed from mid term data.</i></p> <p><i>(N) 10 week BSLA assessment completed EOT 2. Tier 2 students identified.</i></p> |
| (8) PB4L | <p>(A) Classroom teachers using the new templates designed by Abbey and Taylor.</p> <p>(B) PB4L team attending the National PB4L conference.</p> <p><i>(C) The use of IY strategies that work hand in hand with PB4L to help with conflict resolution and Social and Emotional development in students. Also introduced 'Being my Best' programme - build confidence and resilience with students. 2022, term 3 will focus on one small group of year 5-6 boys for 10 sessions. Facilitator - Sue Lyons.</i></p> <p>(D) Values Cards are regularly being given out. New prizes sponsored by Stu Brizzle's 'Listings for Learning' have been purchased.</p> <p><i>(E) Middle syndicate have used some of the lesson plans that have been developed when setting routines at the start of the year and modelling expected behaviours.</i></p> <p><i>(F) Behaviour matrix collaboratively created for consistency in teacher language against our School Values. Teachers encouraged to use 'We at MPS..' language when discussing behaviour with children.</i></p> <p>(G) Minor and major behaviours within our school have been defined and teachers are following our MPS behaviour plan.</p> <p><i>(H) This was identified as an orange as part of the Enhancing Quality Classroom doc and since then lessons have been taught.</i></p> <p><i>(I) PB4L language is more embedded into the Senior Syndicate. At MPS...</i></p> <p><i>(J) Senior School have used some of the unit plans for PB4L.</i></p> |
| (9) Stakeholder Engagement | <p>(A) MPS Community Scavenger Hunt linked to our School Values.</p> <p>(B) Goal setting phone calls were successfully completed. Lots of quality feedback from parents who liked this system.</p> <p>(C) 32 parent volunteers attending senior school camp.</p> <p>(D) Advertising Listings for Learning and working with local companies.</p> <p>(E) Using Superior Joinery to complete our Middle School building project.</p> <p>(F) Inviting Neil (ERO), Latisha (NZ Histories), Sharyn Merry (Structured Literacy), Sandie Haddock (Prime Maths) to our full staff teacher only days.</p> <p>(G) Wairere Toi has been employed to work with our staff and kids, <i>including developing kapa haka with the year 4 - 6 year group. The long term goal is to have a Kapa Haka festival.</i></p> <p><i>(H) PTA has granted items from the teachers wish list to support teaching and learning programmes.</i></p> |

| | |
|--|---|
| | <p>(I) <i>Matamata Swim Club is used to support our swimming programme in Term 1. Clare from Matamata Swim Club supported us to run our modified swimming sports in Week 6.</i></p> <p>(J) <i>Whaanau Workshop 1 link sent to all Junior families outlining the BSLA. Workshop 2 to be held face to face.</i></p> <p>(K) <i>Regular contact with whanau, especially with families who are isolating at this time. Providing learning opportunities at home, for those that need it.</i></p> <p>(L) <i>Making contact with home, especially for the learners who have been isolating (particularly for extended periods). Making sure they have learning opportunities and reminding them that you are there to support when needed.</i></p> <p>(M) <i>WsTs working on how to engage Whaanau and create a Whaanau group for our Maaori students</i></p> <p>(N) <i>Springboard sessions for new entrant families up and running again in Term 2,</i></p> <p>(O) <i>Parent volunteer readers give their time to the Senior School 3 hours per week.</i></p> <p>(P) <i>Local business Evolve Fitness came into school to run the Six in 6 Fun Day for us, 4 staff members.</i></p> <p>(Q) <i>Parent volunteers came into school to support the Senior School with their Matariki rotations, the whole day.</i></p> |
|--|---|

He aha te mea nui o te ao? He tangata, he tangata, he tangata.

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

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 26 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 28, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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