

MATAMATA INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

| | |
|-------------------------------|------------------------------|
| Ministry Number: | 1812 |
| Principal: | Debbie Currie |
| School Address: | Smith Street |
| School Postal Address: | Smith Street, Matamata, 3400 |
| School Phone: | 07 888 7221 |
| School Email: | office@matamataint.school.nz |

Accountant / Service Provider:



MATAMATA INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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Matamata Intermediate

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Kelly Hayward
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

2-6-23
Date:

Debbie Currie
Full Name of Principal

[Signature]
Signature of Principal

2-6-23
Date:

Matamata Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|-------|----------------------|-------------------------------------|-----------------------|
| Revenue | | | | |
| Government Grants | 2 | 3,416,375 | 3,098,824 | 3,157,878 |
| Locally Raised Funds | 3 | 197,516 | 72,000 | 153,591 |
| Interest Income | | 13,655 | 5,000 | 3,659 |
| | | <u>3,627,546</u> | <u>3,175,824</u> | <u>3,315,128</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 114,153 | 2,500 | 88,465 |
| Learning Resources | 4 | 2,501,708 | 2,252,586 | 2,345,902 |
| Administration | 5 | 206,640 | 185,807 | 147,630 |
| Finance | | 1,510 | 900 | 917 |
| Property | 6 | 763,842 | 777,701 | 736,836 |
| | | <u>3,587,853</u> | <u>3,219,494</u> | <u>3,319,750</u> |
| Net Surplus / (Deficit) for the year | | 39,693 | (43,670) | (4,622) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u><u>39,693</u></u> | <u><u>(43,670)</u></u> | <u><u>(4,622)</u></u> |

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

Matamata Intermediate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 1,379,857 | 1,347,592 | 1,360,538 |
| Total comprehensive revenue and expense for the year | | 39,693 | (43,670) | (4,622) |
| Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | - | 35,911 | 23,941 |
| Equity at 31 December | | 1,419,550 | 1,339,833 | 1,379,857 |
| Accumulated comprehensive revenue and expense | | 1,419,550 | 1,339,833 | 1,379,857 |
| Equity at 31 December | | 1,419,550 | 1,339,833 | 1,379,857 |

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Matamata Intermediate Statement of Financial Position

As at 31 December 2022

| | | 2022 | 2022 | 2021 |
|---|-------|-------------------------|-----------------------------|-------------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 41,791 | 250,917 | 453,376 |
| Accounts Receivable | 8 | 204,154 | 155,154 | 154,203 |
| GST Receivable | | 37,599 | 2,845 | 19,223 |
| Prepayments | | 16,885 | 21,135 | 21,276 |
| Inventories | 9 | - | 56,881 | 48,719 |
| Investments | 10 | 604,841 | - | 349,024 |
| Funds Receivable for Capital Works Projects | 17 | 36,980 | - | 7,424 |
| Bus Network Investment | | 50,092 | 71,271 | 38,528 |
| | | <u>992,342</u> | <u>558,203</u> | <u>1,091,773</u> |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 341,671 | 204,873 | 242,342 |
| Borrowings | 13 | 15,302 | 15,302 | 15,302 |
| Revenue Received in Advance | 14 | 7,315 | 14,410 | 70,616 |
| Provision for Cyclical Maintenance | 15 | - | 44,539 | 18,291 |
| Finance Lease Liability | 16 | 7,740 | 19,525 | 16,550 |
| Funds held for Capital Works Projects | 17 | 1,901 | - | 4,945 |
| | | <u>373,929</u> | <u>298,649</u> | <u>368,046</u> |
| Working Capital Surplus/(Deficit) | | 618,413 | 259,554 | 723,727 |
| Non-current Assets | | | | |
| Investments (more than 12 months) | 10 | 100,310 | - | - |
| Property, Plant and Equipment | 11 | 782,191 | 1,149,003 | 753,317 |
| | | <u>882,501</u> | <u>1,149,003</u> | <u>753,317</u> |
| Non-current Liabilities | | | | |
| Borrowings - Due beyond one year | 13 | 26,778 | 57,382 | 42,080 |
| Provision for Cyclical Maintenance | 15 | 49,251 | - | 42,032 |
| Finance Lease Liability | 16 | 5,335 | 11,342 | 13,075 |
| | | <u>81,364</u> | <u>68,724</u> | <u>97,187</u> |
| Net Assets | | <u><u>1,419,550</u></u> | <u><u>1,339,833</u></u> | <u><u>1,379,857</u></u> |
| Equity | | <u><u>1,419,550</u></u> | <u><u>1,339,833</u></u> | <u><u>1,379,857</u></u> |

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

Matamata Intermediate Statement of Cash Flows

For the year ended 31 December 2022

| | | 2022 | 2022 | 2021 |
|---|------|------------------|-----------------------------|----------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 946,278 | 804,607 | 875,903 |
| Locally Raised Funds | | 134,215 | 72,000 | 211,112 |
| Goods and Services Tax (net) | | (18,376) | - | (16,378) |
| Payments to Employees | | (436,067) | (375,200) | (383,886) |
| Payments to Suppliers | | (544,771) | (124,124) | (583,165) |
| Interest Paid | | (1,510) | (900) | (917) |
| Interest Received | | 9,630 | 5,000 | 3,658 |
| Net cash from/(to) Operating Activities | | 89,399 | 381,383 | 106,327 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (122,202) | (516,500) | (49,967) |
| Purchase of Investments | | (356,127) | - | (3,097) |
| Proceeds from Sale of Investments | | - | - | 98,088 |
| Net cash from/(to) Investing Activities | | (478,329) | (516,500) | 45,024 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | 35,911 | 23,941 |
| Finance Lease Payments | | (12,186) | (9,697) | (15,833) |
| Loans Received | | - | (15,302) | (15,302) |
| Repayment of Loans | | 15,302 | - | - |
| Funds Administered on Behalf of Third Parties | | (25,771) | - | (65,903) |
| Net cash from/(to) Financing Activities | | (22,655) | 10,912 | (73,097) |
| Net increase/(decrease) in cash and cash equivalents | | (411,585) | (124,205) | 78,254 |
| Cash and cash equivalents at the beginning of the year | 7 | 453,376 | 375,122 | 375,122 |
| Cash and cash equivalents at the end of the year | 7 | 41,791 | 250,917 | 453,376 |

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Matamata Intermediate

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Matamata Intermediate (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|---------------|
| Building Improvements | 18-40 Years |
| Board Owned Buildings | 18-40 Years |
| Furniture and Equipment | 5 - 15 Years |
| Information and Communication Technology | 4 Years |
| Motor Vehicles | 5 Years |
| Library Resources | 8 Years DV |
| Leased assets held under a Finance Lease | Term of Lease |

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 957,779 | 804,607 | 872,689 |
| Teachers' Salaries Grants | 1,986,869 | 1,764,779 | 1,879,508 |
| Use of Land and Buildings Grants | 468,295 | 529,438 | 405,507 |
| Other Government Grants | 3,432 | - | 174 |
| | 3,416,375 | 3,098,824 | 3,157,878 |

The school has opted in to the donations scheme for this year. Total amount received was \$57,600.

3. Locally Raised Funds

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

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations & Bequests | 53,689 | 70,000 | 43,290 |
| Fees for Extra Curricular Activities | 89,929 | 1,000 | 68,676 |
| Trading | 402 | - | 38,669 |
| Fundraising & Community Grants | 53,496 | 1,000 | 2,956 |
| | 197,516 | 72,000 | 153,591 |
| Expenses | | | |
| Extra Curricular Activities Costs | 65,434 | 2,500 | 47,920 |
| Trading | 48,719 | - | 39,869 |
| Fundraising & Community Grant Costs | - | - | 676 |
| | 114,153 | 2,500 | 88,465 |
| <i>Surplus for the year Locally raised funds</i> | 83,363 | 69,500 | 65,126 |

4. Learning Resources

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular | 136,015 | 181,230 | 121,937 |
| Library Resources | - | 2,400 | 211 |
| Employee Benefits - Salaries | 2,222,979 | 1,949,779 | 2,080,227 |
| Staff Development | 18,795 | 18,800 | 22,646 |
| Depreciation | 123,919 | 100,377 | 120,881 |
| | 2,501,708 | 2,252,586 | 2,345,902 |

5. Administration

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 6,497 | 6,307 | 6,307 |
| Board Fees | 4,470 | 4,250 | 3,865 |
| Board Expenses | 12,607 | 17,250 | 15,875 |
| Communication | 3,087 | 5,600 | 4,633 |
| Consumables | 8,585 | 6,200 | 255 |
| Other | 46,209 | 48,500 | 44,057 |
| Employee Benefits - Salaries | 97,819 | 70,200 | 44,493 |
| Insurance | 12,216 | 12,000 | 9,949 |
| Service Providers, Contractors and Consultancy | 15,150 | 15,500 | 18,196 |
| | <u>206,640</u> | <u>185,807</u> | <u>147,630</u> |

6. Property

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 15,652 | 13,100 | 15,414 |
| Cyclical Maintenance Provision | 55,468 | 25,863 | 89,295 |
| Grounds | 19,403 | 17,000 | 17,388 |
| Heat, Light and Water | 22,507 | 26,000 | 19,614 |
| Rates | 8,033 | 7,800 | 7,804 |
| Repairs and Maintenance | 19,979 | 30,500 | 39,957 |
| Use of Land and Buildings | 468,295 | 529,438 | 405,507 |
| Security | 14,910 | 8,000 | 9,948 |
| Employee Benefits - Salaries | 101,417 | 120,000 | 131,909 |
| Consultancy And Contract Service | 38,178 | - | - |
| | <u>763,842</u> | <u>777,701</u> | <u>736,836</u> |

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

7. Cash and Cash Equivalents

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 41,791 | 250,917 | 453,376 |
| Cash and cash equivalents for Statement of Cash Flows | <u>41,791</u> | <u>250,917</u> | <u>453,376</u> |

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

Of the \$41,791 Cash and Cash Equivalents \$1,901 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 126 | 45 | - |
| Banking Staffing Underuse | 9,988 | 15,265 | - |
| Interest Receivable | 4,803 | 777 | 778 |
| Teacher Salaries Grant Receivable | 189,237 | 139,067 | 153,425 |
| | <u>204,154</u> | <u>155,154</u> | <u>154,203</u> |
| Receivables from Exchange Transactions | 4,929 | 822 | 778 |
| Receivables from Non-Exchange Transactions | 199,225 | 154,332 | 153,425 |
| | <u>204,154</u> | <u>155,154</u> | <u>154,203</u> |

9. Inventories

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---------------|----------------------|-------------------------------------|----------------------|
| Stationery | - | 483 | 273 |
| Uniform Sales | - | 56,398 | 48,446 |
| | <u>-</u> | <u>56,881</u> | <u>48,719</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 604,841 | - | 349,024 |
| Non-current Asset | | | |
| Long-term Bank Deposits | 100,310 | - | - |
| Total Investments | <u>705,151</u> | <u>-</u> | <u>349,024</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|----------------|-----------|------------|------------------|----------------|
| 2022 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 33,652 | - | - | - | (2,946) | 30,706 |
| Building Improvements | 251,202 | - | - | - | (23,645) | 227,557 |
| Furniture and Equipment | 383,971 | 75,274 | - | - | (67,653) | 391,591 |
| Information and Communication Technology | 39,022 | 77,520 | - | - | (15,660) | 100,882 |
| Motor Vehicles | 2,733 | - | - | - | (2,733) | - |
| Leased Assets | 21,345 | - | - | - | (8,607) | 12,738 |
| Library Resources | 21,392 | - | - | - | (2,675) | 18,717 |
| Balance at 31 December 2022 | 753,317 | 152,794 | - | - | (123,919) | 782,191 |

The net carrying value of equipment held under a finance lease is \$12,738 (2021: \$21,345)

Restrictions

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

| | 2022 | 2022 | 2022 | 2021 | 2021 | 2021 |
|--|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 117,855 | (87,149) | 30,706 | 117,855 | (84,203) | 33,652 |
| Building Improvements | 504,565 | (277,008) | 227,557 | 504,565 | (253,363) | 251,202 |
| Furniture and Equipment | 940,927 | (549,336) | 391,591 | 865,654 | (481,683) | 383,971 |
| Information and Communication Technology | 199,925 | (99,043) | 100,882 | 122,405 | (83,383) | 39,022 |
| Motor Vehicles | 58,161 | (58,161) | - | 58,161 | (55,428) | 2,733 |
| Leased Assets | 23,464 | (10,726) | 12,738 | 166,843 | (145,498) | 21,345 |
| Library Resources | 182,446 | (163,729) | 18,717 | 182,446 | (161,054) | 21,392 |
| Balance at 31 December | 2,027,343 | (1,245,152) | 782,191 | 2,017,929 | (1,264,612) | 753,317 |

12. Accounts Payable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Creditors | 131,007 | 41,264 | 74,670 |
| Accruals | 6,496 | 3,655 | 4,206 |
| Employee Entitlements - Salaries | 189,237 | 139,067 | 153,425 |
| Employee Entitlements - Leave Accrual | 14,931 | 20,887 | 10,041 |
| | <u>341,671</u> | <u>204,873</u> | <u>242,342</u> |
| Payables for Exchange Transactions | 341,671 | 204,873 | 242,342 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | <u>341,671</u> | <u>204,873</u> | <u>242,342</u> |

The carrying value of payables approximates their fair value.

13. Borrowings

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Loans due in one year | 15,302 | 15,302 | 15,302 |
| Loans due after one year | 26,778 | 57,382 | 42,080 |
| | <u>42,080</u> | <u>72,684</u> | <u>57,382</u> |

14. Revenue Received in Advance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------------------------|----------------------|-------------------------------------|----------------------|
| Income in Advance | 3,552 | 14,410 | 67,304 |
| Other Income In Advance | 3,763 | - | 3,312 |
| | <u>7,315</u> | <u>14,410</u> | <u>70,616</u> |

15. Provision for Cyclical Maintenance

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 60,323 | 18,676 | 186,961 |
| Increase to the Provision During the Year | 37,375 | 25,863 | 37,375 |
| Use of the Provision During the Year | (66,540) | - | (215,933) |
| Other Adjustments | 18,093 | - | 51,920 |
| Provision at the End of the Year | 49,251 | 44,539 | 60,323 |
| | | | |
| Cyclical Maintenance - Current | - | 44,539 | 18,291 |
| Cyclical Maintenance - Non current | 49,251 | - | 42,032 |
| | 49,251 | 44,539 | 60,323 |

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 8,598 | 19,525 | 18,060 |
| Later than One Year and no Later than Five Years | 5,566 | 11,342 | 14,164 |
| Future Finance Charges | (1,089) | - | (2,599) |
| | 13,075 | 30,867 | 29,625 |
| | | | |
| Represented by | | | |
| Finance lease liability - Current | 7,740 | 19,525 | 16,550 |
| Finance lease liability - Non current | 5,335 | 11,342 | 13,075 |
| | 13,075 | 30,867 | 29,625 |

17. Funds Held (Owed) for Capital Works Projects

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

| | 2022 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|---|------|-------------|------------------------|-------------------------|----------------|---------------------|------------------------|
| Install Heatpumps | | 214759 | (4,904) | - | 4,904 | - | - |
| SIP Site Fencing | | 231551 | 4,945 | 4,570 | (9,515) | - | - |
| AMS & Toilet Refurbishment | | 233413 | (2,520) | - | (34,460) | - | (36,980) |
| Comb proj Electrical Upgrades, Roofing & Ce | | 233410 | - | 85,828 | (83,927) | - | 1,901 |
| Totals | | | (2,479) | 90,398 | (122,998) | - | (35,079) |

Represented by:

| | |
|---|----------|
| Funds Held on Behalf of the Ministry of Education | 1,901 |
| Funds Receivable from the Ministry of Education | (36,980) |

| | 2021 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|---------------------------------------|------|-------------|------------------------|-------------------------|----------------|---------------------|------------------------|
| Installation of Astro Turf | | 219684 | (22,867) | 22,867 | - | - | - |
| Heatpump Upgrade | | 225035 | (3,036) | 3,036 | - | - | - |
| SIP Block B New outdoor Learning Area | | 227126 | 89,327 | 330 | (89,657) | - | - |
| Install Heatpumps | | 214759 | - | - | (4,904) | - | (4,904) |
| SIP Site Fencing | | 231551 | - | 41,130 | (36,185) | - | 4,945 |
| AMS & Toilet Refurbishment | | 233413 | - | - | (2,520) | - | (2,520) |
| Totals | | | 63,424 | 67,363 | (133,266) | - | (2,479) |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 4,945 |
| Funds Receivable from the Ministry of Education | (7,424) |

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

| | 2022 Actual \$ | 2021 Actual \$ |
|---|-------------------------------|-------------------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,470 | 3,865 |
| <i>Leadership Team</i> | | |
| Remuneration | 271,204 | 264,750 |
| Full-time equivalent members | 2.00 | 2.00 |
| Total key management personnel remuneration | <u>275,674</u> | <u>268,615</u> |

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (7 members) and Property (7 members) that met 9 and 9 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

| | 2022 Actual \$000 | 2021 Actual \$000 |
|--|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 140 - 150 |
| Benefits and Other Emoluments | 4 - 5 | 4 - 5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2022 FTE Number | 2021 FTE Number |
|-----------------------|----------------------------|----------------------------|
| 100 - 110 | 1.00 | 1.00 |
| 110 - 120 | - | 1.00 |
| 120 - 130 | 1.00 | - |
| | <u>2.00</u> | <u>2.00</u> |

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

| | 2022 Actual | 2021 Actual |
|------------------|------------------------|------------------------|
| Total | - | - |
| Number of People | - | - |

21. Contingencies

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

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

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$653,840.38 contract for the AMS & Toilet Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$36,980 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$64,370.62 contract for the Comb proj Electrical Upgrades, Roofing & Ceiling as agent for the Ministry of Education. This project is fully funded by the Ministry and \$85,828 has been received of which \$83,927 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$6,821 contract for the Install Heatpumps as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$4,904 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the SIP Site Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$41,130 has been received of which \$36,185 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$488,656.99 contract for the AMS & Toilet Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$2,520 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

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

23. Financial Instruments

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

Financial assets measured at amortised cost

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 41,791 | 250,917 | 453,376 |
| Receivables | 204,154 | 155,154 | 154,203 |
| Investments - Term Deposits | 705,151 | - | 349,024 |
| Total Financial assets measured at amortised cost | <u>951,096</u> | <u>406,071</u> | <u>956,603</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 341,671 | 204,873 | 242,342 |
| Borrowings - Loans | 42,080 | 72,684 | 57,382 |
| Finance Leases | 13,075 | 30,867 | 29,625 |
| Total Financial Liabilities Measured at Amortised Cost | <u>396,826</u> | <u>308,424</u> | <u>329,349</u> |

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MATAMATA INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Matamata Intermediate School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe 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 1 to 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 2 June 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, Members of the Board, Kiwisport Report and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Brendan Lyon
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Matamata Intermediate

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|-------------------|-----------------------|------------------------------------|--------------------------------------|
| DEBBIE CURRIE | Principal | ex Officio | |
| KELLY HAYWARD | Parent Representative | Elected | Sep 2025 |
| BEN FERREIRA | Parent Representative | Elected | Sep 2025 |
| HEIDI ARMISTEAD | Parent Representative | Elected | Sep 2025 |
| KAYE-MAREE OLESEN | Parent Representative | Elected | Sep 2025 |
| SUSAN MURRAY | Parent Representative | Elected | Sep 2025 |

Matamata Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,761 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Matamata Intermediate Board:

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



Matamata Intermediate School Student Achievement Targets Statement of Variance 2022

School Strategic Goal 1:

Waananga

Embed a Learning Framework that challenges, engages and is relevant for our learners

Waananga

Embed a Learning Framework that challenges, engages and is relevant for our learners

Whanaungatanga

Nurture partnerships between parents, whaanau & wider community to support learning

School Annual Learning Target:

- All students will have an attendance rate of 91% or above

Baseline Data:

Term 1 2021

Disaggregated Data
-Proportion of individual students Percentage of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 91% |
| Year 7 | 91.90% |
| Year 8 | 90% |
| Girls | 90.90% |
| Boys | 91.2% |
| Maaori | 87.40% |
| New Zealand European | 92% |
| Other European | 94.30% |
| Samoan | 96.30% |
| Cook Island Maaori | 99.30% |
| Niue | 83.30% |
| Fijian | 85.40% |
| South East Asian | 92.90% |
| Indian | 94.70% |
| Chinese | 100% |
| Other Ethnicity | 96.70% |

Results

Term 1 2022

Disaggregated Data
-Proportion of individual students Percentage of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 91% |
| Year 7 | 92.10% |
| Year 8 | 90% |
| Girls | 91.80% |
| Boys | 90.40% |
| Maaori | 89.80% |
| New Zealand European | 91% |
| Other European | 93.10% |
| Samoan | 93.30% |
| Cook Island Maaori | 92.40% |
| Niue | 92.00% |
| Fijian | 96.00% |
| South East Asian | 87.10% |
| Indian | 94.50% |
| Chinese | 100% |
| Other Ethnicity | 92.10% |

Term 2 2021

Disaggregated Data
-Proportion of individual
students Percentage
of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 91.50% |
| Year 7 | 91.30% |
| Year 8 | 91.50% |
| Girls | 91.10% |
| Boys | 91.60% |
| Maaori | 89.40% |
| New Zealand European | 91.80% |
| Other European | 93.40% |
| Samoan | 90.10% |
| Cook Island Maaori | 94.70% |
| Niue | 89.50% |
| Fijian | 95.80% |
| South East Asian | 92.50% |
| Indian | 97.90% |
| Chinese | 97.90% |
| Other Ethnicity | 95.30% |

Term 3 2021

Disaggregated Data
-Proportion of individual
students Percentage
of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 94% |
| Year 7 | 93.40% |
| Year 8 | 93% |
| Girls | 93.70% |
| Boys | 93.10% |
| Maaori | 90.20% |
| New Zealand European | 95% |
| Other European | 96.30% |
| Samoan | 93.80% |
| Cook Island Maaori | 93.30% |
| Niue | 81.60% |
| Fijian | 97.90% |
| South East Asian | 94.10% |
| Indian | 93.80% |
| Chinese | 100% |
| Other Ethnicity | 95.90% |

Term 2 2022

Disaggregated Data
-Proportion of individual
students Percentage
of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 87.20% |
| Year 7 | 87.20% |
| Year 8 | 87.00% |
| Girls | 87.30% |
| Boys | 86.90% |
| Maaori | 84.40% |
| New Zealand European | 89.00% |
| Other European | 86.40% |
| Samoan | 85.80% |
| Tongan | 85.10% |
| Cook Island Maaori | 80.80% |
| Niue | 72.30% |
| Fijian | 87.20% |
| South East Asian | 82.70% |
| Indian | 91.40% |
| Chinese | 95.70% |
| Other Asian | 64.60% |
| Other Ethnicity | 84.10% |

Term 3 2022

Disaggregated Data
-Proportion of individual
students Percentage
of Attendance

| | Attendance % |
|----------------------|--------------|
| All students | 88% |
| Year 7 | 87.30% |
| Year 8 | 87% |
| Girls | 88.10% |
| Boys | 86.50% |
| Maaori | 85.10% |
| New Zealand European | 88% |
| Other European | 91.70% |
| Samoan | 83.60% |
| Cook Island Maaori | 84.90% |
| Niue | 81.10% |
| Fijian | 83.50% |
| South East Asian | 87.90% |
| Indian | 92.70% |
| Chinese | 97% |
| Other Asian | 69.30% |
| Other Ethnicity | 85.50% |

Key Improvement Strategies

| What | Who | Outcomes |
|---|-------------------------|--|
| <ul style="list-style-type: none"> Development of our localised curriculum that reflected the needs and aspirations of our community -Specifically Creatives in School project | Karen R Specialist team | <ul style="list-style-type: none"> High levels of student and community involvement - measured by attendance during sessions and community support on movie premiere See links to project summary |
| <ul style="list-style-type: none"> Develop consistency around processes to support our pastoral care framework | PB4L team (CCC team) | <ul style="list-style-type: none"> Teachers building consistency - included the development of induction for new staff. |
| <ul style="list-style-type: none"> Develop professional learning that aligns Cultural relationships for responsive pedagogy with our pastoral care framework | | <ul style="list-style-type: none"> Strong connections established with iwi which includes appointment of targeted support staff and coopted bot member Moved from PB4L tier 1 to tier 2 |
| <ul style="list-style-type: none"> Create opportunities to build connection with all schools within our Kahui Ako | | <ul style="list-style-type: none"> Covid response - deliberate communication with staff and community to students learning from home and to ensure our learning environment, both onsite and online, enhances Mauri Ora and Well Being of our learners |
| <ul style="list-style-type: none"> Engagement with the MoE document Attendance and EngagementStrategy Doc | DP | <ul style="list-style-type: none"> Aligned BOT reporting and analysis of attendance to the terminology and structure of the doc |
| <ul style="list-style-type: none"> Review of current process and procedures to clarify roles and responsibilities with whole staff | DP | <ul style="list-style-type: none"> There is strong evidence at the end of Term 2 of inaccurate making of rolls and following up of absences. Addressing this concern with whaanau leaders saw an improvement in later terms. Teachers need to be informing SLT of concerns or pattens in attendance emerging so early referrals can be made to Truancy before it becomes a major issue |

Results:

-One of the Government's attendance targets for 2024 is to have 70% of children regularly attending school. When we analyse our data we have only 51% of students in the Year 7 cohort who are attending school regularly.

-Unfortunately, our in Term 4 our overall attendance rates have fallen to the lowest percentage we have had all year sitting at 85.9%

-Boys attendance continues to be lower than girls

-Maaori, Fijian, South East Asian and Other Asian have attendance rates that are lower than the school average,

-The Government's target is that by the year 2024 school's will have a chronic attendance rate of 5%; we currently have 10% of students with attendance <70%.

-The Government's target is that by the year 2024 school's will have a moderate attendance rate of 6%; we currently have 13% of our students with attendance sitting between 70-80%.

-This leaves 19% expected to have irregular attendance and need monitoring.; we currently have 26% of our students with attendance rates that sit between 81-90%

-89 Year 7 students who will be Year 8s in 2023 are sitting in our target zone and need close monitoring and support to ensure their attendance improves.

Year 7 Data of students going into Year 8 in 2023;

Overall Attendance rate is 88.4%

Females: 88.5%

Males: 88.3%

Maaori: 86.2%

Non-Maaori: 88.3%

Reason for Variance:

- Consistency around teacher level engagement with the data and resulting interaction with whaanau still not across the school
- Illness and community/whaanau/parents choosing to keep their students home
- Key target students in our 'students of concern' group requiring higher level intervention than currently given support for -

Planning for next year/Next Steps

- Through Co-Inquiry interrogate practice at a classroom and whaanau level to unearth personal beliefs and actions that are inhibiting or enhancing learning experiences for all (students and teachers)
- Deliberate practice of positioning self as a learner, particularly when it comes to learning another's culture (knowing we do not have to be an expert)
- Explore the potential of engaging with the [Unteach Racism](#) course through the Teachers' Council website
- Where can we potentially visit that have innovative racism programmes that are working and making a difference; (Ormiston Junior High)
- Building consistent expectations in how relationships are formed and maintained
- Building a consistent understanding and application of cultural relationships for responsive pedagogy (Russell Bishop describes it as having a common pedagogy)
- Deliberate exploration into educationally powerful collaborations with home, school and community (we need to seek to work with, not act to, at or for)
- Critically analyse and make needed changes to our reporting to parents procedures
- Work with Starfish re truancy contract

School Strategic Goal 2:

Waananga

Embed a Learning Framework that challenges, engages and is relevant for our learners

Waananga

Embed a Learning Framework that challenges, engages and is relevant for our learners

Whanaungatanga

Nurture partnerships between parents, whaanau & wider community to support learning

School Annual Learning Target:

- 100% Year 8 students who were Level 3 at the end of year 7 will move into early level 4 or higher by the end of year 8 in Reading, Writing and Maths

Baseline Data:

Reading:

Year 7 Reading / Viewing / Listening End Year

| | | | |
|--|--|--|---|
| Total /201 35 below, 108 within, 58 above 17 % below, 54 % within, 29 % above | | | |
| Girls /94 10 below, 45 within, 39 above 11% below, 48% within, 41% above | | Boys /107 25 below, 63 within, 19 above 24% below, 59% within, 17% above | |
| Girls Maori /27 5 below, 15 within, 7 above 18% below, 56% within, 26% above | Girls Non Maori /67 5 below, 30 within, 32 above 7% below, 45% within, 47% above | Boys Maori /32 10 below, 20 within, 2 above 31% below, 63% within, 6% above | Boys Non Maori /75 15 below, 43 within, 17 above 20% below, 57% within, 23% above |
| All Maori /59 15 below, 35 within, 9 above 25% below, 60% within, 15% above | | All Non Maori /142 20 below, 73 within, 49 above 14% below, 51% within, 35% above | |

2021

Writing:

Year 7 Writing / Speaking / Presenting End Year

| | | | |
|--|--|---|---|
| Total /202 34 below, 141 within, 27 above 17% below, 70% within, 13% above | | | |
| Girls /95 8 below, 67 within, 20 above 8% below, 71% within, 21% above | | Boys /107 28 below, 74 within, 7 above 26% below, 69% within, 6% above | |
| Girls Maori /27 4 below, 20 within, 3 above 15% below, 74% within, 11% above | Girls Non Maori /68 4 below, 47 within, 17 above 6% below, 69% within, 25% above | Boys Maori /32 11 below, 20 within, 1 above 34% below, 63% within, 3% above | Boys Non Maori /75 15 below, 54 within, 6 above 20% below, 72% within, 8% above |
| | | | |
| All Maori /59 15 below, 40 within, 4 above 25% below, 68% within, 7% above | | All Non Maori /143 19 below, 101 within, 23 above 13% below, 71% within, 16% above | |

2021

Maths:

Year 7 Maths End Year

| | | | |
|--|---|--|---|
| Total /202 34 below, 132 within, 36 above 17% below, 65% within, 18% above | | | |
| Girls /96 13 below, 61 within, 22 above 14% below, 63% within, 23% above | | Boys /106 21 below, 71 within, 14 above 20% below, 67% within, 13% above | |
| Girls Maori /28 6 below, 19 within, 3 above 21% below, 68% within, 11% above | Girls Non Maori /68 7 below, 42 within, 19 above 10% below, 62% within, 28% above | Boys Maori /31 7 below, 22 within, 2 above 23% below, 71% within, 6% above | Boys Non Maori /75 14 below, 49 within, 12 above 19% below, 65% within, 16% above |
| | | | |
| All Maori /59 13 below, 41 within, 5 above 22% below, 69% within, 9% above | | All Non Maori /143 21 below, 91 within, 31 above 14% below, 64% within, 22% above | |

2021

Key Improvement Strategies

| When | What | Who | Indicators of progress |
|----------|---|------------------------|--|
| On going | <ul style="list-style-type: none"> Use of the Co-inquiry tool to support aromihi | WST | -Pou manaaki established and using the tool to inform their inquiry direction. |
| On going | <ul style="list-style-type: none"> Identify specific needs and provide relevant support/professional development | Whaanau leaders SLT | <ul style="list-style-type: none"> PLD application process reviewed so that staff can make applications for specific PLD that align to their own professional learning goals and the school Strategic Goals. -Link to applicaiton Review of staffmeetings - what is the why? - feedback from staff, after having to cancel staffmeetings during covid, is that they provide a significant connection point between staff. This included building understanding and consistency around the delivery of our big idea and expectations on what teaching and learning looks like at MIS. Coalition of staff aromihi goals in line with the Strategic Goals - not including SLT: Ako: 5 teachers Waananga:9 teachers Te Taio: 3 teachers Whanaungatanga 2 teachers |
| On going | <ul style="list-style-type: none"> Within school teachers to use their KA role to administer, analysis and facilitate discussion of RTH and working with staff to identify next steps moving forward | WST | <ul style="list-style-type: none"> Number of staff in attendance at Thursday Thirsty's -TOD with Poutama Pounamu to address trends within the RTH data and also to introduce some content and knowledge behind the new NZC Histories curriculum -Noho Marae: -Details -RTH to be carried out in term 4 and used as a significant measure of the impact of initiatives. |
| On going | <ul style="list-style-type: none"> Use both internal expertise and external providers, to create targeted professional learning | SLT | <p>Evidence of targeted PLD based on evidence provided within RTH data KA team analysing RTH data from 2021 to identify themes and needs within staff responses (see Whanaungatanga 2)</p> <ul style="list-style-type: none"> -Link specialist strategic plan to review and develop assessment processes -Use Ngaa Taumata o Te Ahu o te Reo Maaori to increase staff capability -Introduce new recording process against the annual goals, to align with new leadership structure with whaanau team leaders. -Mind over manners PLD <p>Jackie with whaanau leaders - Leading by Learning Jo Wilson - Leadership mentoring and support: investigating 'courageous leadership' and how this supports change within school. Kagan Cooperative learning (Shan and Catherine) to support the development of work started last year with the RTLB</p> <p>Noho Marae: -Details</p> |
| | <ul style="list-style-type: none"> Implement our 2 year curriculum overview based | SLT | 25.02.22 Recognise that we have a number of students struggling to |

| | | | |
|--|--|------------------------|---|
| | on conceptual ideas | Whaanau leaders | <p>develop conceptual understandings as they are lacking the foundational literacy skills to build comprehension. Anita and Karen explored a number of structures literacy programmes, with a focus on the development of understanding how the English language works. As a result of this research we will implement a annual structured literacy programme which aims to remediate and extend students understanding of how the English language works.</p> <p>-An investment of approximately \$2000 will support the purchase of resources and PLD for staff saw a foundation for consistency across the school</p> <p>10.05.2022 Evaluation on Term 1 Theme and Learning: -Leadership team, specialists and each whaanau team carried out a SWOT on Tm1. Summary of evaluation found within whaanau and leadership minutes</p> |
| | <ul style="list-style-type: none"> Use the Coherent Pathway tool to identify capabilities for end of year 8 | Whaanau leaders SLT | <p>-See planning for each whaanau which identifies how assessment and planning focus is linked to capabilities</p> <p>- Whaanau have been working with Sue to establish a structured literacy programme for their Level 1&2 learners. This programme has a focus on audience, purpose and use of models to support success criteria. Another whaanau booked in to establish this for their learning support students. - this is in response to the data trends within our <u>Learning Support data</u></p> |

Results:

Reading:

Year 8 Reading / Viewing / Listening End Year

| | | | |
|--|--|--|---|
| Total 35 below, 101 within, 44 above <i>19% below, 56% within, 25% above</i> | | | |
| Girls 8 below, 46 within, 31 above <i>9% below, 54% within, 37% above</i> | | Boys 27 below, 55 within, 13 above <i>28% below, 58% within, 14% above</i> | |
| Girls Maori 3 below, 15 within, 4 above <i>14% below, 68% within, 18% above</i> | Girls Non Maori 5 below, 31 within, 27 above <i>8% below, 49% within, 43% above</i> | Boys Maori 12 below, 13 within, 3 above <i>43% below, 46% within, 11% above</i> | Boys Non Maori 15 below, 42 within, 10 above <i>22% below, 63% within, 15% above</i> |
| All Maori 15 below, 28 within, 7 above <i>30% below, 56% within, 14% above</i> | | All Non Maori 20 below, 73 within, 37 above <i>15% below, 56% within, 29% above</i> | |
| 2022 | | | |

Writing:

Year 8 Writing / Speaking / Presenting End Year

| Total 38 below, 110 within, 23 above <i>22% below, 64% within, 14% above</i> | | | |
|--|--|--|--|
| Girls 9 below, 56 within, 17 above <i>11% below, 68% within, 21% above</i> | | Boys 29 below, 54 within, 6 above <i>32% below, 61% within, 7% above</i> | |
| Girls Maori 2 below, 17 within, 1 above <i>10% below, 85% within, 5% above</i> | Girls Non Maori 7 below, 39 within, 16 above <i>11% below, 63% within, 26% above</i> | Boys Maori 14 below, 11 within, 2 above <i>52% below, 41% within, 7% above</i> | Boys Non Maori 15 below, 43 within, 4 above <i>24% below, 70% within, 6% above</i> |
| All Maori 16 below, 28 within, 3 above <i>34% below, 60% within, 6% above</i> | | All Non Maori 22 below, 82 within, 20 above <i>18% below, 66% within, 16% above</i> | |

2022

Maths:

Year 8 Maths End Year

| | | | |
|---|---|---|---|
| Total 36 below, 111 within, 33 above <i>20% below, 62% within, 18% above</i> | | | |
| Girls 12 below, 55 within, 19 above <i>14% below, 64% within, 22% above</i> | | Boys 24 below, 56 within, 14 above <i>26% below, 60% within, 14% above</i> | |
| Girls Maori 3 below, 18 within, 1 above <i>14% below, 82% within, 4% above</i> | Girls Non Maori 9 below, 37 within, 18 above <i>14% below, 58% within, 28% above</i> | Boys Maori 10 below, 16 within, 2 above <i>36% below, 57% within, 7% above</i> | Boys Non Maori 14 below, 40 within, 12 above <i>21% below, 61% within, 18% above</i> |
| | | | |
| All Maori 13 below, 34 within, 3 above <i>26% below, 68% within, 6% above</i> | | All Non Maori 23 below, 77 within, 30 above <i>18% below, 59% within, 23% above</i> | |

2022

Reason for Variance:

- Co-inquiry begun with whaanau leaders but timetable significantly impacted by illness and release/staffing
- Explicit teaching interrupted by absentees of both staff and students
- Still a need to focus on teacher capability and support for increasing needs of students

Planning for next year:

- -Review format for Professional Growth Cycle in 2023 to make it more user friendly and relevant
- -Survey of staff based on aromihi and professional growth cycle to investigate teacher understanding of aromihi purpose and desired outcomes
- How do we measure the impact/effectiveness of this theme on student learning and engagement?
- Implementation of a Curriculum Leader role and a Curriculum team to support PLD and targeted, explicit teaching across the school