

MATAMATA INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1812

Principal: Debbie Currie

School Address: Smith St, MATAMATA, 3400

School Postal Address: Smith St, MATAMATA, 3400

School Phone: 07 888 7221

School Email: office@matamataint.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
TRACY BROWN	Chairperson	Elected	May 2019
DEBBIE CURRIE	Principal	Ex Officio	
JOHN HARRIS	Parent Rep	Co-opted	May 2019
KELLY HAYWARD	Parent Rep	Elected	May 2019
MIKE LAWRENCE	Parent Rep	Elected	May 2019
MARTY RICHARDS	Parent Rep	Elected	May 2019
LAURA FISHER	Staff Rep	Elected	May 2019
SHELLEY DICKINSON	Other	Co-opted	May 2019

Accountant / Service Provider: Education Services Ltd

MATAMATA INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2018

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Matamata Intermediate School

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.

Kelly Hayward

Full Name of Board Chairperson

Debbie Currie

Full Name of Principal

Kelly Hayward

Signature of Board Chairperson

Debbie Currie

Signature of Principal

21 June 2019

Date:

21 June 2019

Date:

Matamata Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,515,229	2,448,291	2,674,453
Locally Raised Funds	3	291,226	74,300	376,432
Interest Earned		18,454	-	27,820
		<u>2,824,909</u>	<u>2,520,591</u>	<u>3,078,705</u>
Expenses				
Locally Raised Funds	3	265,849	54,950	279,530
Learning Resources	4	1,626,908	1,737,195	1,824,616
Administration	5	215,541	191,082	223,906
Finance Costs		5,780	3,987	4,418
Property	6	741,196	585,549	716,273
Depreciation	7	137,796	95,887	95,484
Loss on Disposal of Property, Plant and Equipment		5,463	-	619
		<u>2,998,533</u>	<u>2,668,650</u>	<u>3,144,846</u>
Net Surplus / (Deficit)		<u>(173,624)</u>	<u>(148,059)</u>	<u>(66,141)</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(173,624)</u>	<u>(148,059)</u>	<u>(66,141)</u>

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



Matamata Intermediate School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,575,871</u>	<u>1,500,921</u>	<u>1,642,012</u>
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	(173,624)	(148,059)	(66,141)
Equity at 31 December	<u>1,402,247</u>	<u>1,352,862</u>	<u>1,575,871</u>
 Retained Earnings	1,402,247	1,352,862	1,575,871
Equity at 31 December	<u>1,402,247</u>	<u>1,352,862</u>	<u>1,575,871</u>

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



Matamata Intermediate School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	229,396	(163,269)	320,351
Accounts Receivable	9	121,067	101,337	139,994
GST Receivable		23,642	16,482	-
Prepayments		17,521	7,533	14,554
Inventories	10	50,571	60,152	58,061
Investments	11	372,033	679,405	538,888
Funds owed for Capital Works Projects	17	445	-	-
Bus Network Investment		52,511	58,235	46,822
		<u>867,186</u>	<u>759,875</u>	<u>1,118,670</u>
Current Liabilities				
GST Payable		-	-	1,312
Accounts Payable	13	172,553	176,395	166,743
Revenue Received in Advance	14	6,861	1,997	2,092
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability - Current Portion	16	44,311	-	29,980
Funds held for Capital Works Projects	17	-	-	87,816
		<u>223,725</u>	<u>178,392</u>	<u>287,943</u>
Working Capital Surplus/(Deficit)		643,461	581,483	830,727
Non-current Assets				
Property, Plant and Equipment	12	868,166	827,469	854,038
		<u>868,166</u>	<u>827,469</u>	<u>854,038</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	57,420	56,090	43,065
Finance Lease Liability	16	51,960	-	65,829
		<u>109,380</u>	<u>56,090</u>	<u>108,894</u>
Net Assets		<u>1,402,247</u>	<u>1,352,862</u>	<u>1,575,871</u>
Equity		<u>1,402,247</u>	<u>1,352,862</u>	<u>1,575,871</u>

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



Matamata Intermediate School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		585,508	544,818	617,979
Locally Raised Funds		307,706	73,500	443,499
Goods and Services Tax (net)		(24,954)	-	17,794
Payments to Employees		(308,162)	(216,200)	(240,620)
Payments to Suppliers		(860,217)	(620,071)	(797,200)
Cyclical Maintenance Payments in the year		(7,000)	-	9,817
Interest Paid		(5,780)	(3,987)	(4,418)
Interest Received		20,777	-	27,365
Net cash from / (to) the Operating Activities		(292,122)	(221,940)	74,216
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(120,705)	(81,480)	(74,302)
Proceeds from Sale of Investments		450,549	-	86,256
Net cash from / (to) the Investing Activities		329,844	(81,480)	11,954
Cash flows from Financing Activities				
Finance Lease Payments		(40,416)	(31,788)	(20,608)
Funds Held for Capital Works Projects		(88,261)	-	82,850
Net cash from Financing Activities		(128,677)	(31,788)	62,242
Net increase/(decrease) in cash and cash equivalents		(90,955)	(335,208)	148,412
Cash and cash equivalents at the beginning of the year	8	320,351	171,939	171,939
Cash and cash equivalents at the end of the year	8	229,396	(163,269)	320,351

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.



Matamata Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Matamata Intermediate School (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 that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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 operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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 the 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 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 of canteen, 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 of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment 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 \$1000 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:

Land	
Buildings	18-40 Years
Building Improvements	18-40 Years
Furniture and Equipment	5 Years
Information and Communication	4 Years
Motor Vehicles	5 Years
Library Resources	8 Years DV
Leased assets are depreciated over the life of the lease.	



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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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



p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

q) 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, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	546,138	543,818	562,539
Teachers' salaries grants	1,405,655	1,506,365	1,524,253
Use of Land and Buildings grants	510,379	393,641	510,053
Resource teachers learning and behaviour grants	5,004	-	726
Other MoE Grants	42,364	2,467	67,273
Transport grants	5,689	-	9,609
	<u>2,515,229</u>	<u>2,446,291</u>	<u>2,674,453</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	11,620	7,000	16,164
Bequests & Grants	2,383	-	-
Activities	136,810	15,300	199,533
Trading	61,347	52,000	59,475
Fundraising	79,066	-	101,260
	<u>291,226</u>	<u>74,300</u>	<u>376,432</u>
Expenses			
Activities	144,573	10,950	142,213
Trading	40,157	44,000	49,399
Fundraising costs	81,119	-	87,918
	<u>265,849</u>	<u>54,950</u>	<u>279,530</u>
<i>Surplus for the year Locally raised funds</i>	<u>25,377</u>	<u>19,350</u>	<u>96,902</u>

During the year ended 31 December 2018 the school undertook two overseas travel trips to Japan and Noumea. Seven students and the Principal travelled to Japan for a cultural exchange and eight students, one parent and the Principal travelled to Noumea to further their language studies and for cultural experience. The Student Overseas Trip revenue was \$63,039 and the expenditure was \$59,690 and the trips were funded by the families of the students.

4. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	66,999	81,610	83,184
Library resources	35,057	32,720	37,070
Employee benefits - salaries	1,510,723	1,595,365	1,678,757
Staff development	14,129	27,500	25,605
	<u>1,626,908</u>	<u>1,737,195</u>	<u>1,824,616</u>



5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,169	4,876	4,803
Board of Trustees Fees	4,545	4,000	3,625
Board of Trustees Expenses	10,261	10,360	10,893
Communication	8,240	8,000	7,964
Consumables	4,778	11,600	9,449
Operating Lease	7,753	3,781	25,533
Other	38,566	40,725	50,921
Employee Benefits - Salaries	110,761	88,200	89,372
Insurance	8,108	7,000	6,093
Service Providers, Contractors and Consultancy	17,360	12,540	15,253
	<u>215,541</u>	<u>191,082</u>	<u>223,906</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,363	8,900	7,698
Cyclical Maintenance Expense	14,355	14,355	19,127
Grounds	20,805	14,000	18,428
Heat, Light and Water	24,561	25,445	25,782
Rates	4,823	5,000	4,742
Repairs and Maintenance	57,002	13,500	18,531
Use of Land and Buildings	510,379	393,641	510,053
Security	8,988	8,708	7,904
Employee Benefits - Salaries	92,920	102,000	104,008
	<u>741,196</u>	<u>585,549</u>	<u>716,273</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	2,946	2,958	2,946
Building Improvements	22,211	21,220	21,131
Furniture and Equipment	47,036	37,861	37,701
Information and Communication Technology	4,526	7,557	7,525
Motor Vehicles	11,632	7,723	7,691
Leased Assets	45,205	14,553	14,492
Library Resources	4,240	4,015	3,998
	<u>137,796</u>	<u>95,887</u>	<u>95,484</u>



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
ASB BOT - 0003525-00	204,969	(310,545)	144,716
ASB Activities - 0003533-00	23,927	13,479	19,428
ASB Business Saver - 50 a/c	-	4,151	-
ASB Streamline - 0003920-00	500	20	26
ASB - 51 A/C	-	129,626	101,920
Short-term Bank Deposits	-	-	54,261
Cash equivalents for Cash Flow Statement	<u>229,396</u>	<u>(163,269)</u>	<u>320,351</u>

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

Of the \$229,396 Cash and Cash Equivalents, \$13,931 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	11,510	4,254	26,208
Receivables from the Ministry of Education	2,875	-	-
Interest Receivable	3,355	5,223	5,678
Teacher Salaries Grant Receivable	103,327	91,860	108,108
	<u>121,067</u>	<u>101,337</u>	<u>139,994</u>
Receivables from Exchange Transactions	14,865	9,477	31,866
Receivables from Non-Exchange Transactions	106,202	91,860	108,108
	<u>121,067</u>	<u>101,337</u>	<u>139,994</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Canteen	215	300	95
Stationery	638	1,255	1,254
Uniform Sales	49,718	58,597	56,712
	<u>50,571</u>	<u>60,152</u>	<u>58,061</u>



11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	372,033	679,405	538,888

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	45,437	-	-	-	(2,946)	42,491
Building Improvements	285,068	22,316	-	-	(22,211)	285,172
Furniture and Equipment	336,660	88,876	(5,463)	-	(47,036)	373,037
Information and Communication Tech:	11,604	4,143	-	-	(4,526)	11,221
Motor Vehicles	46,664	-	-	-	(11,632)	35,032
Leased Assets	98,600	38,080	-	-	(45,205)	91,474
Library Resources	30,005	3,973	-	-	(4,240)	29,739
Balance at 31 December 2018	854,038	157,388	(5,463)	-	(137,796)	868,166

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Buildings	117,855	(75,364)	42,491
Building Improvements	487,711	(202,539)	285,172
Furniture and Equipment	726,167	(353,130)	373,037
Information and Communication	84,077	(72,856)	11,221
Motor Vehicles	58,161	(23,129)	35,032
Leased Assets	151,504	(60,030)	91,474
Library Resources	180,257	(150,518)	29,739
Balance at 31 December 2018	1,805,732	(937,566)	868,166



	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	48,384	-	-	-	(2,946)	45,437
Building Improvements	319,865	-	-	-	(21,131)	298,734
Furniture and Equipment	343,859	21,132	(157)	-	(37,701)	327,133
Information and Communication Technology	16,589	2,540	-	-	(7,525)	11,604
Motor Vehicles	4,041	46,175	-	-	(7,691)	42,525
Leased Assets	16,616	96,476	-	-	(14,492)	98,600
Library Resources	29,585	4,880	(462)	-	(3,998)	30,005
Balance at 31 December 2017	778,939	171,203	(619)	-	(95,484)	854,038

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Buildings	117,855	(72,418)	45,437
Building Improvements	465,395	(166,661)	298,734
Furniture and Equipment	665,985	(338,852)	327,133
Information and Communication Technology	85,677	(74,073)	11,604
Motor Vehicles	52,118	(9,593)	42,525
Leased Assets	113,424	(14,824)	98,600
Library Resources	176,284	(146,279)	30,005
Balance at 31 December 2017	1,676,738	(822,700)	854,038

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	48,013	52,395	32,948
Accruals	5,095	3,913	4,802
Capital accruals for PPE Items	-	-	1,607
Banking staffing overuse	-	10,859	-
Employee Entitlements - salaries	103,327	91,860	108,108
Employee Entitlements - leave accrual	16,118	17,368	19,278
	172,553	176,395	166,743
Payables for Exchange Transactions	172,553	165,536	166,743
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	10,859	-
	172,553	176,395	166,743

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in Advance	6,861	1,997	2,092
	<u>6,861</u>	<u>1,997</u>	<u>2,092</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	43,065	41,735	28,710
Increase to the Provision During the Year	21,355	14,355	14,355
Use of the Provision During the Year	(7,000)	-	-
Provision at the End of the Year	<u>57,420</u>	<u>56,090</u>	<u>43,065</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	57,420	56,090	43,065
	<u>57,420</u>	<u>56,090</u>	<u>43,065</u>

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	47,025	-	34,076
Later than One Year and no Later than Five Years	53,204	-	67,856
	<u>100,229</u>	<u>-</u>	<u>101,932</u>



17. Funds Owed (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 Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Floor Repair R16	<i>in progress</i>		(1,700)	-	-	-	(1,700)
Eaves Replacement	<i>in progress</i>		(282)	4,998	-	-	(5,280)
Concrete/Paving Repairs	<i>in progress</i>		728	9,056	15,680	-	7,352
School Hall Upgrade	<i>completed</i>		(68,135)	210,359	278,494	-	-
Roof Replacement & Plumbing	<i>in progress</i>		(18,427)	-	11,476	-	(6,951)
Specialist Food Area	<i>in progress</i>		-	88,862	95,625	-	6,763
Vinyl Replacement	<i>in progress</i>		-	6,261	6,522	-	261
Totals			(87,816)	319,536	407,797	-	445

Represented by:

Funds Held on Behalf of the Ministry of Education

(13,931)

Funds Due from the Ministry of Education

14,376

445

		2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Floor Repair R16	<i>in progress</i>		(977)	723	-	-	(1,700)
Eaves Replacement	<i>in progress</i>		(3,989)	-	3,707	-	(282)
Concrete/Paving Repairs	<i>in progress</i>		-	21,384	22,112	-	728
School Hall Upgrade	<i>in progress</i>		-	100,000	31,865	-	(68,135)
Roof Replacement & Plumbing	<i>in progress</i>		-	31,951	13,524	-	(18,427)
Totals			(4,966)	154,058	71,208	-	(87,816)

18. Related Party Transactions

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

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



19. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
Board Members		
Remuneration	4,545	3,625
Full-time equivalent members	0.61	0.18
Leadership Team		
Remuneration	410,186	343,066
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	414,731	346,691
Total full-time equivalent personnel	4.61	3.18

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 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	120 - 130
Benefits and Other Emoluments	3 - 4	0 - 1
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	-	1.00
100 - 110	1.00	1.00
	1.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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 Actual	2017 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities (except as noted 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 and payments 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.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	10,402
Later than One Year and No Later than Five Years	-	12,552
Later than Five Years	-	-
	-	22,954



23. 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 income 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.

24. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	229,396	(163,269)	320,351
Receivables	121,067	101,337	139,994
Investments - Term Deposits	372,033	679,405	538,888
Total Loans and Receivables	<u>722,496</u>	<u>617,473</u>	<u>999,233</u>

Financial liabilities measured at amortised cost

Payables	172,553	176,395	166,743
Finance Leases	96,271	-	95,809
Total Financial Liabilities Measured at Amortised Cost	<u>268,824</u>	<u>176,395</u>	<u>262,552</u>

25. Events After Balance Date

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

26. Comparatives

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



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MATAMATA INTERMEDIATE SCHOOL'S
FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Matamata Intermediate School (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, 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 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net 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 Standards, Reduced Disclosure Regime.

Our audit was completed on 25 June 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.

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 are responsible for the other information. The other information obtained at the date of our report is Analysis of Variance, BOT member list and Kiwisport note, 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.



Richard Currie
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Hamilton, New Zealand

Analysis of Variance Reporting 2018



School Name:	Matamata Intermediate	School Number:	1812
Strategic Aim:	<p>Ako To develop teacher capability and leadership frameworks</p> <p>Wānanga To develop a learning framework that is challenging, relevant, engaging and future focused</p> <p>Matamata Kahui Ako Achievement Challenges To increase the number of boys and Maori students achieving at curriculum expectation in writing and mathematics</p>		
Annual Aim:	<p>1b. Implement a coaching and mentoring framework to develop teacher capability</p> <p>2a. Develop a pedagogy for learning at MIS</p>		
Target:	<p>2a. Māori students who started the year one year below the expected curriculum level will make at least 2 years of progress</p>		
Baseline Data:	<p>At the end of 2017:</p> <p>Reading:</p> <ul style="list-style-type: none"> -77% of our students are at or above the standard -80% of non-Maori Year 7 are at or above the standard -74% of Maori Year 7 are at or above the standard -a similar pattern occurred in Year 8 but these students are not in the school in 2018 		

**Writing:**

- 65% of our students are at or above the standard
- 69% of non-Māori Year 7 are at or above the standard
- 60% of Māori Year 7 are at or above the standard
- a similar pattern occurred in Year 8 but these students are not in the school in 2018
- *None of the 16 (0%) Non-Māori Boys Year 7 progressed to achieving At the Standard by the end of 2017
- *None of the 3 (0%) Māori Year 7 progressed to achieving At the Standard by the end of 2017
- *3 of the 15 Non-Māori Boys Year 8 progressed to achieving At the Standard by the end of 2017
- *4 of the 19 Māori Students Year 8 progressed to achieving At the Standard by the end of 2017

Maths:

- 69% of our students are at or above the standard
- 70% of non-Māori Year 7 are at or above the standard
- 74% of Māori Year 7 are at or above the standard which was a historical first
- in Year 8 non-Māori had 10% more students at or above the standard than Year 8 Māori students but these students are not in the school in 2018
- *None of the 6 Non-Māori Year 7 target students made sufficient progress to be At the Standard at the end of 2017
- *None of the 3 Māori Year 7 target students made sufficient progress to be At the Standard at the end of 2017
- *6 of the 15 Non-Māori Boys Year 8 progressed to achieving At the Standard by the end of 2017
- *10 of the 17 Māori Students Year 8 progressed to achieving At the Standard by the end of 2017



MINISTRY OF EDUCATION
A haka kōwhiri

Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>*Core Beliefs for MIS developed and used as a basis for a learning pedagogy at MIS</p> <p>*School administration closely tracking attendance and engaging with whanau at the first signs of any concerns. A key school statement for 2018 is – ‘MIS students come to school every day’</p> <p>*Year 6 books were requested for MIS teachers to clearly see student achievement to provide a platform to continue student learning</p> <p>* PDL (120 facilitator hours) used to support building teacher capacity and capability. This included a</p>	<p>Reading</p> <ul style="list-style-type: none"> • 1 of 9, 11%, Maori students who were below curriculum expectation made accelerated progress • 6 of 9 Maori students who were below curriculum expectation made normal progress <p>Writing</p> <ul style="list-style-type: none"> • 5 of 19, 26%, Maori students who were below curriculum expectation made accelerated progress • 10 of 19 Maori students who were below curriculum expectation made normal progress 	<p>*Core Beliefs are new and while teachers enthusiastically acknowledge them, time is needed for them to be embedded in teaching practice and impact of student achievement</p> <p>*Attendance rates improved compared to 2017 but of concern is that around 40% of Maori students are not in regular attendance (at school 90% or less of the time)</p> <p>*2 of the students who did not make progress had poor attendance. Truancy were involved and a range of incentives including food and sports gear were offered to encourage attendance. Constructive dialogue with whanau also occurred. However, some issues outside of school control were involved and impacted on attendance.</p> <p>*Not all contributing schools transferred students work books to MIS and with a</p>	<ul style="list-style-type: none"> • Staff to embrace John Hattie's 8 Mindframes of Effective Teachers which should help develop a sense of urgency and personal responsibility for student progress and achievement. • Consider exploring with teachers explicit strategies to improve boys learning in school - Joseph Driessen, Ian Lilico 'Boys Forward Institute', Success for Boys - https://success-for-boys.tki.org.nz/, Gary Wilson etc. in order to address the significant discrepancy between Year 8 girls and boys achievement. • Contexts for learning need to carefully consider engagement of boys and relevance to the cultural



Tātaritanga raraunga

<p>review of curriculum delivery (planning and assessment, feedback) to address mileage, relevant and engaging learning</p> <p>*Development of a reading culture across the school to replace the mandatory reading of 4 chapter books each term</p> <p>*Writing contexts to be linked to curriculum themes to provide a relevant purpose</p> <p>*Rich tasks to be used in Mathematics to increase engagement, challenge students and provide relevant contexts for learning</p> <p>*Use of a modified ALIM type initiative for target students in mathematics</p> <p>*Teams given responsibility for developing initiatives that</p>	<p>Mathematics</p> <ul style="list-style-type: none"> ● 5 of 10, 50%, Maori students who were below curriculum expectation made accelerated progress in maths ● 2 of 10 Maori students who were below curriculum expectation made normal progress ● A discrepancy develops between Maori and Non-Maori at year 8 which is not present in Year 7 ● There is significant disparity between boys and girls at both year 7 and year 8 ● The rate of accelerated progress in reading, writing and maths needs to increase considerably 	<p>lot of work being done collaboratively or online, it was found the books were of limited use.</p> <p>*It appears that some teachers still need to build their curriculum knowledge as well as pedagogical knowledge so that they successfully identify student learning needs and sequence the learning activities accordingly</p> <p>*In some cases it appears that with contexts for reading and writing now being across the curriculum, the level and amount of explicit literacy teaching to address students' literacy next steps needs to increase.</p> <p>*While teachers were actively involved in the decision to change from mandatory reading logs to building a reading culture across the school, there may need to be more guidance from the Leading Learning team to ensure adequate reading mileage is a reality for each student</p> <p>*Teachers who developed a buddy coaching system found students made</p>	<p>capital Maori students bring to their learning.</p> <ul style="list-style-type: none"> ● The appointment of a specialist lead teacher for Science and Te Reo, who will co-plan and co-teach with classroom teachers will build teacher capability and model engagement with Maori students. ● Introduction of a Wednesday Planning session each week will maximise teacher strengths and help ensure high quality planning that is directly linked to student needs. ● The decision to use progressions as an assessment tool in 2019 will help to better clarify progress being made within a level and support teachers who are not sure on what the next steps for a students should be. Introduction of PACT for maths is a significant step in this direction.
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best used their teacher strengths and best met the identified needs of their target students.

better progress than without the buddy coach

*The use of rich tasks in Mathematics increased student engagement

*There continues to be a discrepancy between exit data from Year 6 and the level at which students achieve at Intermediate. This is particularly so for students who are rated below and well below at the end of year 6.

*We need to continue to look at our processes so that there is a seamless transition to Intermediate and students are able to continue to achieve at their primary school level.

*There is also an urgent need to develop a shared understanding of what student achievement at each level looks like across the Matamata Kahui Ako. Discussions were held with one contributing school in September last year to encourage moderation of data.

- The restructured Leading Learning Team taking responsibility for collation and analysis of data and the impact of initiatives on student achievement will engage more teachers with the need to address student achievement.
- Study ERO's publication [Teaching Approaches and Strategies that Work](#) for initiatives that have had a significant impact on student achievement. This could be used as a series of professional readings.
- Specialist teachers to share assessment data (academic and wellbeing) with classroom teachers from start of year so a more holistic picture of student strengths and interests is available to impact learning.



		<p>*It is interesting to note in Technology and The Arts where an intentional focus on well being factors was used, 2 of 2, 100%, of Maori students below in Technology made accelerated progress and in The Arts, 5 of 7, 71%, Maori students below made accelerated progress.</p>
Planning for next year:		
<ul style="list-style-type: none"> *120 PLD hours to explore assessment for learning and teacher capability *Use of progressions as a tool for assessment for learning *Employment of Specialist Te Reo and Science teacher to coach and mentor teachers to build capacity *Employment of a teacher at the start of the year for an upcoming maternity position to give class continuity, rather than at the end of term 1 *Continue initiatives to increase the number of students who are in regular attendance *Continue embedding of 'Core Beliefs' around learning and teaching at MIS, especially 'High Expectations' 		



Matamata Intermediate School

Smith St Matamata

Phone 07 888 7221

Email: office@matamataint.school.nz

KiwiSport is a Government funding initiative to support students' participation in organised sport. In 2018, this school received total Kiwisport funding of \$4637.73 (excluding GST). This funding was spent on sporting endeavours throughout the year.