

MATANGI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Ministry Number:	1814
Principal:	Sarah Godsall
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Accountant / Service Provider:	Accounting For Schools Limited

MATANGI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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MATANGI SCHOOL

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the school.

The School's 2024 financial statements are authorised for issue by the Board.

Karina McLuskie

Full Name of Presiding Member

Sarah Godsell

Full Name of Principal (acting)

Y. McLuskie

Signature of Presiding Member (2024)

S. Godsell

Signature of Principal

30/5/25

Date:

30/5/25

Date:

MATANGI SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	1,967,017	1,594,018	1,866,926
Locally Raised Funds	3	253,921	219,850	211,345
Interest income		22,869	1,000	9,843
		<u>2,243,807</u>	<u>1,814,868</u>	<u>2,088,114</u>
Expenses				
Locally Raised Funds	3	120,239	125,400	149,962
Learning Resources	4	1,506,781	1,184,588	1,480,144
Administration	5	166,048	146,636	152,976
Finance		1,662	978	1,588
Property	6	372,135	341,887	334,072
		<u>2,166,865</u>	<u>1,799,489</u>	<u>2,118,742</u>
Net Surplus / (Deficit) for the year		76,942	15,379	(30,628)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>76,942</u></u>	<u><u>15,379</u></u>	<u><u>(30,628)</u></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.

MATANGI SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2024

Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Balance at 1 January	294,739	319,124	310,401
Total comprehensive revenue and expense for the year	76,942	15,379	(30,628)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	48,464	-	14,966
Equity at 31 December	420,145	334,503	294,739
Accumulated comprehensive revenue and expense	420,145	334,503	294,739
Reserves	-	-	-
Equity at 31 December	420,145	334,503	294,739

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.

MATANGI SCHOOL

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	672,800	58,003	188,135
Accounts Receivable	8	139,143	50,000	151,789
GST Receivable		47,385	3,000	5,484
Prepayments		11,651	-	5,969
Inventories	9	258	-	5,895
Investments	10	54,463	100,000	51,291
Funds receivable for Capital Works Projects	16	519	-	3,561
		926,219	211,003	412,124
Current Liabilities				
Accounts Payable	12	325,575	60,000	130,131
Revenue Received in Advance	13	8,980	-	6,063
Provision for Cyclical Maintenance	14	-	-	-
Finance Lease Liability	15	9,231	10,000	8,944
Funds held in Trust		-	1,500	-
Funds held for Capital Works Projects	16	288,088	-	119,164
		631,874	71,500	264,302
Working Capital Surplus/(Deficit)		294,345	139,503	147,822
Non-current Assets				
Property, Plant and Equipment	11	149,026	200,000	157,062
		149,026	200,000	157,062
Non-current Liabilities				
Provision for Cyclical Maintenance	14	21,104	5,000	-
Finance Lease Liability	15	2,122	-	10,145
		23,226	5,000	10,145
Net Assets		420,145	334,503	294,739
Equity		420,145	334,503	294,739

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

MATANGI SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		502,711	453,502	453,192
Locally Raised Funds		280,754	303,388	171,756
Goods and Services Tax (net)		(41,901)	2,493	(6,280)
Payments to Employees		(402,923)	(448,329)	(327,663)
Payments to Suppliers		(50,614)	(172,250)	(370,854)
Interest Paid		(1,662)	(978)	(1,588)
Interest Received		22,405	1,734	9,843
Net cash from Operating Activities		308,770	139,560	(71,594)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(33,627)	(82,825)	(39,672)
Proceeds from Sale of Investments		(3,172)	(48,709)	(1,291)
Net cash from Investing Activities		(36,799)	(131,534)	(40,963)
Cash flows from Financing Activities				
Furniture and Equipment Grant		48,464	(14,966)	14,966
Finance Lease Payments		(7,736)	(9,089)	2,374
Funds Held on Behalf of Third Parties		171,966	(114,103)	26,071
Net cash from Financing Activities		212,694	(138,158)	43,411
Net increase/(decrease) in cash and cash equivalents		484,665	(130,132)	(69,146)
Cash and cash equivalents at the beginning of the year	7	188,135	188,135	257,281
Cash and cash equivalents at the end of the year	7	672,800	58,003	188,135

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

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Matangi 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

MATANGI SCHOOL

Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

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 20b.

Recognition of grants

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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 comprise 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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Term of the 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 or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they 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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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 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 Revenue and Expense.

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

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

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

t) 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.

u) Budget Figures

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

v) 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.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	499,598	424,690	451,292
Teachers' Salaries Grants	1,209,706	889,899	1,176,228
Use of Land and Buildings Grants	252,313	250,617	237,506
Other Government Grants	5,400	28,812	1,900
	<u>1,967,017</u>	<u>1,594,018</u>	<u>1,866,926</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations & Bequests	24,871	25,000	24,227
Fees for Extra Curricular Activities	48,787	84,000	42,980
Fundraising & Community Grants	28,511	15,000	17,829
Other Revenue	140,948	87,000	100,107
Trading	10,804	8,850	26,202
	<u>253,921</u>	<u>219,850</u>	<u>211,345</u>
Expenses			
Extra Curricular Activities Costs	31,599	45,300	42,091
Fundraising & Community Grant Costs	629	1,000	4,616
Trading	7,618	4,800	25,241
Other Locally Raised Funds Expenditure	80,393	74,300	78,014
	<u>120,239</u>	<u>125,400</u>	<u>149,962</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>133,682</u>	<u>94,450</u>	<u>61,383</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	26,701	31,566	36,267
Information and Communication Technology	5,686	10,000	4,602
Other Learning Resources	1,405	1,450	1,303
Employee Benefits - Salaries	1,416,994	1,091,686	1,382,545
Staff Development	14,332	10,000	11,945
Depreciation	41,663	39,886	43,482
	<u>1,506,781</u>	<u>1,184,588</u>	<u>1,480,144</u>

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,353	6,148	5,346
Board Fees and Expenses	9,908	5,800	4,234
Operating Lease	660	550	1,378
Other Administration Expenses	24,829	24,955	29,334
Employee Benefits - Salaries	114,728	105,683	106,788
Insurance	2,778	-	2,725
Service Providers, Contractors and Consultancy	3,792	3,500	3,171
	<u>166,048</u>	<u>146,636</u>	<u>152,976</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	21,211	23,000	20,553
Cyclical Maintenance Provision	21,104	4,176	8,620
Heat, Light and Water	19,781	10,300	11,372
Rates	3,916	3,612	3,468
Repairs and Maintenance	22,244	8,500	13,382
Use of Land and Buildings	252,313	250,617	237,506
Other Property Expenses	18,020	21,390	25,320
Employee Benefits - Salaries	13,546	20,292	13,851
	<u>372,135</u>	<u>341,887</u>	<u>334,072</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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	210,834	53,003	155,281
Bank Call Account	461,966	5,000	32,854
Cash and cash equivalents for Cash Flow Statement	<u>672,800</u>	<u>58,003</u>	<u>188,135</u>

Of the \$672,800 Cash and Cash Equivalents, \$288,088 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2025 on Crown owned school buildings under the School's Five Year Property Plan.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	26,342	-	1,477
Receivables from the Ministry of Education	2,287	-	48,781
Interest Receivable	1,198	-	734
Teacher Salaries Grant Receivable	109,316	50,000	100,797
	<u>139,143</u>	<u>50,000</u>	<u>151,789</u>
Receivables from Exchange Transactions	27,540	-	2,211
Receivables from Non-Exchange Transactions	111,603	50,000	149,578
	<u>139,143</u>	<u>50,000</u>	<u>151,789</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	258	-	785
School Uniforms	-	-	5,110
	<u>258</u>	<u>-</u>	<u>5,895</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	54,463	100,000	51,291
Total Investments	<u>54,463</u>	<u>100,000</u>	<u>51,291</u>

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	2,986	16,539	-	-	(1,995)	17,530
Admin Furniture and Equipment	38,677	1,621	-	-	(8,223)	32,075
Classroom Furniture & Equipment	80,811	11,787	-	-	(17,523)	75,075
Information and Communication	12,646	2,115	-	-	(5,149)	9,612
Leased Assets	15,087	1,565	-	-	(7,916)	8,736
Library Resources	6,855	-	-	-	(857)	5,998
Balance at 31 December 2024	157,062	33,627	-	-	(41,663)	149,026

The net carrying value of furniture and equipment held under a finance lease is \$8,736 (2023: \$15,087).

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	92,049	(74,518)	17,530	75,509	(72,523)	2,986
Admin Furniture and Equipment	137,416	(105,341)	32,075	135,795	(97,118)	38,677
Classroom Furniture & Equipment	225,698	(150,623)	75,075	213,911	(133,100)	80,811
Information and Communication	73,467	(63,857)	9,612	71,354	(58,708)	12,646
Leased Assets	38,974	(30,237)	8,736	37,409	(22,322)	15,087
Library Resources	56,168	(50,170)	5,998	56,168	(49,313)	6,855
Balance at 31 December	623,772	(474,746)	149,026	590,146	(433,084)	157,062

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	195,567	60,000	15,421
Accruals	7,853	-	4,346
Employee Entitlements - Salaries	118,697	-	103,462
Employee Entitlements - Leave Accrual	3,458	-	6,902
	325,575	60,000	130,131
Payables for Exchange Transactions	325,575	60,000	130,131
	325,575	60,000	130,131

The carrying value of payables approximates their fair value.

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	3,509
Other	8,980	-	2,554
	<u>8,980</u>	<u>-</u>	<u>6,063</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	-	48,934
Increase/ (decrease) to the Provision During the Year	21,104	4,176	8,620
Adjustment to the provision during the year	-	824	-
Use of the Provision During the Year	-	-	(57,554)
Provision at the End of the Year	<u>21,104</u>	<u>5,000</u>	<u>-</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	21,104	5,000	-
	<u>21,104</u>	<u>5,000</u>	<u>-</u>

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.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	9,821	10,000	10,158
Later than One Year and no Later than Five Years	2,211	-	10,692
Future Finance Charges	(678)	-	(1,759)
	<u>11,354</u>	<u>10,000</u>	<u>19,090</u>
Represented by			
Finance lease liability - Current	9,231	10,000	8,944
Finance lease liability - Non current	2,123	-	10,146
	<u>11,354</u>	<u>10,000</u>	<u>19,090</u>

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. Funds Held for Capital Works Projects

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

	2024	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
AMS Project	213941	(2,406)	-	2,406	-	-
Site Fence Installation	242914	-	52,310	-	-	52,310
Replace Security System	251482	-	12,042	(800)	-	11,242
Totara Build	216809	119,164	2,245,236	(2,139,864)	-	224,536
Neuflow Project	242911	(1,155)	29,700	(29,064)	-	(519)
Totals		115,603	2,339,288	(2,167,322)	-	287,569

Represented by:

Funds Held on Behalf of the Ministry of Education	288,088
Funds Receivable from the Ministry of Education	(519)
	<u>287,569</u>

	2023	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
AMS Project	213941	(25,045)	42,418	(19,779)	-	(2,406)
Development Plan		(2,090)	-	-	2,090	-
Totara Build	216809	115,223	143,661	(139,720)	-	119,164
Neuflow Project	242911	-	-	(1,155)	-	(1,155)
Totals		88,088	186,079	(160,654)	2,090	115,603

Represented by:

Funds Held on Behalf of the Ministry of Education	119,164
Funds Receivable from the Ministry of Education	(3,561)
	<u>115,603</u>

17. Related Party Transactions

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

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	9,908	2,850
<i>Leadership Team</i> Remuneration	531,551	488,244
Full-time equivalent members	5	4.6
Total key management personnel remuneration	541,459	491,094

There are 5 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

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
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	2024 FTE Number	2023 FTE Number
110 - 120	1	-
100 - 110	1	1
	2	1

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

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash Up

In 2024 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 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$566,400 (2023: \$961,191) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Totara Classroom Build Project	2,868,306	2,357,939	510,367
Site Fence Installation	51,472	-	51,472
Kowhai Upgrade (AMS 5YA)	542,604	538,043	4,561
Total	3,462,382	2,895,982	566,400

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2023: \$nil)

MATANGI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

21. 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	672,800	58,003	188,135
Receivables	139,143	50,000	151,789
Investments - Term Deposits	54,463	100,000	51,291
Total Financial assets measured at amortised cost	866,406	208,003	391,215

Financial liabilities measured at amortised cost

Payables	325,575	60,000	130,131
Finance Leases	11,353	10,000	19,089
Total Financial Liabilities Measured at Amortised Cost	336,928	70,000	149,220

22. Events After Balance Date

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

MATANGI SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired/expires
Karina McLuskie	Presiding Member	Elected Sep 2022	Lawyer	September 2025
Bernard Butler	Principal	Appointed	Principal	
Brad Ward	Parent Rep	Re-elected Sep 2022	Community Facilities Team Leader	September 2025
Amelia Meertens	Staff Rep	Elected Nov 2024	Teacher	September 2025
Sarah Bourke	Parent Rep	Elected Sep 2022	Manager	September 2025
Matt Silverton	Parent Rep - Finance	Elected April 2023		September 2025
Andrew Mowbray	Parent Rep	Re-elected Sep 2022	IT Consultant	October 2024
Kat Osborne	Staff Rep	Elected Sep 2022	Teacher	October 2024

MATANGI SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support sport for school aged children.

Our school received \$3,231 part of the 2024 operational grant (2023: \$3,062) through this initiative to increase our student participation in organised sport.

Matangi School Statement of compliance with employment policy

As of 31st December 2024, Matangi School has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice.
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts.
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Oppurtunities requirements.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MATANGI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Matangi 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 2024, 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 2024; 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 30 May 2025. 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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 1, 21 to 22 and 26 to 31, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read 'JL'.

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

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

Strategic Goal 1:

Our Practice – Mahi
Quality teaching and leadership make a difference for learners and their whaanau

Annual Target/Goal: As per the annual implementation plan

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for 2025 – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Priority learners are identified and monitored throughout the year with strategies implemented to support their progress	Of our priority learners in Writing, 5% are now achieving at the expected curriculum level, 5% made progress from 'well-below to below', and 90% maintained their trajectory, making progress, but still working towards the expected curriculum level. Of our priority learners in Reading, 31% are now achieving at the expected curriculum level, 20% made progress from 'well-below to below' and 49% maintained their trajectory, making progress, but still working towards the expected curriculum level. Of our priority learners in Maths, 21% are now achieving at the expected curriculum level, 4% made progress from 'well-below to below' and 75% maintained their trajectory, making progress, but still working towards the expected curriculum level.	Updated the Priority Learner Tracking Documents designed to support accelerated progress of identified students. Each document included termly reflections on specific teacher actions trialled to boost learning outcomes. Actions were targeted, evidence-informed strategies tailored to individual learner needs. Teachers reflected each term on the effectiveness of strategies, using student data and observations to evaluate impact and inform next steps. Moderation both within and across teams.	The variance can be explained in many ways but the key point is we need to improve our approach to writing, and focus in on what and how we are teaching writing to ensure it is responsive to our student's diverse needs. Staff discussed the results and the variance and a decision was made to continue our focus on writing PLD. Also, to review our writing programmes to develop responsive planning and teaching approaches. The leadership identified the need to strengthen our school-wide recording of our teacher actions in writing to support our students at risk of not achieving. Reflection on tracking document was that it was quite wordy and felt time-consuming to complete.	Develop a priority tracking document that has one line for each student. Continue to reinforce that our actions are short, specific and easy to implement. Team leaders to work with teachers to strengthen writing programmes. Review our writing framework. Staff professional development in Term Two on writing. Planning for professional development on writing using the Revised New Zealand Curriculum. Apply for BSLA professional development through the Ministry of Education for Year 4-6 teachers. Kaahui Ako Within-School leader position to be advertised with a focus on priority learners in writing.
Action 2 Staff professional learning on the mathematics learning area.	Developed a consistent staff understanding of the pedagogy that we want to underpin the teaching and learning of mathematics.	Staff meeting minutes – unpacking the revised mathematics curriculum. Statement created that reflects a purpose statement for mathematics and statistics.	Our initial focus for 2024 was to strengthen staff professional learning in the mathematics learning area, specifically aligned with Te Maataiaho.	Staff professional learning in Term One will focus on unpacking the Revised New Zealand Mathematics Curriculum and the new phases.

<ul style="list-style-type: none"> Develop a consistent understanding of the requirements of mathematics within Te Maataiaho Develop mathematics assessment practices that provide validity and reliability. Review data collection and collation for reporting to parents, Board and community. 	<ul style="list-style-type: none"> Developed a consistent staff understanding of the pedagogy that we want to underpin the teaching and learning of writing. Professional development planning with Anne Grady Moderation using e-asTTle tool. 	<p>This statement is continuing to drive what we are doing as a school in mathematics to ensure that we are using the new PR1ME resources to support our teaching.</p> <p>Utilised PR1ME based testing.</p>	<p>This included developing a consistent understand of the requirements within the curriculum, refining assessment practices and review data collection. However, with the change in government and the introduction of a revised curriculum direction, priorities and timelines shifted. As a result, aspects of our planned professional learning were paused or adapted to align with the evolving expectations. While foundational work was completed, full implementation of our original goals will be realigned for 2025.</p>	<p>Using the PR1ME resources to support teaching and learning.</p> <p>Continue to develop assessment practices that provide validity and reliability</p>
<p>Action 3 Staff professional learning on the writing learning area.</p> <ul style="list-style-type: none"> Develop a consistent staff understanding of the requirements of mathematics within Te Maataiaho Develop writing assessment practices that provide validity and reliability. <p>Review data collection and collation for reporting to parents, Board and community.</p>	<p>Developed a consistent staff understanding of the pedagogy that we want to underpin the teaching and learning of writing.</p> <p>Professional development planning with Anne Grady</p> <p>Moderation using e-asTTle tool.</p>	<p>Staff meeting minutes – unpacking the revised English curriculum. Statement created that reflects a purpose statement.</p> <p>Used the new curriculum goals to plan and assess writing.</p>	<p>Our initial focus for 2024 was to strengthen staff professional learning in the mathematics learning area, specifically aligned with Te Maataiaho. This included developing a consistent understand of the requirements within the curriculum, refining assessment practices and review data collection. However, with the change in government and the introduction of a revised curriculum direction, priorities and timelines shifted. As a result, aspects of our planned professional learning were paused or adapted to align with the evolving expectations. While foundational work was completed, full implementation of our original goals will be realigned for 2025.</p>	<p>Exploring the new phases for writing, and how we can use these to moderate writing that students are doing.</p> <p>Continuing to build our understandings and beliefs about what we would like a 'Matangi Writer' to be.</p>
<p>Action 4 Continue to develop Restorative Practices across the school.</p>	<p>Professional development with Janine McKay, PB4L restorative practices.</p> <p>Developed a consistent understanding of behaviours across the school (major and minor) and what role the classroom teacher and SLT have in supporting the child.</p> <p>Professional development with Daniel Marietta, PB4L</p>	<p>Behaviour flow chart plan created and utilised across the school.</p> <p>Team meeting minutes reflect role playing of situations where restorative practices can be used.</p> <p>Staff meeting in leading 'circle time' in our classes.</p>	<p>Creating a behaviour document has brought greater consistency to our approach, providing a clear, shared framework for managing student behaviour. Role-playing different scenarios has been especially valuable – helping staff internalize the process and build confidence in using key questions effectively.</p>	<p>Reflecting on the behaviour plan to see if any changes need to be made.</p> <p>Involving the community and hosting a hui to get feedback on our behaviour processes.</p>

Evaluation and analysis of the school's students' progress and achievement (required)

All achievement targets set reflected the Government's expectations for student outcomes by 2030. These targets were intentionally aspirational, reflecting our high expectations for teaching and learning across all year levels.

Teachers worked collaboratively within their teams when entering end-of-year data, which helped strengthen overall teacher judgments (OTJs) and facilitated meaningful discussion about student progress and emerging trends.

In 2024, team leaders introduced the use of the e-asTTle writing rubric to support moderation practices. This has contributed to improved consistency, as evidenced by the reduced variation between mid-year and end-of-year data points—a positive indicator of strengthened school-wide moderation.

End-of-year data was collected in Week 5 of Term 4. While this timing enabled early analysis, it may not fully capture the progress made during the final four weeks of instruction, which is included in the end-of-year reporting.

The gender disparity in mathematics achievement continues to reflect 2023 trends, with 76% of males and 79% of females achieving at or above the expected curriculum level. While encouraging, we recognise that we have not met the 80% of males and females achieving at or above the expected curriculum level in Mathematics.

Students identified as "well below" expectations have been designated as priority learners. In 2024, a tracking sheet was introduced for both "towards" and "well below" learners. Teachers used this tool to record observations, set student goals, and plan targeted teaching strategies. This reflective practice will be a continued focus for development in 2025.

Each term, teachers held progress meetings with the whaanau of priority learners to discuss achievement and next steps. Feedback has been positive, with parents appreciating the transparency of classroom strategies and being informed about how they can support learning at home.

We have now received the final versions of the revised New Zealand English and Mathematics & Statistics curriculum. There will be a shift away from curriculum levels that we currently use for assessing, reporting and gathering mid-year and end of year data. From 2025, learning will be structured in phases: Years 0–3 in Phase One and Years 4–6 in Phase Two. The Ministry of Education has indicated that assessment and reporting support for these changes will be provided to schools in 2025.

We have identified a continued need for robust assessment practices in reading, writing, and mathematics. This will be a professional development priority throughout 2025, supported by ongoing staff meeting workshops.

Resource Teachers of Learning and Behaviour (RTLb) have been successfully engaged to support individual students and small groups identified as needing additional assistance. Our SENCO/ORS coordinator, Lisa Murray, continues to play a pivotal role in supporting priority learners and working alongside teachers to develop effective individual education plans.

Teachers participated in the Better Start Literacy Approach (BSLA) and Accelerated Literacy Learning (ALL) initiatives during Terms 3 and 4, both of which align with the updated English curriculum.

Our professional growth cycle focus for 2024 was on our schools strategic goals with teachers choosing an area that interested them the most. In 2025 we will have a school wide goal that focuses around consistency of teacher practice in reading, writing and mathematics.

We have also begun working with Aleise White from Cognition Education to develop a consistent pedagogical approach across the school.

In line with our Kaahui Ako priorities, there will be a focused effort in 2025 to address achievement disparities in writing, particularly for Maaori and male students. To support this, we plan to engage Anne Grady for whole-staff professional development in writing.

The Ministry of Education has allocated two Teacher Only Days in 2025 to support implementation of the revised curricula. These days will be used to deepen teacher understanding of the new documents and their implications for teaching practice.

We are currently reviewing our school timetable to support more consistent learning blocks. One proposal under consideration is a two-hour block from 9:00–11:00 am, followed by a 20-minute break and a second block from 11:20 am–12:30 pm. This structure maintains the required daily instructional time while supporting focused teaching and learning.

Additionally, the Ministry now mandates a minimum of one hour each day dedicated to reading, writing, and mathematics. While we are adjusting our programmes to meet this requirement, we remain committed to offering a rich and balanced curriculum across all learning areas.

The move of how the school is physically structured in 2025 will allow for further collaboration between teachers with Year 0-2 teachers in the same block, Year 3-4 teachers in classrooms beside each other and our Year 4-6 teachers connected in their space.

How we have given effect to Te Tiriti o Waitangi (required)

Matangi School actively upholds the principles of Te Tiriti o Waitangi by integrating Te Reo Māori, waiata, pepeha and fostering whanau engagement into our daily practices. With time dedicated to speaking Te Reo in each class, we preserve the language and instil cultural pride, Tikanga and understanding among our students.

Through consistent use of Te Reo, we honour the treaty's commitment to partnership, ensuring that Māori language and culture thrive within our school community. Additionally, our emphasis on waiata, pepeha, and whanau engagement strengthens relationships and promotes inclusivity, embodying the spirit of mutual respect and cooperation envisioned by Te Tiriti o Waitangi.

All students receive instruction in kapa haka each week through the Board, which provides funding for the employment of a specialised tutor. The school has also created a kapa haka group with students from Years 3-6 who train with the tutor each week. We also have four Year 6 students who are selected to lead kapa haka throughout the school and support staff and students.

Our Te Ao Māori lead holds termly Whānau Hui to gain feedback and direction to support the achievement and progress of our Māori students.

We continue to build and strengthen relationships with Te iti o Hauā marae representatives.

Matangi School is deeply committed to upholding the principles of *Te Tiriti o Waitangi* through the integration of *Te Reo Māori*, *waiata*, *pepeha*, and fostering whānau engagement in our daily practices. Each class spends time to speaking *Te Reo*, supporting the preservation of the language while fostering *tikanga*, cultural pride, and understanding among all students.

By consistently using *Te Reo Māori* in classrooms and school-wide events, we honour the Treaty's principle of partnership and ensure that Māori language and culture are visible, valued, and celebrated within our school community. Our emphasis on *waiata*, *pepeha*, and strong whānau connections reinforces inclusive practices and strengthens the sense of belonging for all learners.

All students receive weekly *kapa haka* instruction, supported by Board funding for a specialist tutor. In addition, a dedicated *kapa haka* group made up of Years 3–6 students trains regularly with the tutor, while four selected Year 6 students take on leadership roles, guiding *kapa haka* across the school and supporting both staff and peers.

Scott Johnson holds regular *Whānau Hui* to gather feedback and direction, ensuring that the voices of our Māori community guide decision-making and support the achievement and progress of Māori students.

To further embed *Te Ao Māori* across our school, one of our staff members holds a unit for *Te Ao Māori* and leads professional learning focused on deepening staff understanding of both *tikanga* and *Te Reo Māori*. He facilitates Wednesday morning meetings where teachers engage in collaborative learning, resource sharing, and guided practice,

helping to strengthen cultural competency and build confidence in using *Te Reo* authentically in the classroom.

We continue to nurture and strengthen our relationship with representatives from *Te Ihi o Hauā Marae*, further embedding authentic connections with local iwi and hapū in our school culture.