

# Te Mata School (Raglan)

## Annual Report

for the year ended 31 December 2018

### School Directory:

Ministry Number: 2010  
Principal: Fiona Gott  
School Address: 778 Te Mata Road, Raglan  
School Postal Address: R D 2, Raglan 3296  
School Phone: 07 825 6870  
School Email: admin@temataraglan.school.nz

### Members of the Board of Trustees:

| Name              | Position                  | How Position Gained | Term Expires           |
|-------------------|---------------------------|---------------------|------------------------|
| Kyle Leuthart     | Parent Rep<br>Chairperson | Elected May 2016    | 2019                   |
| Fiona Gott        | Principal                 | ex Officio          |                        |
| Wayne Stephens    | Parent Rep                | Elected May 2016    | 2019                   |
| Kirsty Darbyshire | Parent Rep                | Co-opted            | 2019                   |
| Mark Gaustad      | Parent Rep                | Co-opted            | 2019                   |
| Linda Holmes      | Staff Rep                 | Elected May 2016    | 2019                   |
| Teresa Hayes      | Parent Rep                |                     | Resigned December 2018 |
| Dianne Spicer     | Parent Rep                |                     | Resigned December 2018 |

Accountant / Service Provider: Russell Wilkinson

# **Te Mata School (Raglan)**

## **Annual Report**

for the year ended 31 December 2018

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## Te Mata School (Raglan)

### Statement of Responsibility

for the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the School.

The School's 2018 financial statements are authorised for issue by the Board.


KYLE JOHN LEUTHART

Full Name of Board Chairperson

FIONA CATHERINE GOTT

Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

10/05/2019  
Date

10/05/2019  
Date

# Te Mata School (Raglan)

## Statement of Comprehensive Revenue and Expense

for the year ended 31 December 2018

|   | Notes | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$  |
|---|-------|----------------------|-------------------------------------|-----------------------|
| <b>Revenue</b>  |       |                      |                                     |                       |
| Government grants   | 2     | 1,095,730            | 1,011,488                           | 1,030,895             |
| Locally raised funds  | 3     | 122,260              | 82,262                              | 111,443               |
| Interest earned   |       | 1,973                | 1,500                               | 2,906                 |
|   |       | <u>1,219,963</u>     | <u>1,095,250</u>                    | <u>1,145,244</u>      |
| <b>Expenses</b>   |       |                      |                                     |                       |
| Locally raised funds  | 3     | 1,333                | 500                                 | 2,519                 |
| Learning resources  | 4     | 775,268              | 729,106                             | 739,662               |
| Administration  | 5     | 122,968              | 118,087                             | 121,367               |
| Finance costs   |       | 376                  | 375                                 | 570                   |
| Property  | 6     | 237,315              | 231,200                             | 250,613               |
| Depreciation  | 7     | 32,122               | 32,000                              | 32,196                |
|   |       | <u>1,169,382</u>     | <u>1,111,268</u>                    | <u>1,146,927</u>      |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <u>50,581</u>        | <u>(16,018)</u>                     | <u>(1,683)</u>        |
| Other comprehensive revenue and expenses                    |       | -                    | -                                   | -                     |
| <b>Total comprehensive revenue and expense for the year</b> |       | <u><u>50,581</u></u> | <u><u>(16,018)</u></u>              | <u><u>(1,683)</u></u> |

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



# Te Mata School (Raglan)

## Statement of Changes in Net Assets / Equity

for the year ended 31 December 2018

|   | 2018<br>Actual<br>\$  | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$  |
|---|-----------------------|-------------------------------------|-----------------------|
| <b>Balance at 1 January</b>   | <u>263,937</u>        | <u>263,937</u>                      | <u>265,620</u>        |
| Total comprehensive revenue and expense for the year  | 50,581                | (16,018)                            | (1,683)               |
| Capital contributions from the Ministry of Education:<br>Contribution - furniture and equipment grant | -                     | -                                   | -                     |
| <b>Equity at 31 December</b>  | <u><u>314,518</u></u> | <u><u>247,919</u></u>               | <u><u>263,937</u></u> |
| <br>Retained Earnings   | <br>314,518           | <br>247,919                         | <br>263,937           |
| Reserves  | -                     | -                                   | -                     |
| <b>Equity at 31 December</b>  | <u><u>314,518</u></u> | <u><u>247,919</u></u>               | <u><u>263,937</u></u> |

The above Statement of Changes in Net Assets / Equity should be read in conjunction with the accompanying notes.



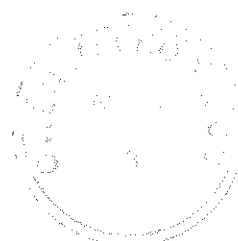
# Te Mata School (Raglan)

## Statement of Financial Position

as at 31 December 2018

|   | Notes | 2018<br>Actual<br>\$  | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$  |
|---|-------|-----------------------|-------------------------------------|-----------------------|
| <b>Current Assets</b>                     |       |                       |                                     |                       |
| Cash and cash equivalents                 | 8     | 70,814                | 32,494                              | 7,835                 |
| Accounts receivable                       | 9     | 52,355                | 25,186                              | 27,299                |
| Prepayments                               |       | 12,733                | 6,772                               | 6,772                 |
| Investments                               | 10    | 65,177                | 80,607                              | 80,607                |
| Funds owing for capital works projects    | 16    | -                     | -                                   | 19,099                |
|   |       | <u>201,079</u>        | <u>145,059</u>                      | <u>141,612</u>        |
| <b>Current Liabilities</b>                |       |                       |                                     |                       |
| Accounts payable                          | 12    | 57,078                | 47,925                              | 47,925                |
| GST payable                               |       | 6,011                 | 1,848                               | 1,848                 |
| Revenue received in advance               | 13    | 2,525                 | -                                   | 1,409                 |
| Provision for cyclical maintenance        | 14    | 2,480                 | 2,480                               | 2,480                 |
| Finance lease liability - current portion | 15    | 5,207                 | 5,169                               | 7,141                 |
|   |       | <u>73,301</u>         | <u>57,422</u>                       | <u>60,803</u>         |
| <b>Working Capital Surplus</b>            |       | <b>127,778</b>        | <b>87,637</b>                       | <b>80,809</b>         |
| <b>Non Current Assets</b>                 |       |                       |                                     |                       |
| Property, plant and equipment             | 11    | 224,352               | 199,086                             | 222,486               |
| <b>Non Current Liabilities</b>            |       |                       |                                     |                       |
| Provision for cyclical maintenance        | 14    | 28,822                | 29,976                              | 25,361                |
| Finance lease liability                   | 15    | 8,790                 | 8,828                               | 13,997                |
|   |       | <u>37,612</u>         | <u>38,804</u>                       | <u>39,358</u>         |
| <b>Net Assets</b>                         |       | <u><b>314,518</b></u> | <u><b>247,919</b></u>               | <u><b>263,937</b></u> |
| <b>Equity</b>                             |       | <u><b>314,518</b></u> | <u><b>247,919</b></u>               | <u><b>263,937</b></u> |

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



# Te Mata School (Raglan)

## Statement of Cash Flows

for the year ended 31 December 2018

|   | Note     | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| <b>Cash flows from Operating Activities</b>                 |          |                      |                                     |                      |
| Government grants   |          | 281,645              | 251,154                             | 272,304              |
| Locally raised funds  |          | 115,522              | 80,853                              | 112,014              |
| Goods and Services Tax (net)                                |          | 4,163                | -                                   | (4,491)              |
| Payments to employees                                       |          | (138,690)            | (130,541)                           | (154,384)            |
| Payments to suppliers                                       |          | (194,541)            | (183,737)                           | (183,357)            |
| Interest paid   |          | (376)                | -                                   | (570)                |
| Interest received   |          | 1,856                | 1,500                               | 2,908                |
| <b>Net cash from / (to) the operating activities</b>        |          | <b>69,579</b>        | <b>19,229</b>                       | <b>44,424</b>        |
| <b>Cash flows from Investing Activities</b>                 |          |                      |                                     |                      |
| Proceeds from sale of PPE (and Intangibles)                 |          | -                    | -                                   | -                    |
| Purchase of PPE (and Intangibles)                           |          | (33,988)             | (8,600)                             | (57,390)             |
| Purchase of investments                                     |          | -                    | -                                   | -                    |
| Proceeds from sale of investments                           |          | 15,430               | -                                   | 21,340               |
| <b>Net cash from / (to) the investing activities</b>        |          | <b>(18,558)</b>      | <b>(8,600)</b>                      | <b>(36,050)</b>      |
| <b>Cash flows from Financing Activities</b>                 |          |                      |                                     |                      |
| Furniture and equipment grant                               |          | -                    | -                                   | -                    |
| Finance lease payments                                      |          | (7,141)              | (5,069)                             | (12,908)             |
| Funds held for capital works projects                       |          | 19,099               | 19,099                              | (18,549)             |
| <b>Net cash from Financing Activities</b>                   |          | <b>11,958</b>        | <b>14,030</b>                       | <b>(31,457)</b>      |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>62,979</b>        | <b>24,659</b>                       | <b>(23,083)</b>      |
| Cash and cash equivalents at the beginning of the year      | 8        | 7,835                | 7,835                               | 30,918               |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b> | <b>70,814</b>        | <b>32,494</b>                       | <b>7,835</b>         |

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 Cash Flow Statement should be read in conjunction with the accompanying notes.*

## **Te Mata School (Raglan)**

### **Notes to the Financial Statements**

for the year ended 31 December 2018

#### **1. Statement of Accounting Policies**

##### **a) Reporting entity**

Te Mata School (Raglan) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

###### ***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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement base***

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

###### ***Presentation currency***

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





### ***Specific accounting policies***

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

### ***Critical Accounting Estimates and Assumptions***

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

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

### ***Useful lives of property, plant and equipment***

The School reviews the estimated lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of 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***

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operating or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

#### ***Recognition of grants***

The School reviews the grant 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 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.

*Use of land and buildings grants* are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using land and buildings which are owned by the Crown.

### ***Other Grants***

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

### ***Donations, Gifts and Bequests***

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

#### ***Interest revenue***

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

#### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) Accounts Receivable**

Accounts receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all the amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

#### **i) Inventories**

Inventories are consumable items held for sale and comprise 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.

#### **j) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

The School has met the requirements under Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of securities.

#### **k) Property, Plant, and Equipment**

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

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

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

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.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

#### **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 - Crown            | 33 years                |
| Furniture and equipment                  | 5 years                 |
| Information and communication technology | 3 years                 |
| Other equipment                          | 5-10 years              |
| Leased assets held under a finance lease | 3 - 5 years             |
| Library resources                        | 12.5% diminishing value |



## **l) Intangible Assets**

### ***Software costs***

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software with individual values under \$500 are not capitalised. They are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its estimated 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.

## **m) Impairment of Property, Plant and Equipment and Intangible Assets**

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

### ***Non cash generating assets***

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

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

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

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

## **n) 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.

## **o) 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 annual leave earned but not yet taken at balance date.

**p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students 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.

**q) 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 the day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's 10-year property plan (10YPP).

**r) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board of Trustees at the start of the year.

**u) 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.



|                                  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| <b>2. Government grants</b>      |                      |                                     |                      |
| Operational grants               | 206,578              | 200,000                             | 201,096              |
| Teachers' salaries grants        | 633,086              | 590,000                             | 592,216              |
| Use of land and buildings grants | 175,569              | 170,000                             | 172,731              |
| Other MOE grants                 | 68,723               | 51,488                              | 64,852               |
| Other government grants          | 11,774               | -                                   | -                    |
|                                  | <u>1,095,730</u>     | <u>1,011,488</u>                    | <u>1,030,895</u>     |

### 3. Locally raised funds

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

#### Revenue

|                     |                |               |                |
|---------------------|----------------|---------------|----------------|
| Donations           | 26,953         | 13,100        | 25,761         |
| Fundraising         | 10,306         | 6,000         | 9,659          |
| Other revenue       | 9,372          | 2,000         | 3,701          |
| Activities          | 59,459         | 55,827        | 59,379         |
| School house rental | 16,170         | 5,335         | 12,943         |
|                     | <u>122,260</u> | <u>82,262</u> | <u>111,443</u> |

#### Expenses

|                                      |       |     |       |
|--------------------------------------|-------|-----|-------|
| Fundraising (costs of raising funds) | 1,333 | 500 | 2,519 |
|--------------------------------------|-------|-----|-------|

#### Surplus (deficit) for the year locally raised funds

|  |                |               |                |
|--|----------------|---------------|----------------|
|  | <u>120,927</u> | <u>81,762</u> | <u>108,924</u> |
|--|----------------|---------------|----------------|

### 4. Learning resources

|                              |                |                |                |
|------------------------------|----------------|----------------|----------------|
| Curricular                   | 22,483         | 29,265         | 26,107         |
| Extra-curricular activities  | 7,369          | 12,500         | 14,188         |
| Employee benefits - salaries | 723,066        | 668,041        | 686,931        |
| Staff development            | 22,350         | 19,300         | 12,436         |
|                              | <u>775,268</u> | <u>729,106</u> | <u>739,662</u> |

### 5. Administration

|   |                |                |                |
|---|----------------|----------------|----------------|
| Audit fees                                  | 3,400          | 3,300          | 3,100          |
| Board of Trustees fees                      | 3,545          | 4,050          | 4,460          |
| Board of Trustees expenses                  | 642            | 2,900          | 2,233          |
| Communication                               | 2,080          | 2,970          | 3,102          |
| Consumables                                 | 15,517         | 14,500         | 16,776         |
| Other                                       | 10,955         | 7,580          | 10,283         |
| Employee benefits - salaries                | 34,201         | 37,000         | 39,632         |
| Insurance                                   | 6,146          | 5,535          | 6,544          |
| Service providers, contractors, consultancy | 4,400          | 5,000          | 4,900          |
| Raglan bus transport                        | 42,082         | 35,252         | 30,337         |
|   | <u>122,968</u> | <u>118,087</u> | <u>121,367</u> |



|                                     | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| <b>6. Property</b>                  |                      |                                     |                      |
| Caretaking and cleaning consumables | 5,076                | 4,700                               | 5,451                |
| Cyclical maintenance expense        | 5,941                | 7,095                               | 5,940                |
| Grounds                             | 11,171               | 10,300                              | 12,757               |
| Heat, light, and water              | 9,977                | 8,600                               | 9,501                |
| Rates                               | 830                  | 755                                 | 817                  |
| Repairs and maintenance             | 11,308               | 11,300                              | 27,584               |
| Use of land and buildings           | 175,569              | 170,000                             | 172,731              |
| Security                            | 2,112                | 650                                 | 1,392                |
| Employee benefits - salaries        | 15,331               | 17,800                              | 14,440               |
|                                     | <u>237,315</u>       | <u>231,200</u>                      | <u>250,613</u>       |

The use of land and buildings figure represents 8% 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. Depreciation of Property, Plant and Equipment

|  |               |               |               |
|--|---------------|---------------|---------------|
| Building improvements - Crown            | 5,304         |               | 4,284         |
| Furniture & equipment                    | 11,085        |               | 12,814        |
| Information and communication technology | 8,564         |               | 8,004         |
| Leased assets                            | 7,010         |               | 6,912         |
| Library resources                        | 159           |               | 182           |
|  | <u>32,122</u> | <u>32,000</u> | <u>32,196</u> |

#### 8. Cash and Cash Equivalents

|   |               |               |              |
|---|---------------|---------------|--------------|
| Westpac Current account                               | 54,086        | 31,782        | 7,123        |
| Westpac Online Saver account                          | 16,728        | 712           | 712          |
| Cash and cash equivalents for Statement of Cash Flows | <u>70,814</u> | <u>32,494</u> | <u>7,835</u> |

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

#### 9. Accounts Receivable

|  |               |               |               |
|--|---------------|---------------|---------------|
| Receivables                                | 10,000        | 33            | 2,146         |
| Receivables from the Ministry of Education | 2,983         | -             | -             |
| Interest receivable                        | 471           | 354           | 354           |
| Dept of Housing bond                       | 900           | 900           | 900           |
| Teacher salaries grant receivable          | 38,001        | 23,899        | 23,899        |
|  | <u>52,355</u> | <u>25,186</u> | <u>27,299</u> |
| Receivables from exchange transactions     | 11,371        | 1,287         | 3,400         |
| Receivables from non-exchange transactions | 40,984        | 23,899        | 23,899        |
|  | <u>52,355</u> | <u>25,186</u> | <u>27,299</u> |

#### 10. Investments

The School's investment activities are classified as follows:

##### Current Asset:

|                          |        |        |        |
|--------------------------|--------|--------|--------|
| Short term bank deposits | 65,177 | 80,607 | 80,607 |
|--------------------------|--------|--------|--------|



## 11. Property, Plant and Equipment

|                             | Opening<br>Balance<br>(NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Impairment<br>\$ | Depreciation<br>\$ | Total<br>(NBV)<br>\$ |
|-----------------------------|-----------------------------------|-----------------|-----------------|------------------|--------------------|----------------------|
| <b>2018</b>                 |                                   |                 |                 |                  |                    |                      |
| Land                        | 30,000                            | -               | -               | -                | -                  | 30,000               |
| Building improvements       | 138,378                           | -               | -               | -                | (5,304)            | 133,074              |
| Furniture & equipment       | 18,010                            | 23,269          | -               | -                | (11,085)           | 30,194               |
| Information & communication | 13,987                            | 10,719          | -               | -                | (8,564)            | 16,142               |
| Leased assets               | 20,837                            | -               | -               | -                | (7,010)            | 13,827               |
| Library resources           | 1,274                             | -               | -               | -                | (159)              | 1,115                |
| Balance at 31 December 2018 | 222,486                           | 33,988          | 0               | -                | (32,122)           | 224,352              |

|                             | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|-----------------------------|----------------------|-----------------------------|-------------------|
| <b>2018</b>                 |                      |                             |                   |
| Land                        | 30,000               | -                           | 30,000            |
| Building improvements       | 176,814              | 43,740                      | 133,074           |
| Furniture & equipment       | 197,878              | 167,684                     | 30,194            |
| Information & communication | 60,475               | 44,333                      | 16,142            |
| Leased assets               | 27,990               | 14,163                      | 13,827            |
| Library resources           | 20,831               | 19,716                      | 1,115             |
| Balance at 31 December 2018 | 513,988              | 289,636                     | 224,352           |

|                             | Opening<br>Balance<br>(NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Impairment<br>\$ | Depreciation<br>\$ | Total<br>(NBV)<br>\$ |
|-----------------------------|-----------------------------------|-----------------|-----------------|------------------|--------------------|----------------------|
| <b>2017</b>                 |                                   |                 |                 |                  |                    |                      |
| Land                        | 30,000                            | -               | -               | -                | -                  | 30,000               |
| Building improvements       | 101,873                           | 40,789          | -               | -                | (4,284)            | 138,378              |
| Furniture & equipment       | 28,673                            | 2,151           | -               | -                | (12,814)           | 18,010               |
| Information & communication | 7,541                             | 14,450          | -               | -                | (8,004)            | 13,987               |
| Leased assets               | 15,075                            | 18,784          | (6,110)         | -                | (6,912)            | 20,837               |
| Library resources           | 1,456                             | -               | -               | -                | (182)              | 1,274                |
| Balance at 31 December 2017 | 184,618                           | 76,174          | (6,110)         | -                | (32,196)           | 222,486              |

|                             | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|-----------------------------|----------------------|-----------------------------|-------------------|
| <b>2017</b>                 |                      |                             |                   |
| Land                        | 30,000               | -                           | 30,000            |
| Building improvements       | 176,814              | 38,436                      | 138,378           |
| Furniture & equipment       | 175,342              | 157,332                     | 18,010            |
| Information & communication | 49,756               | 35,769                      | 13,987            |
| Leased assets               | 27,990               | 7,153                       | 20,837            |
| Library resources           | 20,831               | 19,557                      | 1,274             |
| Balance at 31 December 2017 | 480,733              | 258,247                     | 222,486           |





The net carrying value of equipment held under a finance lease is \$13,827 (2017 - \$20,837)

|   | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>12. Accounts Payable</b>   |                      |                                     |                      |
| Operating creditors   | 16,665               | 22,436                              | 22,436               |
| Housing bond  | 900                  | 900                                 | 900                  |
| Employee entitlements - salaries  | 38,577               | 23,899                              | 23,899               |
| Employee entitlements - leave accrual                                   | 936                  | 690                                 | 690                  |
|   | <u>57,078</u>        | <u>47,925</u>                       | <u>47,925</u>        |
| Payables for exchange transactions                                      | 56,178               | 47,025                              | 47,025               |
| Payables for non-exchange transactions - taxes payable (PAYE and rates) | -                    | -                                   | -                    |
| Payables for non-exchange transactions - other                          | 900                  | 900                                 | 900                  |
|   | <u>57,078</u>        | <u>47,925</u>                       | <u>47,925</u>        |

The carrying value of payables approximates their fair value .

### 13. Revenue received in Advance

|                                  |              |          |              |
|----------------------------------|--------------|----------|--------------|
| Student fees received in advance | 1,525        | -        | 1,409        |
| Meridian Energy grant            | 1,000        | -        | -            |
| Student fees received in advance | <u>2,525</u> | <u>-</u> | <u>1,409</u> |

### 14. Provision for Cyclical Maintenance

|   |               |               |               |
|---|---------------|---------------|---------------|
| Provision at the start of the year        | 27,841        | 27,841        | 24,381        |
| Increase to the provision during the year | 5,941         | 7,095         | 5,940         |
| Use of the provision during the year      | (2,480)       | (2,480)       | (2,480)       |
| Provision at the end of the year          | <u>31,302</u> | <u>32,456</u> | <u>27,841</u> |
| Cyclical maintenance - current            | 2,480         | 2,480         | 2,480         |
| Cyclical maintenance - term               | 28,822        | 29,976        | 25,361        |
|   | <u>31,302</u> | <u>32,456</u> | <u>27,841</u> |

### 15. Finance Lease Liability

The School has entered into finance lease agreements for teacher laptops and a photocopier. Minimum lease payments payable:

|  |               |               |               |
|--|---------------|---------------|---------------|
| No later than one year                           | 5,207         | 5,169         | 7,141         |
| Later than one year and no later than five years | 8,790         | 8,828         | 13,997        |
| Later than five years                            | -             | -             | -             |
|  | <u>13,997</u> | <u>13,997</u> | <u>21,138</u> |



## 16. Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

| 2018                                 | Opening<br>Balances<br>\$ | Receipts<br>from MOE<br>\$ | Payments<br>\$ | BOT<br>Contribution<br>\$ | Closing<br>Balances<br>\$ |
|--------------------------------------|---------------------------|----------------------------|----------------|---------------------------|---------------------------|
| Re-roofing (completed)               | (2,253)                   | 2,253                      | -              | -                         | -                         |
| Water filtration upgrade (completed) | (5,808)                   | 5,808                      | -              | -                         | -                         |
| B Block refurbishment (completed)    | (11,038)                  | 18,054                     | 7,565          | 549                       | -                         |
| Septic tank (completed)              | -                         | 11,645                     | 11,645         | -                         | -                         |
|                                      | <u>(19,099)</u>           | <u>37,760</u>              | <u>19,210</u>  | <u>549</u>                | <u>-</u>                  |

Represented by:

Funds held on behalf of the Ministry of Education

Funds due from the Ministry of Education

-  
-  
-

| 2017                                   | Opening<br>Balances<br>\$ | Receipts<br>from MOE<br>\$ | Payments<br>\$ | Closing<br>Balances<br>\$ |
|--|---------------------------|----------------------------|----------------|---------------------------|
| Re-roofing (in progress)               | (550)                     | -                          | 1,703          | (2,253)                   |
| Water filtration upgrade (in progress) | -                         | 7,758                      | 13,566         | (5,808)                   |
| B Block refurbishment (in progress)    | -                         | 88,552                     | 99,590         | (11,038)                  |
|  | <u>(550)</u>              | <u>96,310</u>              | <u>114,859</u> | <u>(19,099)</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 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.

Nigel McLeod is a trustee of the Board and also owns McLeod Builders. During the year McLeod Builders provided maintenance and building services to the School. The total value of all transactions for the year was \$1,161 and no amount is outstanding at balance date (2017: \$3,436). Because this amount is less than \$25,000 for the year it does not require Ministry approval under section 103 of the Education Act 1989.

## 18. Remuneration

### *Key management personnel compensation*

Key management personnel of the School includes all Trustees of the Board, Principal, Deputy Principals and Heads of Department.

|   | 2018<br>Actual<br>\$ | 2017<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <b>Board Members</b>                        |                      |                      |
| Remuneration                                | 3,545                | 4,460                |
| Full time equivalent members                | 0.12                 | 0.14                 |
| <b>Leadership Team</b>                      |                      |                      |
| Remuneration                                | 197,200              | 172,172              |
| Full time equivalent members                | 2.00                 | 1.79                 |
| Total key management personnel remuneration | 200,745              | 176,632              |
| Total full time equivalent personnel        | 2.12                 | 1.93                 |

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### *Principal*

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

|  |     | 2018<br>Actual<br>\$000 | 2017<br>Actual<br>\$000 |
|--|-----|-------------------------|-------------------------|
| Salaries and other short term employee benefits: |     |                         |                         |
| Salary and other payments                        | (a) | 110 - 120               | 30 - 40                 |
|  | (b) | Nil                     | 50 - 60                 |
| Benefits and other emoluments                    | (a) | 0 - 5                   | 0 - 5                   |
| Termination benefits                             |     | Nil                     | Nil                     |

### *Other Employees*

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

| Remuneration<br>\$000 | 2018<br>FTE | 2017<br>FTE |
|-----------------------|-------------|-------------|
| 100 - 110             | Nil         | Nil         |

## 19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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:

|                  | 2018<br>Actual | 2017<br>Actual |
|------------------|----------------|----------------|
| Total value      | Nil            | Nil            |
| Number of people | Nil            | Nil            |

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

## 20. Contingencies

There are no contingent liabilities (except as listed below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017 - nil).

### *Holidays Act Compliance - Schools Payroll*

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 21. Commitments

### *(a) Capital Commitments*

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.  
(Capital commitments at 31 December 2017 - nil).

### *(b) Operating Commitments*

There are no operating commitments as at 31 December 2018 ( 2017 - Nil).

## 22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that revenue exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 23. Financial Instruments

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

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b><i>Loan and receivables</i></b>                             |                      |                                     |                      |
| Cash and cash equivalents                                      | 70,814               | 32,494                              | 7,835                |
| Receivables  | 52,355               | 25,186                              | 27,299               |
| Investments - term deposits                                    | 65,177               | 80,607                              | 80,607               |
| Total loan and receivables                                     | 188,346              | 138,287                             | 115,741              |
| <b><i>Financial liabilities measured at amortised cost</i></b> |                      |                                     |                      |
| Payables   | 57,078               | 47,925                              | 47,925               |
| Finance leases   | 13,997               | 13,997                              | 21,138               |
| Total financial liabilities measured at amortised cost         | 71,075               | 61,922                              | 69,063               |

## 24. Events After Balance Date

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





**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF TE MATA SCHOOL (RAGLAN)'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

10 JUN 2019

The Auditor-General is the auditor of Te Mata School (Raglan) (the School). The Auditor-General has appointed me, L Yao, using the staff and resources of Owen McLeod & Co, 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 18, that comprise the statement of financial position as at 31 December 2018, 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 2018; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 23 May 2019. 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 of Trustees 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 of Trustees for the financial statements**

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

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In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 of Trustees is responsible for the other information. The other information comprises the information included on page 19 for the Kiwi Sport Statement and pages 1 to 12 for the Analysis of Variance Report, 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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



L Yao  
Owen McLeod & Co  
On behalf of the Auditor-General  
Hamilton, New Zealand

## **Te Mata School (Raglan)**

### **Kiwisport Note**

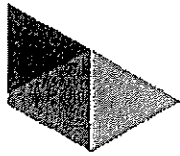
for the year ended 31 December 2018

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2018 the school received total Kiwisport funding of \$1,844 excluding GST (2017 - \$1,754). This funding was spent on entry fees and the purchase of sports equipment.



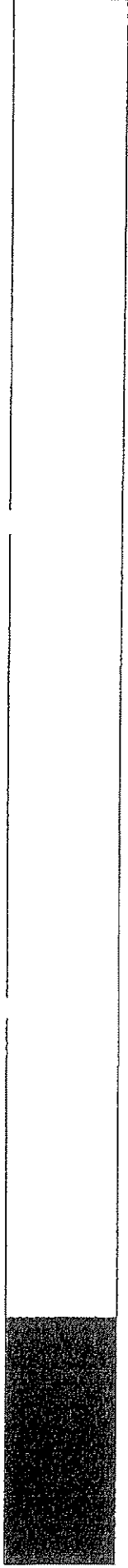


# Analysis of Variance Reporting



| School Name:   | Te Mata School  | School Number: | 2010 |
|----------------|---|----------------|------|
| Strategic Aim: | <u>Strategic Aim One:</u> All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards and Curriculum Levels   |                |      |
| Annual Aim:    | <u>Strategic Aim Three:</u> To develop and foster and promote assessment capable students, teachers, school leaders and parents.  |                |      |
|                | <u>Annual Aim #1: Supporting Maori students to achieve success</u><br>Increase our (both students and teachers) ability to communicate in Te Reo Maori  |                |      |
|                | <u>Annual Aim#2: Supporting inclusion for all learners with particular focus for learners with special educational and health needs</u><br><br>To create personalised learning goals and environments that support all student learning and progress, with particular focus on our special educational needs  |                |      |
|                | <u>Annual Aim #3 Assessment, reviews and planning</u><br>Creating positive Assessment and Student Led Conference procedures and practices that reflect a depth of New Zealand Curriculum learning and understanding and that focus on progress  |                |      |
| Target:        | <u>Annual Aim #4 Quality teaching and Learning</u><br>To broaden and refine curriculum progressions in other curriculum areas e.g. Digital Technology, science, arts and social studies   |                |      |
|                | <ul style="list-style-type: none"><li>• Increase our(both students and teachers) ability to communicate in Te Reo</li><li>• To create personalised learning goals and environments that support all student learning and progress with particular focus on special needs.</li><li>• Creating positive assessment and student led conference procedures and practices that reflect a depth of New Zealand Curriculum learning and understanding and that focus on progress</li></ul> |                |      |

|                | <ul style="list-style-type: none"><li>• Target for at Risk students- All students currently below or well below their expected National Standard or Curriculum level in Maths at the end of 2018 will have made more than one year's progress by the end of 2018</li><li>• To broaden and refine curriculum progressions in other curriculum areas e.g. Digital Technology, science, arts and social studies</li></ul>   |            |                    |                          |                  |                          |                  |       |    |       |   |    |    |    |     |     |
|----------------|--|------------|--------------------|--------------------------|------------------|--------------------------|------------------|-------|----|-------|---|----|----|----|-----|-----|
| Baseline Data: | <ul style="list-style-type: none"><li>• Interventions for at risk Maori learners</li><li>• Data shows that the longer students attend Te Mata School the better progress they make towards achievement at their curriculum potential. Although our processes are robust we wish to review in light of our new leadership</li><li>• Current assessment and Student led conference procedures and practices, while robust, rely heavily, if not solely, on achievement of National Standards.</li><li>• End of year 2017 National Standard data</li></ul> <p>END OF YEAR 2017 Maths DATA:</p> <table><tr><th rowspan="2">Well Below</th><th colspan="3">Number of Learners</th><th rowspan="2">%age Well Below or Below</th><th rowspan="2">%age At or Above</th></tr><tr><th>Below</th><th>At</th><th>Above</th></tr><tr><td>7</td><td>21</td><td>82</td><td>12</td><td>23%</td><td>77%</td></tr></table> <p>DATA ANALYSIS:</p> <p>7/122 students are achieving Well Below maths standard; 3 boys, 4 girls, 2 Māori, 5 NZ European</p> <p>21/122 students are achieving Below expectations; 9 boys , 12 girls, 6 Māori, 14 NZ European</p> <p>This data includes students with special education learning needs and students no longer enrolled at Te Mata School. .</p> <p>Students not included in this data:</p> <p>Students who have not completed the first 40 weeks of their schooling; (Year 0 to Year 1 students) and students enrolled after the cut-off date.</p> <p>BOT MEASURE- 2018</p> <p>Beginning, middle and end Gloss, Jam and IKAN data is used to make an OTJ. Whole school data will continue to be shared at these points with BOT. Patterns for ethnicity, gender and at risk children will be identified.</p> | Well Below | Number of Learners |                          |                  | %age Well Below or Below | %age At or Above | Below | At | Above | 7 | 21 | 82 | 12 | 23% | 77% |
| Well Below     | Number of Learners   |            |                    | %age Well Below or Below | %age At or Above |                          |                  |       |    |       |   |    |    |    |     |     |
|                | Below  | At         | Above              |                          |                  |                          |                  |       |    |       |   |    |    |    |     |     |
| 7              | 21   | 82         | 12                 | 23%                      | 77%              |                          |                  |       |    |       |   |    |    |    |     |     |



| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>   |
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| <p>1. Introduce a kaupapa of daily whole school Karakia (tūmatunga me whakawatea)</p> <ul style="list-style-type: none"> <li>Lead teacher - will awiri the whole school for the first three weeks of Term 1. This will occur on the deck, at 8:45am and 2:45pm each day</li> <li>Classroom teachers - will then awiri their own classes at the same times each day</li> <li>Classroom teachers will then awiri selected student leaders to deliver the karakia and waiata each day</li> </ul> <p><u>Karakia tūmatunga</u><br/> <u>karakia Whakawatea</u><br/> <u>Te Araha hōne</u><br/> <u>Te Araha hōne</u></p>  | <p>November 2018<br/> The Karakia tūmatunga is completely embedded into the daily practice of the school. The Karakia whakawatea is still not and will need to be a focus for 2019. Karakia Kai will also be introduced in 2019.<br/> To support all students and staff to learn the Karakia waiata there will be one song after the karakia in the morning. We will rotate the songs through during the year.</p> | <p>We have made a lot of progress with our Cultural competence target.</p> <p>With drawing from the Level 4 Tikanga Whakaaaro was an important step for our teachers as we needed to focus our energies on developing and utilising the internal skills we had here at Te Mata School.</p> | <p>Being part of the MAC cluster in 2019 will help to embed and stimulate our thinking as a school and a senior leadership team.</p> <p>Learning more about our local iwi and their historical connections will be important. Our links with Anthony and the mutual trust we are developing will be important as we continue with lots of reciprocal discussions.</p> <p>Basic Te Reo is being taught and used across the school we now need to work on developing this knowledge as children progress through the school.</p> |
| <p>2. All teachers and the Principal are enrolled in Level 4 He Tikanga Whakaaaro NZ certificate in Tikanga (Mātauranga Māori) for 2018, year long programme</p> <ul style="list-style-type: none"> <li>Each term their will be a new kete of learning issued</li> <li>At the start of the term [redacted] will attend a Professional Learning meeting to introduce the kete to the team</li> <li>The teaching team will complete the learning together throughout the term</li> <li>At the end of the term Manu will return and assess our learning, and then introduce the next kete and the expectations of learning</li> </ul> <p><u>Te Reo Programme</u></p> <p>Lead teacher to support teaching and learning of Te Reo across the school</p> <ul style="list-style-type: none"> <li>All teachers to be issued with a copy of Te Aho Arāki Marau mo te Ako i TE REO MĀORI (Curriculum Guidelines for Teaching and Learning Te Reo</li> </ul> | <p>November 2018<br/> The teachers withdrew from this learning as it was not helpful for our intended outcome. Instead of this programme [redacted] led daily Te Reo for all</p> <p>As Above</p>   |  | <p>Lead teacher is inquiring into other programmes being currently held at our Raglan Marae</p>  |

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| <p>Maori in English medium schools) - Completed December, 2017</p> <ul style="list-style-type: none"> <li>Professional learning programme for staff - Te Kōwhiri Maori</li> </ul> <p>Attendance of Maori students to be formally monitored</p> <ul style="list-style-type: none"> <li>Have a school expected level of attendance for the term shared with families and staff</li> <li>All teachers know expected attendance levels and inform lead team if a pattern of non-attendance occurs</li> <li>Senior leadership team to review procedure of attendance</li> <li>Senior leadership team to review attendance at least termly and work with teachers and whānau to increase and support.</li> </ul> <p>Maori SLC sheet Assessment schedules, 2018</p> | <p>November 2018</p> <p>This has been difficult as there are inconsistencies in teachers taking the roll with our internet. We are aware of the main students at risk due to attendance.</p> <p>Attendance policy reviewed</p> <p>Completed</p> <p>Hui Completed Term 4 2018</p> <p>November 2018</p> <p>[redacted] has joined the Wider Waikato Maori Achievement Cluster Group for 2018 - 2020. Tina and [redacted] are attending hui 4 times per year minimum and one onsite per term with the lead [redacted]</p> <p>Haku attended one of our local Marae (Te Tahi o Moerangi) for an overnight camp in Term 4, 2018. It is planned for a whole school trip to Mōkōtako Marae early 2019. November 2018</p> <p>Incomplete. Still a goal for 2019. This was due to our PB4L process as we were reviewing whether or not the FISH philosophy was where our values still held. We have now confirmed that yes they are</p> <p>November 2018</p> <p>This year our relationship with [redacted] has developed into that of a kaumatua for the school. This is a weekly onsite relationship and he is very supportive to the learning at Te Mata</p> <p>Completed</p> | <p>Needs to become a habit to fill in the roll. We are giving relievers a paper copy that they then return to [redacted] (admin) to load.</p> <p>Needs to be ongoing management and use in 2019 so we can consistently report and track children to the BOT</p> <p>As above</p> <p>Next year we intend to combine our hui with a Kapa haka performance and Kai. To see if we can increase our numbers</p> <p>DP and Principal to attend Regional Hui Term 4 2018 and Nationwide Hui 2019. Then continued attendance at cluster group hui.</p> <p>Continue to develop a strong relationship with [redacted] and include Maori representation at our BOT level (by selection)</p> |
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| <p>Aim 2 - Target children in maths and writing are focused on through teacher inquiry.</p> <p>Target student progress reported to and discussed every 5 weeks</p> <p>Reading Recovery students monitored and reported to every 5 weeks</p> <p>Use of Teacher tracking to plan and monitor students progress and achievement in At Risk of not achieving. Monitored in Google Docs folder. Shared at professional learning meeting</p> <p>Teachers update Target children tracking folders, checking off their current goals and creating new ones based on work presented. Make sure children understand what is expected of them. Use inquiry model - feedback and forwards</p> <p>Co-construct learning goals with students based on work presented and next steps using child speak progressions.</p> <p>Twice per term SEN register is updated, SENCO and principal discussion around needs and possible interventions</p> <p>Parent hui to strengthen parent understanding of curriculum levels for their child's progress and to unpack curriculum levels.</p> <p>Staff professional learning in supporting a child with dyslexic tendencies. Ongoing throughout the year</p> <p>Staff formally reflecting on progress at professional learning meetings. How are we going? Where are we at? New Focus? Create rich learning environments that support the engagement and learning needs of all students</p> | <p>This was done through maths only not literacy as maths was are core area that was lower than literacy</p> <p>Completed</p> <p>Principal met with [redacted] Reading Recovery teacher Completed</p> <p>Completed by teachers as different formats, Google Doc, folders. Different degrees of information in these inquiries by different teachers</p> <p>Needs to be on-going</p> <p>Inconsistent across the teaching team, needs on going review</p> <p>Completed but once per term as twice was unnecessary</p> <p>Not Done as a formal hui. Teachers felt this conversation could be had a student led conferences. Senior management will review this in 2019</p> <p>[redacted] completed this in Term one, two and three. Lucid assessment in term four completed by Donna RTLB</p> <p>This has been completed on planning days termly by the whole staff. We have created a document that shows this planning</p> | <p>Our greater need was maths not literacy and due to work load this became our main target.</p> <p>[redacted] as worked with and been very supported by the classroom teacher.</p> <p>Principal to develop a must haves for documentation on target children to support teachers in their inquiry process. Principal has also reduced some levels of paperwork to allow teachers time to focus on key areas.</p> <p>Ongoing - accelerated progress to be tracked</p> <p>Robust conversations need to be had around how we are going to do this with larger classes and the time scales on expectations. We have a system of individual learning intentions, Tickle pink and green for growth which is needs discussion.</p> <p>Termly is enough</p> <p>This year senior management felt we didn't need a termly hui.</p> <p>3 terms completed and invitation were given to colleagues at other schools to attend. This worked and supported our other schools.</p> <p>Completed</p> | <p>Reading Recovery will continue in 2019</p> <p>Continue to monitor and support teachers with this process in 2019. Making sure that</p> <p>Ongoing - accelerated progress to be tracked</p> <p>2019 Termly</p> <p>Review in 2019 and maybe have one curriculum Hui with parent community</p> <p>[redacted] - Autism PD term 4 - 2018 and in 2019.</p> <p>Arrange to attend schools that have a high level of programs that integrate learning for children with dyslexia as whole school practices.</p> <p>Planning as a term continued in 2019</p> |
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| <p>Use ICT and e-learning as a tool to enhance learning – digital technology in more detail annual aim 4</p> <p>Complete 2018 Annual Report to BOT as per reporting schedule on a range of curriculum areas.</p> <p>Aim 3-<br/>Senior leadership team to collaborate with teachers to decide on when it is best to hold a parent interview. Develop an outline / framework to ensure that teachers have a clear understanding about what should be discussed</p> <p>Explore external moderation of core curriculum areas (reading, writing and maths)</p> <p>Develop a format for reporting the core curriculum areas that is no longer defined by National Standards.</p> <p>Year 7-8 Teacher use alternative tools for mathematics that better reflect the teaching and learning of senior students. New assessment tools may need to be purchased / ordered e.g. Maths PAT and AWS</p> <p>Develop collaboratively ways in which the assessment of other areas of the NZC can be shared with students and whanau at the SLC. This will also include assessment of the key competencies. At the start of each term the team will consult with the 2018 assessment schedule.</p> <p>Use of individual student portfolios across the school Y 0-8. These will replace the existing SLC booklets. NE portfolios will be based on NZC and Te Whaariki, will involve learning stories.</p> <p>The development of a specific Te Reo Maori SLC sheet</p> | <p>Two teachers attended courses TV and chromecast system in all classrooms</p> <p>101 Pads purchased in term 4 2018 implemented in two junior classrooms</p> <p>Reported to as per schedule - completed</p> <p>We discussed this at staff meetings and have adapted our program to make SLC a celebration of learning for parents, students and teachers.</p> <p><del>FACT</del> PACT course, AWS, PAT, JAM, NUMPA, Writing moderation</p> <p>We have develop student led conferences sheets for each curriculum area that we have covered this year.</p> <p>AWS instead of JAM and NUMPA used</p> <p>Portfolios developed and sheets for recording data that don't include National Standards. Fiona has also created a key competency sheet to record progress and data on.</p> <p>Created and teachers have kept them up to date. Good feedback from whanau in 2018</p> <p>Completed by deputy principal</p> | <p>This was slow to start but significant progress has been made by some individual teachers. PD needs to be a key focus to support teachers development in 2019</p> <p>Continue as per schedule</p> <p>Our shared conclusion needs to be recorded on paper so all have a future document to refer to</p> <p>Our systems are working well</p> <p>Completed</p> <p>Completed</p> <p>Key Competency sheet needs more work so that it links with curriculum areas</p> <p>Completed</p> <p>Completed</p> | <p>Teacher PD on chrome book use and coding.</p> <p>Apple ipad PD</p> <p>Coding PD.</p> <p>Continue to BOT fund building resources</p> <p>To be done in 2019</p> <p>Continue with research of any new resources that arrive.</p> <p>We will continue to develop these SLC sheets as we develop study them</p> <p>Ongoing</p> <p>Monitor – ongoing</p> <p>Monitor – Ongoing to show stages of progress and development across the school over time</p> |
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| <p>Create a review cycle of what will be reported to the BOT and when. Ensure that there is consistent format that is used to report to the BOT so there is greater understanding. Currently the core curriculum is reported only. Explore other areas that will be reported to the BOT, including attendance, which has a direct impact on student learning and achievement.</p> <p>Aim 4</p> <p>Development of a localised curriculum that has a termly curriculum lens focus. Planning to be done as a collective group each term. Termly visits as a whole school to an area of focus in the local area. Expert teachers from other schools will visit Te Mata and support us as well.</p> <p>Development of digital curriculum in Y3-8, link with other schools that are further down the digital fluency pathway than us. Senior teachers to develop digital progressions for their year groups.</p> <p>Principal to apply for grants for ICT to support technology being placed in our Year 1-4 classrooms.</p> <p>Huis to be held with parents and whanau to inform them of how and why this is to be implemented</p> <p>Teachers employed in term one and two to develop/ support teacher skills in Te Reo and The Arts. Arts Progressions to be refined for Te Mata School by the end of Term 2. This links with our cultural competency aim.</p> <p>Plan for the development of a specific play based learning New Entrant room in 2019</p> | <p>3 Year BOT reporting cycle created 2018-2020</p> <p>Principal refers to this to plan for BOT meetings and it is held in BOT red folder for Te Mata School.</p> <p>BOT need some training around what they need and would like reported to them.</p> <p>We have met termly as a team and have developed a plan for the next term. This has had a localised theme and we have looked at attending visits in our local area. Marae sleep over, Wind Farm visit, Beach Day etc.</p> <p>ICT visit to Huntley West school around use of chromebooks.</p> <p>Unit holders have found this very difficult to develop. [redacted] has made a lot of development in this area and her inquiry has recorded all the programs and skills [redacted] has used.</p> <p>I applied for 3 grants for ICT and didn't receive any. However we as a BOT managed to re-allocate budgeted money in Term 4 to purchase 10 ipads for our junior rooms. We have also sent 2 teachers on PD to be able to effectively implement these ipads.</p> <p>As a senior management team and BOT we decided that hui was not needed this year as our progress is slower than expected and we want definite decisions for our community as ICT development concerns them</p> <p>[redacted] was employed to support us with our art program. We won the Anzac Day wreath completion. Children have entered and won individual art competitions. We entered a large group of children in our local wearable arts and won the section "circus circus"</p> <p>We were unable to go ahead with changing the school house into a specific play based learning</p> | <p>Attendance has not been reported to BOT due to inconsistencies in marking the roll.</p> <p>Leadership team needs to make decisions about what other curriculum areas we will report to the BOT.</p> <p>Due to circumstances at [redacted] they have been unable to have a reciprocal visit. We intend to develop this connection further in 2019.</p> <p>We are still developing a digital curriculum and progressions for year groups. [redacted]</p> <p>Huis not held – BOT decision</p> <p>[redacted] specialist art teacher has created a lot of enthusiasm around art for our student's. We however were unable to develop a skills curriculum as we linked more to local events that were multi skill usage.</p> | <p>Attendance to be marked by teachers consistently</p> <p>Decisions made by BOT and leadership team after NZSTA training around what they feel they need. We will have a few new BOT members after BOT elections 2019</p> <p>We will continue this termly planning format until we have developed consecutive years that we could refer to.</p> <p>Allocated as a unit position and will become an annual aim for 2019.</p> <p>Application for PLD to the MOE in 2019</p> <p>See bullet points above. application to MOE for PLD and supporting us with helping our community through ICT development.</p> <p>[redacted] how to proceed with this implementation next year as she is our CRT release teacher</p> |
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| Development of the school house as a play based learning environment for our new entrant students. Link our NE teacher with other schools and ECE that are embracing this process well. Principal to investigate ways to fund this for the BOT and create a list of costs to make the environment meet MOE requirements.  | classroom. This was due to a bigger MOE requirement of changes than expected and the Bot were split on how to go ahead. We have since re-rented the school house. NE teacher has done this set up in her classroom and ERO were very happy to see a start to play based learning. ECE visit to Te Mata have been planned and happening termly at Te Mata.  | Financial constraints have made this initial plan with the school house not viable.<br><br>We are looking as a BOT plan in our next 5YA to have a purpose built play based NE room  | 3 Teachers have attended Longworth course around play based learning. 1 is booked for 2019. We intend to run this in our Y1-4 classrooms. This has been placed in our 2019 budget and will be an annual aim in our 2019 Charter. Our PTA are fundraising to develop the dental clinic as a nice break out space for CRT, testing and child play based learning projects if needed. |
| Building Networks to ensure high quality professional engagement with other local schools and ECEs. Share PLD ideas and teacher collaboration of ideas across the school Term One Dyslexia. Look at other opportunities that local schools can collaborate with each other.   | We have had a dyslexia specialist run 3 sessions at school that we opened to other schools. We also hosted an Dr of autism at the school as PLD. We have attended local ECE on visits and collaboration around our NE portfolios stories. As principals we have a termly meeting regarding issues that have arisen in our community. I send an agenda out and we have minutes written and sent out.            | We hope to share our PLD more by informing each other of what we are doing and having spaces available for other schools to participate.  | Continue to develop this cluster of principal networking as we will have a new principal at RAS.   |
| Passions learning programme to be developed. Utilizing community members skills, teacher skills and authentic learning opportunities in the local area eg art competitions and environmental programmes.  | This has been a huge success and we have had increased buy in from parents in the community as time has gone on. This term we have 3 parents supporting us with groups for students (tennis, gardening and woodwork)   | Timing of when to do Passion Learning is an issue as a lot of our interschool cluster groups are held on a Thursday or Friday afternoon. This is the best days for our parent support.  | Moving forwards our play based learning program in Years 1-4 may affect our Passions Program due to time table restraints this will have to be examined and discussed by teachers and senior management.   |
| Development of personalised portfolios for each child these will show the progress and achievement of students in all curriculum areas. Principal / teachers to develop paper copies initially this year. Principal to investigate online options. (Link with assessment annual aim) Review our student led conference process (this should be a celebration of student success and progress towards the NZ curriculum in all areas). | Each child has a portfolio that shows their individual achievement and progress. National Standards have been removed. This is added to termly. We have also developed SLC pages to go in this portfolio around other subject areas not just core curriculum areas. Excellent feedback from parent community. I attended a online webinar to look at Seesaw and am discussing other options with local schools | This has worked really well and we have some excellent examples of SLC portfolios for children to share and clearly talk to.<br><br>Not all our community has the facility or need for an online portfolio of progress they like to treasure a paper version. | Continue developing SLC sheets for other curriculum areas and investigating online portfolios.   |
| Parent Hui once per term to strengthen parent understanding of curriculum levels with parents has been around understanding NS expectations now we need to unpack curriculum levels and literacy progressions.  | As a senior management team and staff we discussed this and it was decided that parents prefer the one on one discussion at SLC rather than a generic hui.   | Changed thinking from parent feedback at SLC  | We will continue to monitor if there is a need for a curriculum levels hui or not.   |

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| <p>Student led conferences twice per year were children can share their curriculum lens portfolios, celebrating their progress and achievement. This process will be reviewed through staff meetings and with the added use of our student portfolios</p> <p>Curriculum progressions and ways of assessing to be researched and developed by leadership's team. Supported by teachers in areas of interest or skill.</p> <p>Learning Stories development for NE children linked to the ECE curriculum. This will be developed over the course of the year. At least one per term NE teacher and principal to focus on key competencies and developmental stages of play.</p> <p><u>Kiwi Sport</u></p> | <p>SLC are twice per year and have been completed. We consulted with our community around there feelings around the changes made this year and this has been timetabled to report to the BOT in Feb 2019. We have excellent attendance to our SLC meetings</p> <p>Senior leadership to continue to look for ways that work for us. [REDACTED] tool course and at this time thought that this is not the way forwards for us a school. We are developing SLC sheets on google docs Principal has developed a tracking sheet for key competencies</p> <p>Our [REDACTED] has used learning stories in her portfolios as a way of tracking and verbalising student progress in curriculum areas. These are most relevant during play based learning conversations as a record.</p> <p>Our Kiwi sport money was spent on swimming equipment, athletics equipment and class sets of soccer and basket balls for the teaching of large ball skills. This funding is paramount to the teacher's ability to teach a range of skills in a rural community. We would be unable to deliver the varied sports curriculum we cover without the funding available.</p> | <p>Continue to monitor and gain parent voice</p> <p>Continue to monitor and look at how other schools do this.</p> <p>Continue to monitor and develop this over time</p> <p>All money was spent on sports equipment.</p> | <p>As above</p> <p>We will look at how key competencies link it all curriculum areas and develop Te Mata tracking sheets around this for student's Also look at how we can utilise EDGE further for tracking progress.</p> <p>Continue to monitor and develop over time. Our NE teacher will have a unit for play based learning in 2019 and will help to support and develop the pedagogy of other junior teachers. We would also like to continue to visit other schools that are further down this path.</p> <p>We will continue to spend money on upgrading our sports equipment. Particularly to deliver the fundamental skills curriculum and we are looking at developing playground equipment packs further for individual classrooms. Again supporting the development of fundamental skills.</p> |
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Planning for next year

1. Digital fluency- This will be annual aim for 2019 as we have made slower progress than we anticipated. We intend to increase and upskill PLD of teachers in this area and have allocated a designated unit to a teacher to lead this areas development. This will include curriculum development and implementation, PLD, application to MOE for PLD funding to support our learning journey as a school.
2. Te Reo and Cultural Competency- we have made huge gains in this area as a school over 2018 but have a vision for continued development while we have momentum. We have joined the Maori Achievement Cluster and know that this support will help us develop as a school and senior leadership team.
3. Maths- We didn't achieve our target of 85% of students being at or above in maths so we have given a unit to a teacher with a passion and great skills in the teaching of maths. Through observations, modelling and support we are going to look at the classroom programs to see if we can identify areas of individual support or development. ~~We have a strong group of boys that we will need to monitor how we teach them differently and this will link to our play based learning development.~~
4. Play based learning- Focusing on our Y1-4 students we are implementing play based learning as a pedagogy. We want to monitor our student's readiness to learn as we are finding that a number of our NE children are not ready to learn or are arriving to us as nearly 6years. (spending more time at kindergarten) This is having an effect on engagement and attendance of these younger children. We have data that shows the longer children attend Te Mata School the better they achieve, however our junior school data can be lower that we would always like. Due to some of the factors stated above.
5. PB4L- We were successful in gaining funding for PB4L and as behaviour for Te Mata underpins our childrens learning we feel this is an area to review. Although our FISH Philosophy is excellent and demonstrates the vision of our school "Courage to be Yourself" we have noticed a change as our numbers have grown. This is a good time to check our behaviour management and make sure

we are all on the same page. Also tying in aspects of Health and Wellbeing through student behaviour systems. If we are all clear and consistent about our expectations as teachers, students and whanau then are children will be engaged and ready to learn.