

HENDERSON INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1307
Principal:	Wendy Esera
School Address:	70 Lincoln Road, Henderson
School Postal Address:	70 Lincoln Road, Henderson, Waitakere, 0610
School Phone:	09 838 8529
School Email:	accounts@hendersonint.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Ron Crawford	Chairperson	Elected	Jun 2022
Wendy Esera	Principal	ex Officio	
Witeri Williams	Parent Rep	Co-opted	Jun 2022
Julie Owen	Parent Rep	Elected	Jun 2022
James Christie	Parent Rep	Elected	Jun 2022
Pera Adams	Parent Rep	Elected	Jun 2022
Kahurangi Fergusson-Tibble	Parent Rep	Elected	Jun 2022
Pina Luani	Parent Rep	Elected	Jun 2022
Spencer Woolrich	Parent Rep	Elected	Jun 2022
Alaina Talamahina	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd

HENDERSON INTERMEDIATE

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements

	Other Information
--	--------------------------

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

	Kiwisport
--	-----------

Henderson Intermediate

Statement of Responsibility

For the year ended 31 December 2020

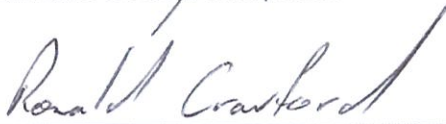
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2020 fairly reflects the financial position and operations of the school.

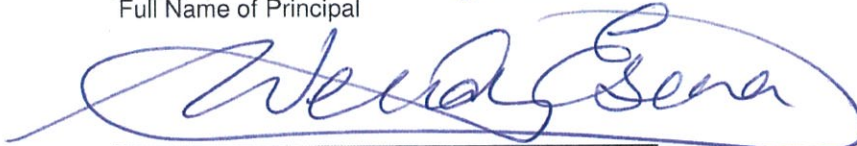
The School's 2020 financial statements are authorised for issue by the Board.


Full Name of Board Chairperson


Signature of Board Chairperson

31-5-2021
Date:

Evelyn Wendy Esena
Full Name of Principal


Signature of Principal

31-5-2021
Date:

Henderson Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	5,974,724	5,287,385	5,582,174
Locally Raised Funds	3	193,637	248,500	520,502
Interest income		5,402	5,000	7,906
International Students	4	29,565	140,000	169,464
		<u>6,203,328</u>	<u>5,680,885</u>	<u>6,280,046</u>
Expenses				
Locally Raised Funds	3	174,527	270,500	360,526
International Students	4	3,670	70,000	76,199
Learning Resources	5	3,476,912	3,156,113	3,431,802
Administration	6	324,352	312,650	344,617
Finance		2,039	1,818	2,485
Property	7	1,598,392	1,615,685	1,588,474
Depreciation	8	262,033	232,289	256,798
Loss on Disposal of Property, Plant and Equipment		1,064	-	1,450
		<u>5,842,989</u>	<u>5,659,055</u>	<u>6,062,351</u>
Net Surplus / (Deficit) for the year		360,339	21,830	217,695
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>360,339</u>	<u>21,830</u>	<u>217,695</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.

Henderson Intermediate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>2,119,706</u>	<u>1,944,623</u>	<u>1,887,659</u>
Total comprehensive revenue and expense for the year		360,339	21,830	217,695
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		35,625	-	14,352
Equity at 31 December	26	<u>2,515,670</u>	<u>1,966,453</u>	<u>2,119,706</u>
 Retained Earnings		 2,515,670	 1,966,453	 2,119,706
Equity at 31 December		<u>2,515,670</u>	<u>1,966,453</u>	<u>2,119,706</u>

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.

Henderson Intermediate
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	1,142,041	565,125	120,047
Accounts Receivable	10	291,794	262,286	212,537
GST Receivable		-	-	13,795
Prepayments		61,955	16,325	17,929
Inventories	11	2,667	595	897
Investments	12	-	-	331,860
Funds owed for Capital Works Projects	18	-	-	17,931
Funds owed for CoL - Te Kahui Ako o Waitakere Cluster	19	6,295	7,611	2,299
		<u>1,504,752</u>	<u>851,942</u>	<u>717,295</u>
Current Liabilities				
GST Payable		23,797	23,547	-
Accounts Payable	14	395,160	248,945	319,100
Revenue Received in Advance	15	4,549	71,687	52,522
Provision for Cyclical Maintenance	16	76,823	20,985	75,602
Finance Lease Liability - Current Portion	17	11,153	8,971	14,914
Funds held for Capital Works Projects	18	366,903	-	-
Funds held on behalf of Confucius Cluster	20	15,240	-	12,969
		<u>893,625</u>	<u>374,135</u>	<u>475,107</u>
Working Capital Surplus/(Deficit)		611,127	477,807	242,188
Non-current Assets				
Property, Plant and Equipment	13	1,977,395	1,555,044	1,943,916
		<u>1,977,395</u>	<u>1,555,044</u>	<u>1,943,916</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	69,437	59,365	51,830
Finance Lease Liability	17	3,415	7,033	14,568
		<u>72,852</u>	<u>66,398</u>	<u>66,398</u>
Net Assets		<u>2,515,670</u>	<u>1,966,453</u>	<u>2,119,706</u>
Equity		<u>2,515,670</u>	<u>1,966,453</u>	<u>2,119,706</u>

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

Henderson Intermediate
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,595,998	1,342,377	1,362,623
Locally Raised Funds		184,490	248,500	502,637
International Students		-	140,000	159,029
Goods and Services Tax (net)		37,592	-	(37,342)
Funds Administered on Behalf of Third Parties		7,346	-	7,600
Payments to Employees		(699,770)	(616,000)	(645,078)
Payments to Suppliers		(587,865)	(752,208)	(850,780)
Cyclical Maintenance Payments in the year		-	(92,300)	(566)
Interest Paid		(2,039)	(1,818)	(2,485)
Interest Received		6,852	5,000	6,436
Net cash from/(to) Operating Activities		542,604	273,551	502,074
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(266,326)	(145,000)	(246,126)
Purchase of Investments		-	-	(331,859)
Proceeds from Sale of Investments		331,859	-	-
Net cash from/(to) Investing Activities		65,533	(145,000)	(577,985)
Cash flows from Financing Activities				
Furniture and Equipment Grant		35,625	-	14,352
Finance Lease Payments		(6,602)	(14,019)	(6,815)
Funds Held for Capital Works Projects		384,834	-	(262,172)
Net cash from/(to) Financing Activities		413,857	(14,019)	(254,635)
Net increase/(decrease) in cash and cash equivalents		1,021,994	114,532	(330,546)
Cash and cash equivalents at the beginning of the year	9	120,047	450,593	450,593
Cash and cash equivalents at the end of the year	9	1,142,041	565,125	120,047

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.

Henderson Intermediate

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Henderson 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 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 13.

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. 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.

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.

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

Short-term receivables are recorded at the amount due, less an allowance for 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.

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 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.

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.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	20 years
Building Improvements	10-20 years
Furniture and Equipment	5-20 years
Information and Communication	4-15 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, 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.

p) 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.

q) Funds Held in Trust

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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

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.

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.

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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	1,285,524	1,182,397	1,086,485
Teachers' Salaries Grants	3,068,067	2,648,413	2,826,495
Use of Land and Buildings Grants	1,340,519	1,321,595	1,323,835
Resource Teachers Learning and Behaviour Grants	761	500	3,043
Other MoE Grants	279,802	134,480	337,052
Other Government Grants	51	-	5,264
	5,974,724	5,287,385	5,582,174

The school has opted in to the donations scheme for this year. Total amount received was \$95,400.

Other MOE Grants total includes additional COVID-19 funding totalling \$48,337 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	2,100	-	7,221
Bequests & Grants	6,522	-	139,880
Activities	37,588	79,700	162,286
Trading	146,749	165,000	203,016
Fundraising	678	3,800	8,099
	193,637	248,500	520,502
Expenses			
Activities	31,014	105,500	172,098
Trading	143,006	165,000	183,765
Fundraising (Costs of Raising Funds)	507	-	4,663
	174,527	270,500	360,526
Surplus/(Deficit) for the year Locally raised funds	19,110	(22,000)	159,976

4. International Student Revenue and Expenses

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	1	0	8
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	29,565	140,000	169,464
Expenses			
Advertising	(1)	3,000	7,420
Commissions	1,435	10,000	7,300
International student levy	1,236	-	1,194
Other Expenses	1,000	57,000	60,285
	3,670	70,000	76,199
Surplus for the year International Students'	25,895	70,000	93,265

5. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	114,501	123,700	146,208
Library Resources	3,000	4,500	2,138
Employee Benefits - Salaries	3,334,134	2,984,913	3,253,656
Staff Development	25,277	43,000	29,800
	<u>3,476,912</u>	<u>3,156,113</u>	<u>3,431,802</u>

6. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,600	8,000	5,970
Board of Trustees Fees	9,380	10,000	9,750
Board of Trustees Expenses	9,333	15,700	19,170
Communication	13,696	21,850	15,968
Consumables	35,758	44,000	61,200
Legal Fees	5,105	1,000	1,196
Other	43,400	22,600	29,086
Employee Benefits - Salaries	172,990	169,500	176,580
Insurance	10,590	4,000	9,437
Service Providers, Contractors and Consultancy	16,500	16,000	16,260
	<u>324,352</u>	<u>312,650</u>	<u>344,617</u>

7. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	67,332	68,500	66,020
Cyclical Maintenance Expense	18,828	27,990	(10,229)
Grounds	3,857	10,000	9,557
Heat, Light and Water	34,108	44,000	42,570
Rates	174	100	95
Repairs and Maintenance	46,364	55,000	65,124
Use of Land and Buildings	1,340,519	1,321,595	1,323,835
Security	3,309	3,500	4,360
Employee Benefits - Salaries	83,901	85,000	87,142
	<u>1,598,392</u>	<u>1,615,685</u>	<u>1,588,474</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.

8. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings	40,707	36,822	40,707
Building Improvements	53,074	47,350	52,346
Furniture and Equipment	70,179	50,419	55,739
Information and Communication Technology	74,169	77,147	85,287
Motor Vehicles	6,399	4,013	4,436
Leased Assets	14,812	14,140	15,632
Library Resources	2,693	2,398	2,651
	<u>262,033</u>	<u>232,289</u>	<u>256,798</u>

9. Cash and Cash Equivalents

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Cash on Hand	210	-	210
Bank Current Account	637,051	562,270	119,837
Bank Call Account	-	2,855	-
Short-term Bank Deposits	504,780	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,142,041</u>	<u>565,125</u>	<u>120,047</u>

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

Of the \$1,142,041 Cash and Cash Equivalents \$366,903 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Receivables	2,065	1,897	11,326
Banking Staffing Underuse	53,473	85,990	-
Interest Receivable	20	-	1,470
Teacher Salaries Grant Receivable	236,236	174,399	199,741
	<u>291,794</u>	<u>262,286</u>	<u>212,537</u>
Receivables from Exchange Transactions	2,085	1,897	12,796
Receivables from Non-Exchange Transactions	289,709	260,389	199,741
	<u>291,794</u>	<u>262,286</u>	<u>212,537</u>

11. Inventories

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Stationery	27	44	-
Uniforms	2,444	180	167
Canteen	196	371	730
	<u>2,667</u>	<u>595</u>	<u>897</u>

12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	-	-	331,860
Total Investments	<u>-</u>	<u>-</u>	<u>331,860</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Buildings	456,905	-	-	-	(40,707)	416,198
Building Improvements	727,865	27,770	(5,012)	-	(53,074)	697,549
Furniture and Equipment	543,949	193,531	(1,064)	-	(70,179)	666,237
Information and Communication Technology	148,754	80,010	-	-	(74,169)	154,595
Motor Vehicles	27,560	-	-	-	(6,399)	21,161
Leased Assets	26,940	-	-	-	(14,812)	12,128
Library Resources	11,943	277	-	-	(2,693)	9,527
Balance at 31 December 2020	1,943,916	301,588	(6,076)	-	(262,033)	1,977,395

The net carrying value of equipment held under a finance lease is \$12,128 (2019: \$26,940)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Buildings	835,128	(418,930)	416,198
Building Improvements	1,219,886	(522,337)	697,549
Furniture and Equipment	1,369,923	(703,686)	666,237
Information and Communication Technology	630,153	(475,558)	154,595
Motor Vehicles	42,672	(21,511)	21,161
Leased Assets	44,478	(32,350)	12,128
Library Resources	96,927	(87,400)	9,527
Balance at 31 December 2020	4,239,167	(2,261,772)	1,977,395

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	497,612	-	-	-	(40,707)	456,905
Building Improvements	728,784	51,427	-	-	(52,346)	727,865
Furniture and Equipment	428,113	173,025	(1,450)	-	(55,739)	543,949
Information and Communication Technology	208,938	25,103	-	-	(85,287)	148,754
Motor Vehicles	-	31,996	-	-	(4,436)	27,560
Leased Assets	14,396	28,175	-	-	(15,632)	26,940
Library Resources	14,490	104	-	-	(2,651)	11,943
Balance at 31 December 2019	1,892,333	309,830	(1,450)	-	(256,798)	1,943,916

The net carrying value of equipment held under a finance lease is \$26,940 (2018: \$14,396)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	835,128	(378,223)	456,905
Building Improvements	1,197,128	(469,263)	727,865
Furniture and Equipment	1,329,287	(785,338)	543,949
Information and Communication Technology	553,851	(405,097)	148,754
Motor Vehicles	42,672	(15,112)	27,560
Leased Assets	44,476	(17,536)	26,940
Library Resources	96,652	(84,709)	11,943
Balance at 31 December 2019	4,099,194	(2,155,278)	1,943,916

14. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	92,031	31,244	43,573
Accruals	5,310	5,250	3,620
Capital Accruals for PPE items	30,074	-	39,864
Employee Entitlements - Salaries	236,236	174,399	199,741
Employee Entitlements - Leave Accrual	31,509	38,052	32,302
	<u>395,160</u>	<u>248,945</u>	<u>319,100</u>
Payables for Exchange Transactions	395,160	248,945	319,100
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>395,160</u>	<u>248,945</u>	<u>319,100</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Foreign Fee Paying Students	-	40,000	29,565
Other	4,549	31,687	22,957
	<u>4,549</u>	<u>71,687</u>	<u>52,522</u>

16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	127,432	52,360	137,660
Increase/(decrease) to the Provision During the Year	27,085	27,990	(10,228)
Adjustment to the Provision	(8,257)	-	-
Provision at the End of the Year	<u>146,260</u>	<u>80,350</u>	<u>127,432</u>
Cyclical Maintenance - Current	76,823	20,985	75,602
Cyclical Maintenance - Term	69,437	59,365	51,830
	<u>146,260</u>	<u>80,350</u>	<u>127,432</u>

17. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	12,015	8,971	14,914
Later than One Year and no Later than Five Years	3,522	7,033	14,568
	<u>15,537</u>	<u>16,004</u>	<u>29,482</u>

18. 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:

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2020	Opening Balances	Receipts from MoE	Payments		
		\$	\$	\$		\$
ILE Upgrade Works	<i>in progress</i>	-	447,122	(80,219)	-	366,903
Blocks 1,2,10,AncillaryA Boiler,Roofing&Flashing	<i>completed</i>	(17,931)	92,434	(74,503)	-	-
Learning Support Upgrade	<i>completed</i>	-	21,050	(22,477)	1,427	-
Totals		(17,931)	560,606	(177,199)	1,427	366,903

Represented by:

Funds Held on Behalf of the Ministry of Education	366,903
Funds Due from the Ministry of Education	-
	<u>366,903</u>

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	Opening Balances	Receipts from MoE	Payments		
		\$	\$	\$		\$
Blocks 1,2,10,AncillaryA Boiler,Roofing&Flashing	<i>in progress</i>	244,241	43,572	(305,744)	-	(17,931)
Totals		244,241	43,572	(305,744)	-	(17,931)

19. Funds owed for CoL - Te Kahui Ako o Waitakere Cluster

Henderson Intermediate is the lead school and holds funds on behalf of the CoL Cluster, a group of schools funded by the Ministry of Education to share expertise in teaching and learning and supporting each other.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	(2,299)	-	(3,279)
Funds Received from Cluster Members	8,522	-	8,231
Funds Spent on Behalf of the Cluster	12,518	-	7,251
Funds Held at Year End	<u>(6,295)</u>	<u>-</u>	<u>(2,299)</u>

20. Funds held on behalf of Confucius Cluster

Henderson Intermediate is the lead school and holds funds on behalf of the Confucius Cluster, a group of schools funded by the University of Auckland dedicated to enhancing understanding between China and New Zealand.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	12,969	-	(4,332)
Funds Received from Cluster Members	2,271	-	29,046
Funds Spent on Behalf of the Cluster	-	-	11,745
Funds Held at Year End	<u>15,240</u>	<u>-</u>	<u>12,969</u>

21. 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.

22. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	9,380	9,750
Full-time equivalent members	0.05	0.30
<i>Leadership Team</i>		
Remuneration	394,180	406,830
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	403,560	416,580
Total full-time equivalent personnel	3.05	3.30

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	170 - 180
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	2020 FTE Number	2019 FTE Number
100 - 110	1.00	-
110 - 120	2.00	2.00
	3.00	2.00

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

23. 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$779,651 contract for the ILE Upgrade Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$447,122 has been received of which \$80,219 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 2020 (Operating commitments at 31 December 2019: nil).

26. 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.

27. 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	1,142,041	565,125	120,047
Receivables	291,794	262,286	212,537
Investments - Term Deposits	-	-	331,860

Total Financial assets measured at amortised cost

1,433,835	827,411	664,444
-----------	---------	---------

Financial liabilities measured at amortised cost

Payables	395,160	248,945	319,100
Finance Leases	14,568	16,004	29,482

Total Financial Liabilities Measured at Amortised Cost

409,728	264,949	348,582
---------	---------	---------

28. Events After Balance Date

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

29. Comparatives

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

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023
T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Henderson Intermediate School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Henderson Intermediate School (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, 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 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. 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 of opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *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 Henderson Intermediate School.

A handwritten signature in blue ink that reads 'Colin Henderson'.

Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

ANNUAL REPORT

Analysis Of Variance

For the Year Ended December 2020

Student Achievement in 2020:

Progress made in learning at HIS has been challenging due to Covid 19. Students had almost a whole school term where they were learning online. However, looking at the data it is great to see the percentage of students who made accelerated progress between the start and end of year. This progress is based on the Scaled Score comparing March and November data. All teachers want their students to make accelerated progress in learning.

The reports home to families, provide parents with a picture of how well their son/daughter has achieved in relation to the expected NZCF Level. In Reading, Writing and Mathematics for both Year 7 and 8 our Female students were the most successful learners in 2021. This is very interesting and as a staff we have done a lot of talking about this. This year has been difficult. Are our female students "more resilient" than our males? It is interesting for us to look at the progress made between end of Year 7 and end of Year 8. Our Māori students reported that they enjoy Writing and the group with the biggest shift in achievement in Writing is the Year 8 Māori, 23% shift from 2019 to 2020. This is a great result! The Pacific students also reported that they love the new PRIME Maths programme. They are the student group that made the biggest shift with a 20% shift made from 2019 to 2020.

Reading – Our Female Year 8s on 79% are the highest achieving group. Year 8 Māori being on 70% is next, which is pleasing. Year 7 Females are the highest Year 7 group with 70%. The lowest achievers in Reading are Year 8 Male and Pacific students. The Year 7 Māori students are low too. The Teaching Team has undertaken some exciting professional learning through the COL Within School Leader, Katie Wright. In conversations with teachers, there is a real excitement about the way that their programmes have changed this year through this very deliberate teacher development. Guided Reading programmes have improved, general planning for Reading Groups has also been an area of improvement. This teacher development has been done on Curriculum Days and also after school in PLD sessions on Mondays and Wednesdays. At HIS we want our students to make the expected or accelerated progress in learning. In March and in November the Reading Comprehension PAT was administered to all students. The Scaled Scores were compared. 40% of Year 7 students and 33% of Year 8 students made the expected or accelerated progress. Teachers strongly believe that the change in classroom programme after the first lockdown is the reason for this. The change in timetable after the big lockdown also meant all classes were doing at least four 50 minute reading periods a week. This result has guided us as a School to continue using this timetabling in 2021.

Writing – The Year 8 Females are the highest achieving group with 75% where they should be achieving at. Next highest is the Year 8 Māori students on 64%. Our lowest group in the Year 8s is the Male and Pacific students. In Year 7s have the Females being the highest achievers on 64% with the lowest being the Year 7 Males on 41%. This year the staff has undertaken professional development in WRITING. The whole school has been using the Write That Essay programme. The COL Leader of Literacy Katie Wright has done an outstanding job with leading staff and developing staff as confident, capable teachers of Literacy. Staff have undertaken significant professional learning and development around the teaching of Writing. Like Reading, this PLD has been delivered on Curriculum Days and after school PLD sessions on Mondays and Wednesdays.

Mathematics – The Year 8 Female students on 75% are achieving very well. The lowest Year 8 groups though are Māori and Pacific. All the Year 7 groups are achieving to a disappointing level. Again in this year group, Māori and Pacific are the lowest achievers.

This year has seen the Teaching Team enjoy a significant amount of PLD around the teaching of MATHEMATICS. The whole school in 2020, has been using the PRIME Maths Programme. At HIS we are wanting our students to make accelerated progress in Mathematics. In March and in November the Mathematics PAT was administered to all students. The scaled scores were compared. 51% of Year 7 students and 50% of Year 8 students made accelerated progress. The change in timetable meant all classes were doing at least four 50 minute Maths periods a week. This will continue in 2021.

Partnerships between parents and whānau have been an area where we have seen excellent growth. The Lockdown has been a time of parents and whānau really getting involved in their child's learning. Teachers have felt that the relationships they have had with whānau, have really grown. This has been a really positive side effect of the Lockdown. All teachers used Dojo and also Google Classroom. Classroom teachers report that they are in touch with families weekly. Some teachers are contacting families even more often. Parents have commented about enjoying classroom Dojo. During the Lockdown periods we had, parents often were with their child watching the teacher on Zoom!

Staff took part in professional development in January. Staff enjoyed workshoping through the book called **Accelerating Learning through Effective Classroom Environments.** **This was in Term 1 and done weekly in after school PLD sessions as well as a full Teacher Only Day at the end of January.** This gave staff a lot of time to think about and look at, how they could enhance their classroom environment to improve learning outcomes for students. Further PLD in Term 2 was undertaken using the resource book **SURVIVING THE MIDDLE YEARS.** In Term 4 teachers undertook PLD around the **Refreshed Ka Hikiia and Tau Mai te Reo Māori.** This led to the revision and compiling of a new 2021 School Māori Action Plan. Following the completion of this teacher development, staff did the same for the new **2020-2030 Pacific Action Plan.** The workshops with this led to the schools new revised PI Action Plan for 2021. As a staff, 2020 has really been a year of some significant and exciting within-school PLD. Staff have loved this as have senior leaders who have led these. Workshops around planning and Data Analysis were very successful. Models used were not just of the experienced teachers, but a variety of different teachers.

With the changes to Appraisal, teachers had less formal writing to do around their performance. In 2020 a new Teacher Development Programme got underway called **The Pedpals Programme.** This gave each teacher a critical friend/professional buddy, to give them feedback about their performance. This was a two way support programme. Again with the disjointed year through the Pandemic, this did not reach the potential it could have. Staff reported enjoying it however, when they were able to do it. Several said that during Lockdown they joined Zoom Huis with their Pedpal and gave their Pedpal feedback around how successful their Pedpal was delivering learning online.

In Term 2 and 3 the Board provided additional personnel to help in the **Samoan Bilingual Unit.** It is expected that in 2021, students in Tupu Ma Ola will be assessed in terms of their Samoan language capability. The Board will receive student achievement reports from TMO in July and November 2021. Our Bilingual Māori Team have been working on aligning their assessment of students. It is expected that in 2021, students in Te Whanau Moko will be assessed in terms of their Māori language capability. The Board will receive student achievement reports from TWM in July and November.

It has been disappointing for our Kapa Haka children with this event being shifted to Term 1 in 2021. They put a lot of work into getting ready for the Regional competition only to have it postponed to 2021.

This year also saw us doing **Student Surveys** to gather student voice. The mid year Schoolwide Student Survey around our Quality Teacher Characteristics provided good data that affirmed the good relationships that students have with their teachers, 97% of students in the School believe that their teacher cares about them and encourages them to care for each other. This is slightly higher than last year. In this annual student survey, 22 of our 23 teachers got 80% or better in every single statement. This is extremely good. 98% of students feel that their teacher thinks they can be successful. 94% said that Learning Intentions

are shared in their class. 95% reported that their teacher encourages them to take risks. 96% said their teacher encourages them to be respectful. Data that each teacher received from their students, was used as feedback and something for teachers to reflect on and to make changes to the way that they deliver learning to their students.

In Term 3 the **Board Survey** was carried out. 90% of students said they enjoy learning at HS. Maori and Pacific students are very sure about this. 95% feel that they have made many more friends here. Male students are more positive about Maths, than Female. One thing that students felt strongly about was the fact that they are not here for long enough. In this survey the Board was very keen to see if there was any difference for the students who are in our bilingual units. Students in Te Whanau Moko were far less positive about Maths but more positive about Reading and Writing. They feel far more excited about being at Intermediate. Tupu Ma Ola students are very clear about the fact that they have more learning opportunities here. They also enjoy Maths and Music more than the general school. They do not enjoy Writing. Both Music and Art were very popular.

Students are growing in confidence to articulate their learning goals and their achievement. Some teachers have found it very useful sharing their classroom weekly plans with their classes so that their students can know what they are learning and to be able to set their learning goals weekly and monitor these.

On the **Sporting** front 2020 has been very quiet and disappointing not only for teachers who spend hours training teams, but for our children who love sport. Students were hugely disappointed that Sports Camp was cancelled as was our School Camp too. The Netball Season was hardly a season at all. Students just love netball and so there were many disappointed children and families.

This year a new and exciting part was added to the Careers Week. Through the Deputy Principal and her contacts at the Unitec, our Year 8 students were able to attend a whole day of fun learning activities provided about all sorts of career options. Students loved the day and came back to school excited about career options in the future. This has already been booked again for 2021.

As a direct result of the Covid 19 Pandemic, the Board funded every class having a Hangi at school. This was simply a magnificent event for all students. In 2021 the Board will fund this treat again.

There has been a lot of focus this year around the quality of **data analysis**, that leads to achievement and understanding of where students are achieving. Teachers have been closely monitoring their Target Students. At the end of 2020 all teachers analysed the end of year data in terms of the number of students who had made the expected progress or accelerated progress, in Reading and Maths. During the year teachers have had good professional learning around using data to maximise student progress in their learning. There has been improvement in teachers' ability to analyse their class data.

The Board were sorry to miss the chance to have the professional learning from the **NZSTA Conference**. This is the first year for 5 years, that the Board did not go. This was due to Covid19. The Board was delighted to see the 3 new modulock classrooms ready for use early in the year. These are lovely rooms. The year has ended with the Rooms 7 – 10 Block underway. The Bike Track has been another great addition to the playground this year as have the 2 sets of 4 Basketball Hoops on the main court area. These are very popular additions.

Looking to 2021 we will be including in our Annual Plan things from our COL Annual Plan. The big 4 areas of focus in the Community Of Learning are Careers, Transitions, Academic Confidence and Engagement. Our School has objectives that fit under all of these areas.

Henderson Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$8,705 (excluding GST). The funding was spent on sporting endeavours.