

HENDERSON INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1307

Principal: Wendy Esera

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Accountant / Service Provider:

Education Services.
Dedicated to your school

HENDERSON INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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Henderson 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.

Ron Crawford

Full Name of Presiding Member



Signature of Presiding Member

19-7-2023

Date:

Wendy Esera

Full Name of Principal



Signature of Principal

19-7-2023

Date:

Henderson 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	7,263,766	5,837,215	6,368,349
Locally Raised Funds	3	246,622	179,400	211,619
Interest Income		8,415	1,000	1,564
		<u>7,518,803</u>	<u>6,017,615</u>	<u>6,581,532</u>
Expenses				
Locally Raised Funds	3	193,858	165,500	177,670
Learning Resources	4	4,289,316	3,886,874	4,007,735
Administration	5	1,197,275	323,100	776,395
Finance		3,207	966	2,138
Property	6	1,617,152	1,611,704	1,160,110
Loss on Disposal of Property, Plant and Equipment	10	-	-	14,965
		<u>7,300,808</u>	<u>5,988,144</u>	<u>6,139,013</u>
Net Surplus / (Deficit) for the year		217,995	29,471	442,519
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>217,995</u></u>	<u><u>29,471</u></u>	<u><u>442,519</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.

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

	2022	2022	2021
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	3,052,208	2,527,732	2,515,670
Total comprehensive revenue and expense for the year	217,995	29,471	442,519
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	94,019
Equity at 31 December	3,270,203	2,557,203	3,052,208
Accumulated comprehensive revenue and expense	3,270,203	2,557,203	3,052,208
Equity at 31 December	3,270,203	2,557,203	3,052,208

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,082,230	1,166,896	1,069,497
Accounts Receivable	8	397,940	291,794	372,848
GST Receivable		40,827	-	15,719
Prepayments		17,452	61,955	14,102
Inventories	9	15,983	2,667	10,673
Funds Receivable for Capital Works Projects	15	18,724	-	160,943
		<u>1,573,156</u>	<u>1,523,312</u>	<u>1,643,782</u>
Current Liabilities				
GST Payable		-	23,797	-
Accounts Payable	11	342,153	395,160	369,235
Revenue Received in Advance	12	1,761	4,549	5,323
Provision for Cyclical Maintenance	13	10,909	60,501	458
Finance Lease Liability	14	19,219	11,153	9,964
Funds held on behalf of Confucius Cluster	16	15,179	15,240	15,180
		<u>389,221</u>	<u>510,400</u>	<u>400,160</u>
Working Capital Surplus/(Deficit)		1,183,935	1,012,912	1,243,622
Non-current Assets				
Property, Plant and Equipment	10	2,164,171	1,547,706	1,845,503
		<u>2,164,171</u>	<u>1,547,706</u>	<u>1,845,503</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	59,323	-	28,583
Finance Lease Liability	14	18,580	3,415	8,334
		<u>77,903</u>	<u>3,415</u>	<u>36,917</u>
Net Assets		<u>3,270,203</u>	<u>2,557,203</u>	<u>3,052,208</u>
Equity		<u>3,270,203</u>	<u>2,557,203</u>	<u>3,052,208</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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,985,518	1,546,932	1,711,518
Locally Raised Funds		242,593	179,400	212,343
Goods and Services Tax (net)		(25,108)	-	(39,516)
Payments to Employees		(848,924)	(771,500)	(673,910)
Payments to Suppliers		(901,026)	(920,956)	(718,624)
Interest Paid		(3,207)	(966)	(2,138)
Interest Received		7,860	1,000	1,486
Net cash from/(to) Operating Activities		457,706	33,910	491,159
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(576,270)	-	(128,307)
Net cash from/(to) Investing Activities		(576,270)	-	(128,307)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	94,019
Finance Lease Payments		(10,921)	(9,055)	(7,804)
Funds Administered on Behalf of Third Parties		142,218	-	(521,611)
Net cash from/(to) Financing Activities		131,297	(9,055)	(435,396)
Net increase/(decrease) in cash and cash equivalents		12,733	24,855	(72,544)
Cash and cash equivalents at the beginning of the year	7	1,069,497	1,142,041	1,142,041
Cash and cash equivalents at the end of the year	7	1,082,230	1,166,896	1,069,497

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 2022

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 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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 21b.

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, school uniforms and canteen stock. 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 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:

Building Improvements	10-20 years
Buildings	20 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4-15 years
Motor Vehicles	5 years
Library Resources	8 years
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 RTLB 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	2,807,181	1,530,932	2,098,273
Teachers' Salaries Grants	3,331,258	2,929,764	3,241,460
Use of Land and Buildings Grants	1,101,353	1,340,519	996,030
Other Government Grants	23,974	36,000	32,586
	<u>7,263,766</u>	<u>5,837,215</u>	<u>6,368,349</u>

The school has opted in to the donations scheme for this year. Total amount received was \$107,400.

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	8,489	25,500	(1,316)
Fees for Extra Curricular Activities	71,415	16,000	61,736
Trading	158,514	135,000	141,109
Fundraising & Community Grants	8,204	2,900	10,090
	<u>246,622</u>	<u>179,400</u>	<u>211,619</u>
Expenses			
Extra Curricular Activities Costs	48,877	15,500	38,635
Trading	144,981	150,000	136,133
Fundraising & Community Grant Costs	-	-	2,753
International Students - Other Expenses	-	-	149
	<u>193,858</u>	<u>165,500</u>	<u>177,670</u>
<i>Surplus for the year Locally raised funds</i>	<u>52,764</u>	<u>13,900</u>	<u>33,949</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	138,820	185,400	164,835
Library Resources	3,729	3,000	2,224
Employee Benefits - Salaries	3,836,782	3,436,764	3,559,286
Staff Development	20,530	29,000	19,835
Depreciation	289,455	232,710	261,555
	<u>4,289,316</u>	<u>3,886,874</u>	<u>4,007,735</u>

5. Administration

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	9,230	8,000	8,960
Board Fees	9,885	13,000	7,590
Board Expenses	25,728	22,200	12,962
Communication	8,407	15,400	9,541
Consumables	29,400	38,000	34,835
Operating Lease	336	-	-
Legal Fees	-	2,000	902
Other	39,759	24,000	35,385
Employee Benefits - Salaries	262,077	178,500	182,585
Insurance	12,473	6,000	11,425
Service Providers, Contractors and Consultancy	17,544	16,000	16,728
Healthy School Lunch Programme	782,436	-	455,482
	<u>1,197,275</u>	<u>323,100</u>	<u>776,395</u>

6. Property

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	90,193	71,000	70,252
Cyclical Maintenance Provision	78,671	27,085	(113,219)
Grounds	84,564	5,000	8,065
Heat, Light and Water	39,688	40,000	36,630
Rates	149	100	18
Repairs and Maintenance	149,458	39,000	77,337
Use of Land and Buildings	1,101,353	1,340,519	996,030
Security	14,505	5,000	3,448
Employee Benefits - Salaries	57,455	84,000	81,549
Contractors & Consultants	1,116	-	-
	<u>1,617,152</u>	<u>1,611,704</u>	<u>1,160,110</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	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	573,417	662,116	563,775
Short-term Bank Deposits	508,813	504,780	505,722
Cash and cash equivalents for Statement of Cash Flows	<u>1,082,230</u>	<u>1,166,896</u>	<u>1,069,497</u>

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

8. Accounts Receivable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	2,208	2,065	2,115
Banking Staffing Underuse	111,183	53,473	84,600
Interest Receivable	653	20	98
Teacher Salaries Grant Receivable	283,896	236,236	286,035
	397,940	291,794	372,848
Receivables from Exchange Transactions	2,861	2,085	2,213
Receivables from Non-Exchange Transactions	395,079	289,709	370,635
	397,940	291,794	372,848

9. Inventories

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	-	27	442
Uniforms	14,814	2,444	9,055
Canteen	1,169	196	1,176
	15,983	2,667	10,673

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	375,729	23,742	-	-	(38,910)	360,561
Building Improvements	646,137	299,144	-	-	(55,445)	889,836
Furniture and Equipment	647,067	113,702	-	-	(94,069)	666,700
Information and Communication Technology	138,606	75,002	-	-	(65,422)	148,186
Motor Vehicles	14,762	54,541	-	-	(14,544)	54,759
Leased Assets	16,101	37,310	-	-	(17,758)	35,653
Library Resources	7,101	4,682	-	-	(3,307)	8,476
Balance at 31 December 2022	1,845,503	608,123	-	-	(289,455)	2,164,171

The net carrying value of equipment held under a finance lease is \$35,653 (2021: \$16,101)

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	858,870	(498,309)	360,561	835,128	(459,399)	375,729
Building Improvements	1,430,640	(628,632)	889,836	1,219,323	(573,186)	646,137
Furniture and Equipment	1,495,325	(828,625)	666,700	1,388,514	(741,447)	647,067
Information and Communication Technology	715,493	(567,307)	148,186	640,491	(501,885)	138,606
Motor Vehicles	86,536	(31,777)	54,759	31,996	(17,234)	14,762
Leased Assets	57,274	(21,621)	35,653	48,140	(32,039)	16,101
Library Resources	101,914	(93,438)	8,476	97,233	(90,132)	7,101
Balance at 31 December	4,746,052	(2,669,709)	2,164,171	4,260,825	(2,415,322)	1,845,503

11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	30,770	122,105	47,663
Accruals	9,230	5,310	8,960
Employee Entitlements - Salaries	283,896	236,236	286,035
Employee Entitlements - Leave Accrual	18,257	31,509	26,577
	342,153	395,160	369,235
Payables for Exchange Transactions	342,153	395,160	369,235
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	342,153	395,160	369,235

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Other Revenue In Advance	1,761	4,549	5,323
	1,761	4,549	5,323

13. Provision for Cyclical Maintenance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	29,041	33,416	146,260
Increase to the Provision During the Year	21,435	27,085	25,704
Use of the Provision During the Year	(37,480)	-	(4,000)
Other Adjustments	57,236	-	(138,923)
Provision at the End of the Year	70,232	60,501	29,041
Cyclical Maintenance - Current	10,909	60,501	458
Cyclical Maintenance - Non current	59,323	-	28,583
	70,232	60,501	29,041

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

14. 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	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	21,830	11,153	11,131
Later than One Year and no Later than Five Years	19,809	3,415	8,862
Future Finance Charges	(3,840)	-	(1,695)
	37,799	14,568	18,298
Represented by			
Finance lease liability - Current	19,219	11,153	9,964
Finance lease liability - Non current	18,580	3,415	8,334
	37,799	14,568	18,298

15. 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 \$
ILE Upgrade Works		219488	(160,943)	89,887	(16,772)	87,828	-
Roof Replacement		235347	-	12,536	(31,260)	-	(18,724)
Totals			(160,943)	102,423	(48,032)	87,828	(18,724)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(18,724)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
ILE Upgrade Works		219488	366,903	361,863	(889,709)	-	(160,943)
Totals			366,903	361,863	(889,709)	-	(160,943)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(160,943)

16. Funds held on behalf of Confucius Cluster

Henderson Intermediate is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held at Beginning of the Year	15,179	15,240	15,240
Funds Spent on Behalf of the Cluster	-	-	60
Funds Held at Year End	15,179	15,240	15,180

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	9,885	7,590
<i>Leadership Team</i> Remuneration	535,612	425,850
Full-time equivalent members	4.20	3.00
Total key management personnel remuneration	545,497	433,440

There are 9 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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	160 - 170	160 - 170
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	4.00	1.00
110 - 120	3.00	-
120 - 130	-	2.00
	7.00	3.00

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

19. 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	-	-

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry'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.

Additional funding wash up payment

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 and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

21. Commitments

(a) Capital Commitments

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

\$200,000 contract for the Roof Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,536 has been received of which \$31,260 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$910,872 contract for the ILE Upgrade Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$808,985 has been received of which \$969,928 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).

22. 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	1,082,230	1,166,896	1,069,497
Receivables	397,940	291,794	372,848
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	1,480,170	1,458,690	1,442,345

Financial liabilities measured at amortised cost

Payables	342,153	395,160	369,235
Finance Leases	37,799	14,568	18,298
Total Financial Liabilities Measured at Amortised Cost	379,952	409,728	387,533

23. Events After Balance Date

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

24. Comparatives

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

Henderson Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Ron Crawford	Presiding Member	Elected	Sep 2025
Wendy Esera	Principal	ex Officio	
Julie Owen	Parent Representative	Elected	Sep 2025
James Christie	Parent Representative	Elected	Sep 2022
Pera Adams	Parent Representative	Elected	Sep 2025
Spencer Woolrich	Parent Representative	Elected	Sep 2025
James Christie	Parent Representative	Co-opted	Sep 2025
Raj Maharjan	Parent Representative	Elected	Sep 2025
Ebony-Rose Andrews	Parent Representative	Elected	Sep 2025
Adelma Rimoni	Parent Representative	Elected	Sep 2025
Alaina Talamahina	Staff Representative	Elected	Sep 2025

Henderson Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$10,211 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Henderson 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.

ANNUAL REPORT

Analysis Of Variance

For the Year Ended December 2022

As we look back over 2022, it is a FAR MORE POSITIVE REPORT compared to the one at the end of 2021.

For our Year 8 students, they got to enjoy the Point Erin Pools outing and the Grad Dance which for the last 2 years did not happen. In 2022 we only had one lockdown, and this was in Term 1 and was for 2 weeks. The reason for this was that the school suddenly had a big jump in case numbers and so this was done as a CIRCUIT BREAKER.

This year has seen the school grounds and buildings getting a lot of attention. We are well up to date now with any maintenance needed on buildings and the grounds. The Board has spent a significant amount on new mowers, weed eater and other equipment. The sheds, garages etc are all now all tidy and smart, and much better used.

STUDENT ACHIEVEMENT 2022:

In looking at the progress made this year; we have done a comparison of start and end of year PAI as well as a comparison between the Mid and End of Year OTJs around NZ Curriculum Levels.

In summary:

OTJs Report - Our Target set was for us to reach 70% of All Year 8s in Reading, Writing and Mathematics, working at the expected NZCF Level or better. In Reading we reached 74%, Maths 70% and Writing 68%. Female students were the highest achievers in both Reading and Writing, both the Year 7s and Year 8s. The lowest achieving Year 8 Groups were the Māori and Pasifika. Overall progress, however, is exciting. The Year 8 Pasifika Students showed a 35% improvement in Reading, and 24% in Writing.

Year 8 Māori students in Reading showed an improvement of 18% and 30% in Writing which is very pleasing to see.

The data shows that Reading across the School, is the area where we have seen the greatest shift, the greatest improvement.

PAI Report – Reading Comprehension PAT data is fantastic. This far exceeded our expectations! Both the Year 7 and 8 data was pleasing. In the Year 8s the lowest group was Māori on 79% which of course is far from being low. The highest group was Year 8 Females on 90%, Pasifika on 82% and Male students on 80%. In looking at targets for 2023, in Reading we will be aiming far higher than we did this year.

Looking at the shifts made by specific groups, there was a 30% shift in Reading for Year 8 Māori students, a 23% shift for Year 8 Pasifika students Great to see the Year 7 Male and Pasifika groups improving by 17%.

In the PAT Maths data, Year 7s are slightly better than the Year 8s. The Year 8 Māori students made a shift of 21% while the Year 8 Female students a shift of 19%. The Year 7 Male students were the highest achievers, on 83% with a 19% shift from start to end of year which is really pleasing to see.

This year Staff have had plenty of support in Reading and Writing. This is the area where we have had a lot of staff professional development through workshops and individual staff being given some one-on-one support with Reading. In both the OTJ Report and the PAT Report, Reading shows itself as the most successful learning area for us.

While this year was far more normal, COVID still played a part as we saw a lot of staff absences which meant that often we had to use our TAS who have a LAT to take over in a classroom. Overall, we can feel pleased that we have shown good progress in learning for almost every student group. Teacher conversations about the students in their class who had not achieved so well made the same comments, as in that attendance was an issue and also attitude to work/being engaged in learning, the main reasons for poor achievement. So thinking about 2023, we need to be mindful of these things and look at what we might do differently to change the outcome for these students.

WHAT ELSE HAVE WE ACHIEVED AS A SCHOOL IN 2022?

Many staff have undertaken **PLD in Te Reo Māori**. This programme provided by the Ministry of Education has been very useful for staff. It focuses on actual learning of the language. Also, several staff have undertaken a lot of other personal PLD. Two of our teachers have had a **Study Leave** this year too, in Te Reo Māori, which is great. One staff member gained her **Master of Education** and other staff are talking about doing this in 2023. The Board Scholarship helped to support several staff. Staff had a significant amount of support in Literacy and Maths. Two senior staff members worked one of one with 12 teachers giving them in class support around **Reading programmes**. The **Maths WSL** also supported teachers. The **Writing WSL** teacher has worked with staff on Writing and the use of the Code. Our other WSL who worked around **Well-being** activities has provided ideas for staff to use in their classes. Teachers also received guidance throughout the year, from the teacher who was the WSL for the **NZ Histories Curriculum**. One of our team leaders had a very special opportunity supporting and leading workshops for other bilingual teachers in other schools. We also had 3 other teachers undertake Pacific Bilingual teacher training. In 2023 a further 5 teachers will take part in this PLD. With a roll that is growing in terms of the number of Pasifika students, we need to be ready and able to meet the needs of these learners.

Looking at the **Māori Action Plan** and **Pacific Action Plan**, these are ongoing, and they tie in with our Strategic Plan. Things that we had hoped to do in both these plans, are being rolled over to 2023. Because we were able to have the Māori Hui and Pacific Celebrations Night again, we got to do the surveying we planned with our parents and whanau. This was very useful, and it gave us great feedback to then look at changes we could make to better meet the needs of families and whanau. The number of parents attending the **Pacific Celebration** nights, has grown hugely with us having at least 400 at the Term 3 evening. A major influence with this has been the Pacific Liaison Role in 2022. Suli and Rosie Ma'asi have shared this role and they have taken things Pacific to a whole new level this year. An after school Pacific Club has got underway which has been a great success. The Pacific Choir now boasts well over 100 students. The different Pacific Performing Groups have also expanded significantly – Fijian, Niuean, Cook Island, Samoan, Tongan

Throughout the year we have celebrated the various **National Language Weeks**. These have been lovely.

Our **Bollywood** group has come back to life under the leadership of Jess our SWIS and Tracy.

With the changes to Appraisal, teachers had less formal writing to do around their performance. **The Pedpals Programme has continued**. This gave each teacher a critical friend/professional buddy, to give them feedback about their performance. The Pedpals were Report Writing Buddies too which meant that

there was even more opportunity for these partners to work together. The end of term Reflections done by teachers were also done in a full staff meeting time with Pedpals being alongside to edit what each had written. Pedpals edited reports before they then went to the Team leaders.

This year the **Board support made a big commitment to well-being** both of our students and staff. A new programme for classes called, "LET'S GO TO THE MOVIES", has been a real hit. On each weekly assembly, a class is drawn, and they get to have a movie the following week in the hall. That included a can of coke, bag of popcorn and a large Cadbury Chocolate bar. Each week in the staffroom, as a way of getting staff to come into the staffroom again and talk with each other, names are drawn out of a bag and that staff member gets a Countdown Voucher. This has been very well received by all staff. Staff also, twice this year, got to go to lunch at a local café in their syndicates, funded fully by the Board. Fridays are called 305 Well-Being Fridays and that means everyone heads home at 3.05. The Board has done some lovely things around staff well-being this year. Another thing that we have done this year to help with student well-being has been DOG DAY FRIDAYS. This has seen 6 staff who have dogs, bring them in for the day on Friday. Our students have loved being able to pat them!

On the **Sporting** front 2022 has been exciting and hugely successful. For the second time, we won the netball at the NZAIMS Games. For the first time we also took a soccer team that came 8th out of 32 teams. We also had other students doing things like running and even playing squash. The Sporting front has been very well attended and we have had many success stories this year. Our Boys won the Auckland Intermediate Softball Competition. The Bike Track continues to be very well used every day. The inter-class sporting competition has also been a real hit too. Every student got to go to Vector Wero and this was hugely popular. All students got to try out kayaking.

For a second year in a row, our talented **Art Extension** students, showcased their work in two Art Galleries. This continues to be a wonderful thing for our children to be part of. Art is an area of ongoing success! In the absence of our full-time art teacher, we have had a part time Art Teacher. Classes have still got to do some lovely art. Despite Anna being on Study Leave she has still come into School and worked with students doing the Art Exhibitions.

The Board were delighted to be able to go and have professional learning from the **NZSTA Conference**. This year it was in Christchurch at Te Pae Convention Centre. 7 Board Members went to this Conference and found it a wonderful time to shared learning together!

As we think about **Targets in 2023**, we are going to continue to strive for accelerated progress of all students in Reading, Writing and Maths. We will put in place things that will help to grow teacher confidence in teaching of these key areas as well as growing understanding of the NZ Histories Curriculum and the other draft curriculum documents. We ended the 2022 year, having a whole day PLD around Structured Literacy. This was hugely helpful not only for teachers but also all the Teacher Aides.

Our 4 new **WSL Roles** have been appointed and these roles in 2023, include one for Māori Achievement and one for Pacific Achievement. Our hope is that there will be a more deliberate focus each term on the progress made by our Māori and Pasifika students.

We will **TARGET** in particular, the achievement of the 2023 Year 8 Māori and Year 8 Pacific Students in Reading, Writing and Mathematics. The other thing that we will also be doing is having a **TEACHER TARGET**. This will be done as a mini action research for all homeroom teachers. They will be keeping a very close monitoring of their Year 8 students, end of each term, assessing progress in Reading, Writing and Mathematics and sharing strategies that are successful, visiting and sharing with other colleagues etc.

TARGETS - 2023

TARGET 1 - Teachers improving their performance as teachers of Reading, Writing and Mathematics

This Mini Action Research is to see every teacher, improve their performance as teachers of, **READING, WRITING and MATHEMATICS**, through our Pedpals.

The purpose of this Action Research is for homeroom teachers to:

1. Closely monitor the progress of their Year 8 students (Target Students) in the key areas of: **Reading, Writing and Mathematics**.
2. Reflect on and inquire into their teaching to see how it is making a difference to student learning, and if not why not? Through this monitoring, teachers will be able to inquire into what works, why and how, and ensure that all students are making accelerated progress in their learning.

INQUIRY QUESTIONS

- What do I know about the whanau/family of this/these students? How can I find out more about them and engage effectively with them? (Weeks 1 – 4)
- What is the possible reason/barrier, as to why this/these students are not achieving where they should be? (Weeks 5 & 6)
- How can I, as the teacher, support this/these students in their learning to enable them to make the progress that they need to make? What could I/should I, do differently to help remove or reduce, the barriers to learning that this/these students face? (Week 7 onwards...)

OUTLINE OF THE PLAN

1. End of Year 7 data, 2022, for all Year 7 students provided.
2. Identify the levels of achievement for all 2023 Year 8 students in your class.
3. Online folder - each Y8 Target student in your Action Research: progress will be tracked throughout the year.
4. Fortnightly the teacher meets with their Pedpal, end of staff meeting time to discuss how each of their Target Students is actually tracking, through anecdotal conversations, assessments completed as part of units of learning etc.
5. End of term, Special Team Meetings where sharing of progress, and good practice is carried out. Discussion of Target Students.
6. Final Staff Meeting each term, Team Leaders provide a brief summary to all Staff. Cross sharing of “what’s *working well, why and how*.”

TARGET 2 - Reading, Writing and Mathematics (WHOLE SCHOOL)

HISTORICAL DATA (Dec 2022)	TARGET (By Dec 2023)	ACTION (What we will do.)
<p><u>Reading</u></p> <p>64% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>54% Māori Year 7 60% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer the PAT Reading Test in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class.... etc</p> <p>Analyse student data to identify learning needs of students. Plan to meet those needs.</p> <p>Provide at least 4 x 50minute periods in Reading each week. Staff provided with regular ongoing, PLD led by MS, MP, KW, JT, SS.</p>
<p><u>Mathematics</u></p> <p>59% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>42% Māori Year 7 49% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer the PAT Reading Test in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class.etc Analyse student data to identify learning needs of students.</p> <p>Plan to meet those needs. Provide at least 4 x 50minute periods in Maths each week.</p> <p>Staff provided with regular ongoing, PLD led by Brent Goldsack WSL.</p>
<p><u>Writing</u></p> <p>53% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>42% Māori Year 7 48% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer Writing Assessment in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class...etc Analyse student data to identify learning needs of students.</p> <p>Plan to meet those needs. Staff provided with regular ongoing, PLD led by Andrea Manu WSL.</p>

TARGET 3 - Te Reo Māori (Whole School)

The whole School will use the NZCER Te Reo Assessment to measure success in meeting our 2023 Target.

This Assessment is an online one which every student can access in their classes.

Historical Data (Dec 2022)	TARGET (By Dec 2023)	Action (What we will do?)
10% of the Dec. Year 7s were at Stage 4 or better.	50% of Dec 2023 Year 8 Students at Stage 4 or better.	Daily use of Te Reo Māori in classrooms.
70% of the Dec Year 7 Moko Students at Stage 4 or better.	90% of Dec 2023 Year 8 Moko Students at Stage 4 or better.	Daily use of Te Reo Māori in classrooms