

WHANGAREI INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1129

Principal: Hayley Read

School Address: 32 Rust Ave, Whangarei

School Postal Address: 32 Rust Ave, Whangarei

School Phone: 09 438 8659

School Email: admin@wis.ac.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Piripi Burt	Presiding Member	Elected 2022	May-25
Hayley Read	Principal ex Officio		
Johnny Kunitau	Parent Rep	Re-elected May 2022	May-25
Hiku Mackey	Parent Rep	Re-elected May 2022	May-25
Loraine Witana	Parent Rep	Elected 2022	May-25
Rachel Wansbone	Parent Rep	Elected 2022	May-25
Eden Rogers	Staff Rep	Re-elected 2022	May-25
Derek Slatter	Presiding Member	Re-elected May 2019	May-22
Jess Barnes	Parent Rep	Selected May 2021	May-22

Accountant / Service Provider: Ask Accounting Ltd

WHANGAREI INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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Whangarei 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.

Piripi Burt
Full Name of Presiding Member


Signature of Presiding Member

28/6/23
Date:

Hayley Read
Full Name of Principal


Signature of Principal

28/6/23
Date:

Whangarei 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	7,280,430	6,134,426	6,889,305
Locally Raised Funds	3	227,360	246,600	142,614
Interest Income		7,076	3,000	950
Total Revenue		7,514,866	6,384,026	7,032,869
Expenses				
Locally Raised Funds	3	46,314	106,600	50,909
Learning Resources	4	4,598,382	4,409,462	4,782,412
Administration	5	1,082,776	355,100	764,302
Finance		4,181	4,000	1,228
Property	6	1,290,915	1,458,812	1,101,885
Loss on Disposal of Property, Plant and Equipment		1,543	-	5,585
		7,024,111	6,333,974	6,706,321
Net Surplus / (Deficit) for the year		490,755	50,052	326,548
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		490,755	50,052	326,548

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



Whangarei Intermediate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,466,366	1,466,366	1,116,068
Total comprehensive revenue and expense for the year		490,755	50,052	326,548
Contribution - Furniture and Equipment Grant		-	-	23,750
Equity at 31 December		1,957,121	1,516,418	1,466,366
Accumulated comprehensive revenue and expense		1,957,121	1,516,418	1,466,366
Equity at 31 December		1,957,121	1,516,418	1,466,366

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.



Whangarei 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	1,170,551	769,901	1,243,653
Accounts Receivable	8	397,417	395,000	376,327
GST Receivable		37,981	23,500	23,758
Prepayments		23,170	50,000	74,157
Funds Receivable for Capital Works Projects	15	45,245	-	36,596
		1,674,364	1,238,401	1,754,491
Current Liabilities				
Accounts Payable	10	519,823	446,400	419,951
Revenue Received in Advance	11	2,217	40,000	98,644
Provision for Cyclical Maintenance	12	12,563	-	52,382
Finance Lease Liability	13	18,655	3,020	1,561
Funds held in Trust	14	-	5,000	27,040
Funds held for Capital Works Projects	15	28,460	-	342,446
		581,718	494,420	942,024
Working Capital Surplus/(Deficit)		1,092,646	743,981	812,467
Non-current Assets				
Property, Plant and Equipment	9	1,020,819	873,878	730,274
Work in Progress		5,248	-	-
		1,026,067	873,878	730,274
Non-current Liabilities				
Provision for Cyclical Maintenance	12	141,613	99,356	75,850
Finance Lease Liability	13	19,979	2,085	525
		161,592	101,441	76,375
Net Assets		1,957,121	1,516,418	1,466,366
Equity		1,957,121	1,516,418	1,466,366

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



Whangarei Intermediate

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,558,590	1,727,675	1,931,545
Locally Raised Funds		175,435	164,520	191,233
Goods and Services Tax (net)		(14,223)	258	(367)
Payments to Employees		(741,400)	(774,380)	(859,475)
Payments to Suppliers		(1,290,757)	(911,282)	(762,075)
Interest Paid		(4,181)	(4,000)	(1,228)
Interest Received		7,076	3,000	950
Net cash from/(to) Operating Activities		690,540	205,791	500,583
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(29,022)	-
Purchase of Property Plant & Equipment (and Intangibles)		(395,938)	(310,718)	(191,010)
Net cash from/(to) Investing Activities		(395,938)	(339,740)	(191,010)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(23,750)	23,750
Finance Lease Payments		(18,027)	11,836	(19,580)
Funds Administered on Behalf of Third Parties		(349,677)	(327,889)	53,995
Net cash from/(to) Financing Activities		(367,704)	(339,803)	58,165
Net increase/(decrease) in cash and cash equivalents		(73,102)	(473,752)	367,738
Cash and cash equivalents at the beginning of the year	7	1,243,653	1,243,653	875,915
Cash and cash equivalents at the end of the year	7	1,170,551	769,901	1,243,653

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.



Whangarei Intermediate

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Whangarei 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.

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 12.

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 9.



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 13.

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) 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.

e) 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.

f) 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.



g) 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.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	40 years
Board Owned Buildings	10-75 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Motor vehicles	4 years
Textbooks	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

h) 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 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.

i) 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.



j) 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.

k) Revenue Received in Advance

Revenue received in advance relates to unspent student funds, donations and grants received from the Ministry of Education 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.

l) 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.

m) 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 Revenue and Expense.

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

n) 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 school 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.

o) 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.

The School's financial liabilities comprise accounts payable, and finance lease 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.

p) 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.

q) Budget Figures

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

r) 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	2,638,845	1,697,625	2,336,378
Teachers' Salaries Grants	3,793,009	3,385,689	3,791,731
Use of Land and Buildings Grants	838,468	1,044,812	731,698
Other Government Grants	10,108	6,300	29,498
	<u>7,280,430</u>	<u>6,134,426</u>	<u>6,889,305</u>

The school has opted in to the donations scheme for this year. Total amount received was \$112,650.

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	112,387	100,000	13,075
Fees for Extra Curricular Activities	108,247	139,100	123,433
Trading	6,726	7,500	6,106
	<u>227,360</u>	<u>246,600</u>	<u>142,614</u>
Expenses			
Extra Curricular Activities Costs	46,314	106,600	50,909
	<u>46,314</u>	<u>106,600</u>	<u>50,909</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>181,046</u>	<u>140,000</u>	<u>91,705</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	162,742	264,500	227,239
Equipment Repairs	2,690	3,500	3,062
Information and Communication Technology	62,229	64,000	59,982
Library Resources	7,441	6,300	5,377
Employee Benefits - Salaries	4,120,856	3,788,189	4,267,311
Staff Development	83,999	95,650	83,125
Depreciation	158,425	187,323	136,316
	<u>4,598,382</u>	<u>4,409,462</u>	<u>4,782,412</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,400	6,500	6,600
Board Fees	3,440	4,000	3,390
Board Expenses	22,325	23,600	26,459
Communication	17,390	17,100	18,923
Consumables	4,208	5,000	3,462
Other	747,462	47,900	462,774
Employee Benefits - Salaries	267,578	235,000	227,852
Insurance	8,213	10,000	9,208
Service Providers, Contractors and Consultancy	5,760	6,000	5,634
	<u>1,082,776</u>	<u>355,100</u>	<u>764,302</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	31,145	27,600	26,122
Cyclical Maintenance Provision	79,284	30,000	59,991
Grounds	15,433	11,400	9,037
Heat, Light and Water	49,643	51,000	50,109
Rates	16,931	17,000	16,453
Repairs and Maintenance	94,451	121,000	54,626
Use of Land and Buildings	838,468	1,044,812	731,698
Security	10,881	8,000	10,335
Employee Benefits - Salaries	154,679	148,000	143,514
	<u>1,290,915</u>	<u>1,458,812</u>	<u>1,101,885</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	1,170,551	769,901	1,243,653
Cash and cash equivalents for Statement of Cash Flows	<u>1,170,551</u>	<u>769,901</u>	<u>1,243,653</u>

Of the \$1,170,551 Cash and Cash Equivalents, \$28,460 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	27,305	80,000	71,807
Banking Staffing Underuse	90,363	-	-
Teacher Salaries Grant Receivable	279,749	315,000	304,520
	<u>397,417</u>	<u>395,000</u>	<u>376,327</u>
Receivables from Exchange Transactions	27,305	80,000	71,807
Receivables from Non-Exchange Transactions	370,112	315,000	304,520
	<u>397,417</u>	<u>395,000</u>	<u>376,327</u>

9. Property, Plant and Equipment

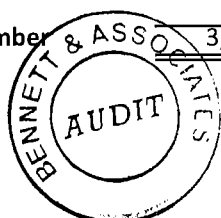
	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	222,652	14,189	-	-	(15,401)	221,440
Furniture and Equipment	408,714	258,823	-	-	(94,083)	573,454
Information and Communication Technology	51,322	90,357	-	-	(18,275)	123,404
Motor Vehicles	7,806	27,000	-	-	(6,383)	28,423
Leased Assets	1,688	54,575	-	-	(19,015)	37,248
Library Resources	38,092	5,569	(1,543)	-	(5,268)	36,850
Balance at 31 December 2022	<u>730,274</u>	<u>450,513</u>	<u>(1,543)</u>	<u>-</u>	<u>(158,425)</u>	<u>1,020,819</u>

The net carrying value of IT equipment held under a finance lease is \$37,248 (2021: \$1,688)

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 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	666,106	(444,666)	221,440	651,917	(429,265)	222,652
Furniture and Equipment	1,733,004	(1,159,550)	573,454	1,474,182	(1,065,468)	408,714
Information and Communication Technology	648,489	(525,085)	123,404	558,130	(506,808)	51,322
Motor Vehicles	63,829	(35,406)	28,423	36,828	(29,022)	7,806
Textbooks	863	(863)	-	863	(863)	-
Leased Assets	57,483	(20,235)	37,248	8,817	(7,129)	1,688
Library Resources	123,442	(86,592)	36,850	122,681	(84,589)	38,092
Balance at 31 December	<u>3,293,216</u>	<u>(2,272,397)</u>	<u>1,020,819</u>	<u>2,853,418</u>	<u>(2,123,144)</u>	<u>730,274</u>



10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	215,850	120,000	100,011
Accruals	6,400	6,400	6,300
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	297,573	320,000	313,640
Employee Entitlements - Leave Accrual	-	-	-
	<u>519,823</u>	<u>446,400</u>	<u>419,951</u>

Payables for Exchange Transactions	501,965	446,400	419,951
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	17,858	-	
	<u>519,823</u>	<u>446,400</u>	<u>419,951</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	2,217	40,000	98,644
	<u>2,217</u>	<u>40,000</u>	<u>98,644</u>

12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	128,232	99,356	69,980
Increase to the Provision During the Year	95,764	-	58,252
Use of the Provision During the Year	(69,820)	-	-
Provision at the End of the Year	<u>154,176</u>	<u>99,356</u>	<u>128,232</u>
Cyclical Maintenance - Current	12,563	-	52,382
Cyclical Maintenance - Non current	141,613	99,356	75,850
	<u>154,176</u>	<u>99,356</u>	<u>128,232</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.



13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	21,346	3,020	1,671
Later than One Year and no Later than Five Years	21,065	2,085	545
Future Finance Charges	(3,777)	-	(130)
	<u>38,634</u>	<u>5,105</u>	<u>2,086</u>
Represented by			
Finance lease liability - Current	18,655	3,020	1,561
Finance lease liability - Non current	19,979	2,085	525
	<u>38,634</u>	<u>5,105</u>	<u>2,086</u>

14. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	5,000	27,040
	<u>-</u>	<u>5,000</u>	<u>27,040</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



15. Funds Held for Capital Works Projects

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

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP 2020 Canopies	(15,143)	27,000	(13,220)	-	(1,363)
2020 Driveway resealing	(21,453)	26,500	(5,047)	-	-
2021 Plumbing & Drainage	51,143	-	(64,203)	-	(13,060)
2021 Internal Roofing	40,414	29,225	(76,317)	-	(6,678)
2021 ILE Breakout & Refurbishment	123,926	47,451	(158,278)	-	13,099
2021 Heating & Electrical	126,963	57,662	(208,769)	-	(24,144)
2022 Canopy Replacement	-	61,778	(55,455)	-	6,323
2022 Playground	-	82,798	(73,760)	-	9,038
Totals	305,850	332,414	(655,049)	-	(16,785)

Represented by:

Funds Held on Behalf of the Ministry of Education	28,460
Funds Receivable from the Ministry of Education	(45,245)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Rms 5-8, Hall & Kitchen	(38,656)	-	-	38,656	-
SIP 2020 Canopies	211,232	-	(226,375)	-	(15,143)
Boiler Shed Demolition	(5,899)	7,017	(1,118)	-	-
Tree Removal	5,925	(2,925)	(3,000)	-	-
LSC property alterations	2,461	336	(2,797)	-	-
2020 Driveway resealing	99,328	-	(120,781)	-	(21,453)
2021 Plumbing & Drainage	-	134,527	(83,384)	-	51,143
2021 Internal Roofing	-	67,950	(27,536)	-	40,414
2021 ILE Breakout & Refurbishment	-	153,322	(29,396)	-	123,926
2021 Heating & Electrical	-	136,860	(9,897)	-	126,963
Totals	273,416	498,062	(504,284)	38,656	305,850

Represented by:

Funds Held on Behalf of the Ministry of Education	342,446
Funds Receivable from the Ministry of Education	(36,596)



16. 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.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,440	3,390
<i>Leadership Team</i>		
Remuneration	507,220	515,370
Full-time equivalent members	4	4
Total key management personnel remuneration	510,660	518,760

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members may have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

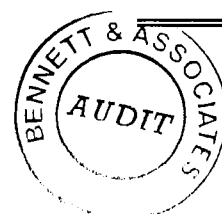
	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	4-5	4-5

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	3
110-120	3	4
	7	7

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



18. 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	-	-

19. Contingencies

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



20. Commitments

(a) Capital Commitments

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

- (a) A contract for SIP Canopies which will be fully funded by the Ministry of Education. \$27,000 has been received, with \$13,220 spent on the project to date; and
- (b) A contract for a Heating and Electrical upgrade, which will be fully funded by the Ministry. \$57,662 has been received, of which \$208,769 has been spent on the project to balance date.
- (c) A contract for Plumbing and Drainage upgrade, which will be fully funded by the Ministry. \$134,527 has been received, of which \$64,203 has been spent on the project to balance date.
- (d) A contract for the internal roofing project, which will be fully funded by the Ministry. \$76,317 has been received, of which \$29,225 has been spent on the project to balance date.
- (e) A contract for the ILE Breakout and Reburishment project, which will be fully funded by the Ministry. \$47,451 has been received, of which \$158,278 has been spent on the project to balance date.
- (f) A contract for a canopy replacement, which will be fully funded by the Ministry. \$61,7778 has been received, of which \$55,455 has been spent on the project to balance date.
- (g) A contract for a new playground, which will be fully funded by the Ministry. \$82,798 has been received, of which \$73,760 has been spent on the project to balance date.

(Capital commitments at 31 December 2021:

- (a) A contract for SIP Canopies to be completed in 2022, which will be fully funded by the Ministry of Education. \$243,000 has been received, with \$258,143 spent on the project to date; and
- (b) A contract to have the driveway resealed, which will be fully funded by the Ministry and \$103,500 has been received, with \$124,953 spent on the project to balance date.
- (c) A contract for a Heating and Electrical upgrade, which will be fully funded by the Ministry. \$136,860 has been received, of which \$9,897 has been spent on the project to balance date.
- (d) A contract for the ILE Breakout and Reburishment project, which will be fully funded by the Ministry. \$153,322 has been received, of which \$29,396 has been spent on the project to balance date.
- (e) A contract for the internal roofing project, which will be fully funded by the Ministry. \$67,950 has been received, of which \$27,536 has been spent on the project to balance date.
- (f) A contract for Plumbing and Drainage upgrade, which will be fully funded by the Ministry. \$134,527 has been received, of which \$83,384 has been spent on the project to balance date.)



21. 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

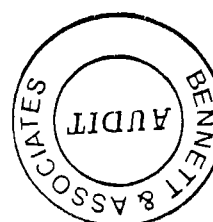
	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,170,551	769,901	1,243,653
Receivables	397,417	395,000	376,327
Total Financial assets measured at amortised cost	<u>1,567,968</u>	<u>1,164,901</u>	<u>1,619,980</u>

Financial liabilities measured at amortised cost

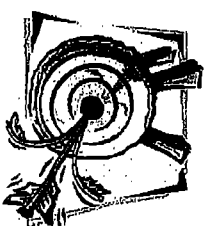
Payables	519,823	446,400	419,951
Finance Leases	38,634	5,105	2,086
Total Financial Liabilities Measured at Amortised Cost	<u>558,457</u>	<u>451,505</u>	<u>422,037</u>

22. Events After Balance Date

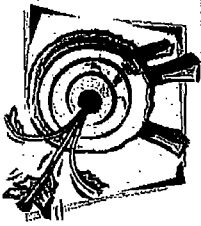
There were no significant events after the balance date that impact these financial statements.



TARGETS 2022: TE REO MATATINI (Māori Medium Only)

	<p><u>Target Goal</u></p> <ul style="list-style-type: none">20% of students will have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8 <p><u>Target Reached</u></p> <ul style="list-style-type: none">30% of students have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8 <p><u>Target Goal</u></p> <ul style="list-style-type: none">20% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8 <p><u>Target Reached</u></p> <ul style="list-style-type: none">12% of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8																								
<p>ACTION PLAN: Taumata Reo Matatini</p> <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made: 4% of students have achieved Pīngao I (Pānui Haere) in Pānui at Tau 7 in 2021 10% students have achieved Ka Rere, Taumata 3 (Kia Ata Mai rubric) Tuhituhi at Tau 7 in 2021</p>																									
<p>Assessment Tools:</p> <p>Base Data: Pānui Haere, Kia Ata Mai Rubric</p> <p>Target Data: Snap Shots, Regular, Cold Samples</p>																									
<p>ACTION</p> <p>To continue to improve teacher practice in modelling and differentiating writing in class programmes.</p> <p>To provide in-service support to new teachers in the school on how to teach writing</p> <p>To provide explicit writing support for teachers who want it.</p> <p>Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.</p> <p>To provide more team wide discussions around effective pedagogy and monitoring progress of targeted learners on a regular basis.</p>	<table><tr><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>Teachers</td><td>Nil</td><td>All Year</td><td>Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric</td></tr><tr><td>Lead Teacher Identified Staff</td><td>Nil</td><td>All Year</td><td>New teachers are inducted into the process of teaching Te Reo Matatini</td></tr><tr><td>Lead Teacher</td><td>\$500</td><td>All Year</td><td>Resources bought to support programmes or shared</td></tr><tr><td>Lead Teacher Identified Staff</td><td>Inclusive</td><td>All Year</td><td>Students are engaged purposefully in writing and reading</td></tr><tr><td>Team Leaders</td><td>Inclusive</td><td>All Year</td><td>Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.</td></tr></table>	Who	Costs	When	Expected Outcome	Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading	Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.
Who	Costs	When	Expected Outcome																						
Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric																						
Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini																						
Lead Teacher	\$500	All Year	Resources bought to support programmes or shared																						
Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading																						
Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.																						

TARGETS 2022: PĀNGARAU (Māori Medium Only)

	Target Goal			
	<ul style="list-style-type: none">50% of students will have achieved NWRM Manawa ora Te Tau at Tau 8			
	Target Reached			
	<ul style="list-style-type: none">22% of students will have achieved NWRM Manawa ora Te Tau at Tau 8			
ACTION PLAN: Kaupae Pāngarau				
This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.				
BASE DATA Gather numeracy levels term 1 and again term 4 to show the actual progress made.				
36% of students achieved TMOA Kaupae 6 in Te Tau for 2021				
Assessment Tools:				
Base Data: Year 7 Uiu Aromatawai, Aromatawai Meka Matua, Rautaki Aromatawai, in-Class exemplars and assessments.				
ACTION	Who	Costs	When	Expected Outcome
To embed 'best practice' in teaching of Poutama Tau in Te Whānau o Waimirangi by developing teachers practice to work in Te Reo Māori.	Teachers	Nil	All Year	Teachers confident in teaching Poutama Tau.
To provide in-service support to teachers in the Te Whānau o Waimirangi while re-aligning our Marau with Pāngarau.	Lead Teacher	Internal	All Year	Teachers are supported in teaching Poutama Tau, Te Tau and Whenu.
To provide more time to discuss priority learners and learning in Team Hui	Teams	Nil	Monthly	Team discuss learning, achievement and actions regularly at team hui.
To purchase/make resources to support learning	Identified Staff	\$3000	All Year	Resources bought to support programmes.
Review and adjust Te Uiu Aromatawai assessment.	Whānau Wide			More consistency in judgements for achievement.

Tuku Pūrongo Tā - TWoW 2022

Ingoa o te Kura:	Te Kura Takawaenga o Whangarei	Tau o te Kura:	7/8
Whāinga Rautaki:	Kia tupu tika te reo Māori hei reo ako i roto i nga ruma o te Whānau o Waimirirangi.		
Te whāinga ā-tau:	Kia eke ngā ākonga i nga taumata o te Marau kia tae ki te taumata tika mā wā rātou Reanga.		
Keo:	Pāngarau: Kaupae 6 – Y7 Kaupae 7 – Y8 Pānui: Miro – Y8 Pūngao 1 – Y7 Tuhituhi: Ka Rere – Y8 Ka Mārewa Y7		
Te Papa Raraunga	36% e anga ana ki te Kaupae 7 36% e anga ana i te Pūngao 1 4% e anga ana ki te Ka Rere Taumata 4 engari 32% i te Ka Mārewa, Taumata 3.		
EOY Raraunga Tau Waru	14% e anga ana ki te Kaupae 7 engari 53% i te Kaupae 8 mā te tau waru (Pāngarau) 24% e anga ana i te Miro engari 24% e anga ana i te Pūngao 1 mā te tau waru (Pānui) 6% e anga ana ki te Ka Rere Taumata 4 engari 14% i te Ka Mārewa, Taumata 3 mā te tau waru (Tuhituhi)		
EOY Raraunga Tau Whitu	12% e anga ana ki te Kaupae 6 engari 29% i te Kaupae 5 mā te tau whitu (Pāngarau) 5% e anga ana i te Pūngao 1 engari 24% e anga ana i te Pūngao A/Kiekie E mā te tau whitu (Pānui) 6% e anga ana ki te Taumata 3 engari 14% i te Taumata 2 mā te tau whitu (Tuhituhi)		
Ngā Mahi i ahia mātau?	Ngā Whakataunga i ahia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?
<ul style="list-style-type: none"> I whakamahi i te Marau Māori me ngā aromatawai Reo Māori. PLD tahi me Te Ahu o te reo. Whakaako ana mā te reo Māori. 	Ahakoa te torutoru o ngā ākonga i eke ki te taumata tika hei tā te Tāhūhū Mātauranga. I āta neke rātou i nga ekenga i te reo rua.	E pēnei ana nō te papaku o te puna marama ki te reo o nga ākonga. He patanga nake te ruku ki te reo me tōna atahuatanga	Ka kaha tonu te reo ā wahā. Ka whai tikanga tō ngā ākonga katoa ki te kōrero Māori.
Te Whakamahere mō tērā tau:			
He wānanga ake hei whānau kōtahi mo te arotake o te marautanga, kia maori mai. Hanga he pipoata hou, Me whakamahi taua i roto i te ETAP			

TE WHĀNAU O WAIMIRIRANGI END OF YEAR ASSESSMENT DATA T.4, 2022

Reading data for Te Whare Kowhai (Literacy support for TWoW)

							Total	Start Y7	Mid
Level 1 Number	4	4		2	8		14	50%	30%
Level 2 Number	1	5		4	4	11	25	37%	13%
Level 3 Number						2	2	3%	15%
Level 3							41		
Level 1 Number		5		3			8	13%	17%
Level 2 Number	1			5	7	1	14	46%	29%
Level 3 Number	3	1		5			9	26%	15%
Level 4 Number	5	2			6	7	20	0%	39%

Comments

- The light blue columns are the must-see in this table. They compare start of Intervention (mid year) and end-year reading support data for Y7 students in Te Whānau o Waimirirangi. Te Whare Kowhai kai-awhina have consistently directed their efforts at providing reading support to Y7 students during terms 3&4.
- The light blue columns show a decrease of students operating at L1 of 10%, an increase of 6% of students operating at L2 and an increase of 2% operating at L3. The comparison shows a decrease from start to end intervention at level 1 and an increase of students working at a higher reading level.
- There are 76 Y7 students in TWo Waimirirangi. Attention has been directed at improving the decoding and comprehension of Te Reo Māori through phonemic awareness, use of kuaro, and the whakawehe o ngā kupu.
- This mahi is part of the PLD of Mahi by Mahi. Still a lot of learning to be done during the implementation phase but the results are heartening and the students enjoy their time with our Kai-awhina.
- Student access to support is targeted mostly on need, therefore the L1+2 students get more support than the L3 students.
- LSA's are adding Māori Minute to their kete of resources also. The focus of support for our Kai-Awhina will be to utilise this resource also at the higher levels to build fluency and understanding.
- Shona reports that attending reo lessons has benefited her ability to use reo and build her confidence with pronunciation of vowels and kupu, which helps students.
- Akonga engagement in the Reading Programme has increased by having new staff involved one of whom can speak māori and the other person who is young and relates well to the age group.
- The data above reflects a start point (Mid Year) and progress achieved at the end point (Week 2, T4) that equates to 12 weeks of reading support for Y7 students in TWo Waimirirangi. Y8 students were given an Intensive reading Te Reo Māori support program in Terms 1 and 2.

Comparative data across TWoWaimiriangi Pānui

							Total	Start	Mid	End
Level 1 Number	10	10	9	5	11	3	48/76	34%	47%	63%
Level 2 Number	3	1	2		3	9	18/76	13%	13%	24%
Level 3 Number	1		3		0		4/76	2%	3%	3%
Level 4 Number										
Untested							6/76			8%
Year	1/6 Y6	1/4 Y6	1/7 Y6	1/6 Y6	1/5 Y6	1/3 Y6		Start	Mid	End
Phase	2/6 Y6	3/4 Y6	1/2 Y6	1/4 Y6	1/4 Y6	1/6 Y6				
Level 1 Number		5	3	7			15/87	30%	15%	17%
Level 2 Number	5		5	6	11	2	29/87	47%	15%	33%
Level 3 Number	5	4	5	4	1	2	21/87	11%	20%	24%
Level 4 Number	5	3	4			9	21/87	11%	15%	24%
Untested							1/87			2%

Assessing reading in Te Reo Māori.

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

Y7 Pānui commentary

- As at the years end, 5% of Y7 students are reading and understanding Te Reo Māori at **L3** as opposed to 2% of Y7s at the start of the year. **An increase of 3%.**
- As at the years end, 24% of Y7 students are reading and understanding Te Reo Māori at **L2** as opposed to 14% of Y7s at the start of the year. **An increase of 10%.**
- As at the years end, 63% of Y7 students are reading and understanding Te Reo Māori at **L1** as opposed to 84% of Y7s at the start of the year. **A decrease of 21%.**

Y8 Pānui commentary

- As at the years end, 24% of Y8 students were reading and understanding Te Reo Māori at **L4** as opposed to 11% of Y8s at the start of the year. **An increase of 13%.**
- As at the years end, 24% of Y8 students are reading and understanding Te Reo Māori at **L3** as opposed to 11% of Y8s at the start of the year. **An increase of 13%.**
- As at the years end, 33% of Y8 students are reading and understanding Te Reo Māori at **L2** as opposed to 47% of Y8s at the start of the year. **A decrease of 14%.**
- As at the years end, 17% of Y8 students are reading and understanding Te Reo Māori at **L1** as opposed to 30% of Y8s at the start of the year. **A decrease of 13%.**

Comparative data across TWoWaimihirangi Tuhituhi

								Start	Mid	End
							Total			
Level 1 Number	14	13	10	4	14	9	64/76	84%	81%	83%
Level 2 Number	1			7		3	11/76	14%	6%	14%
Level 3 Number				1			1/76	1%	1%	2%
Level 4 Number										
Untested							0/76			
Year	15 Y6	16 Y6	17 Y6	18 Y6	19 Y6	20 Y6		Start	Mid	End
Region	25 Waikato	11 Te Ro	12 Waikato	13 Te Koro	14 Te Ana	15 Kaitiaki				
Level 1 Number	6	7	15	6	12		46/87	53%	53%	53%
Level 2 Number	8	3		3		6	20/87	34%	10%	23%
Level 3 Number	2	2	2	2		4	12/87	14%	5%	14%
Level 4 Number				3		2	5/87			6%
Untested							4/87			5%

Assessing writing in Te Reo Māori (Tuhinga whakaahua/descriptive writing)

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

Y7 Tuhituhi commentary

- As at the years end, 2% of Y7 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L3 as opposed to 3% at the start of the year. **A decrease of 1%. We need to see increases at L3.**
- As at the years end, 14% of Y7 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L2 as opposed to 11% at the start of the year. **An increase of 3%.**
- As at the years end, 84% of Y7 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L1 as opposed to 86% at the start of the year. **A decrease of 2%**
- These results are disappointing and the same actions are called for as listed in the recommendations below.

Y8 Tuhituhi commentary

- As at the years end, 6% of Y8 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L4 as opposed to 0% at the start of the year. **An increase of 6%**
- As at the years end, 14% of Y8 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L3 as opposed to 12% at the start of the year. **An increase of 2%**
- As at the years end, 23% of Y8 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L2 as opposed to 34% at the start of the year. **A decrease of 11%**
- As at the years end, 53% of Y8 students were writing Te Reo Māori (Tuhinga whakaahua/descriptive writing) at L1 as opposed to 53% at the start of the year. **No change in data**
- The L1 results are disappointing as the numbers would suggest little or no movement/progress has been achieved
- A positive is, there is movement noted for the Y8 Co-hort between levels 2-4. Some students have moved from L2 to 3, others from L3 to L4.
- The Y7 data in particular makes for dire reading. Questions and discussions will need to be held at the next whānau hui where these results will be shared.

Comparative data across TŌWaimāiri-rangi Pāngarau

								Start	Mid	End
Level 1	4	7	6	1	4	8	30/76	63%	53%	54%
Level 2	5	2	1	4	6	4	22/76	29%	23%	24%
Level 3	2	1		3	1	2	9/76	11%	7%	12%
Level 4	1						1/76			1%
Untested							14/76			18%
Year	16 Y6	17 Y6	17 Y6	18 Y6	19 Y6	20 Y6		Start	Mid	End
Year	16 Y6	17 Y6	18 Y6	19 Y6	20 Y6	21 Y6				
Level 1	2		1	2	2		7/87	19%	7%	5%
Level 2	4	4	2	4	7	1	22/87	25%	24%	24%
Level 3	9	9	11	8	5	4	46/87	53%	54%	53%
Level 4	1	1	2			8	12/87			14%
Untested							0/87			0%

Pāngarau (Mātauranga Tau, Meka Matua).

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

Y7 Pāngarau commentary

- As at the years end, **1%** of Y7 students were assessed at **L4** as opposed to **0%** of Y7s at the start of the year. **An increase of 1%.**
- As at the years end, **12%** of Y7 students were assessed at **L3** as opposed to **11%** of Y7s at the start of the year. **An increase of 1%.**
- As at the years end, **29%** of Y7 students were assessed at **L2** as opposed to **24%** of Y7s at the start of the year. **An increase of 5%.**
- As at the years end, **39%** of Y7 students were assessed at **L1** as opposed to **63%** of Y7s at the start of the year. **A decrease of 24%.**

Y8 Pāngarau commentary

- As at the years end, **14%** of Y8 students were assessed at **L4** as opposed to **0%** of Y8s at the start of the year. **An increase of 14%.**
- As at the years end, **53%** of Y8 students were assessed at **L3** as opposed to **34%** of Y8s at the start of the year. **An increase of 19%.**
- As at the years end, **25%** of Y8 students were assessed at **L2** as opposed to **39%** of Y8s at the start of the year. **A decrease of 14%.**
- As at the years end, **8%** of Y8 students were assessed at **L1** as opposed to **19%** of Y8s at the start of the year. **A decrease of 11%.**

Pangarau Recommendations

- An analysis of how much time is devoted to pangarau needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- Even though there is positive movement across the immediate levels, what practices have the greatest effect on achievement?

Pānui Recommendations

- An analysis of how much time is devoted to writing needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- Even though there is positive movement across the immediate levels, what practices have the greatest effect on achievement?

Tuhituhi Recommendation

- An analysis of how much time is devoted to writing needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- This learning area is the one area of concern as the data shows the least progress. PLD focus to be targetted in 2023.

Tuhituhi 2023 Goals

Y8s=40% to be at L3 or 4 (2022 20%)

Y7= 20% to be at L3 or L4 (2022 2%)

Pānui 2023 Goals

Y8s=60% to be at L3 or 4 (2022 50%)

Y7= 30% to be at L3 or L4 (2022 5%)

Pangarau 2023 Goals

Y8s=70% to be at L3 or 4 (2022 67%)

Y7= 40% to be at L3 or L4 (2022 14%)

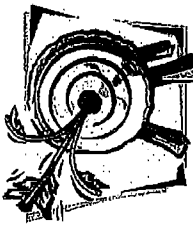
He Whakatauki o te Wā

- Ahakoa he ifi, he pounamu

Nā Wīremu Rankin.

02/11/22

TARGETS 2022: MATHEMATICS (Auraki)

	<p>Target Goal</p> <ul style="list-style-type: none">75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 875% of students will have achieved NZC Level 4 in basic facts at Year 8 <p>Target Reached</p> <ul style="list-style-type: none">62% (151/243) of students achieved NZC Level 4 in Numeracy for Year 858% (148/241) of students achieved NZC Level 4 in basic facts at Year 8																																													
<p>ACTION PLAN:</p> <p>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather numeracy levels term 1 and again term 4 to show the actual progress made.</p> <p>25% of our Year 7 students (64/259) at the end of 2021 were achieving at/above NZC Level 4 in Numeracy .</p> <p>41% of our Year 7 students (104/259) at the end of 2021 were working at/above NZC Level 4 in basic facts.</p>																																														
<p>Assessment Tools:</p> <p>Base Data: Year 7 Basic Facts and Number WIS report, GLoSS, Basic Facts Test, IKAN, Class exemplars and assessments, eAsTTle</p>																																														
<table><tr><th>ACTION</th><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.</td><td>Teachers</td><td>Nil</td><td>All year</td><td>Teachers confident in teaching multi level classes</td></tr><tr><td>To provide in-service support to PRT and new kaiako in the school. David Kelly funded to support this role.</td><td>Lead teacher Identified Staff</td><td>0.2</td><td>All year</td><td>Teachers are inducted into the process of teaching multi level numeracy and strand</td></tr><tr><td>To purchase/make resources to support learning</td><td>Identified Staff</td><td>\$1000</td><td>All year</td><td>Resources bought to support programmes</td></tr><tr><td>Use online tools in Mathematics TBC-funding dependent</td><td>Available to all classes</td><td>\$10 000</td><td>All year</td><td>Students enjoy learning at their own pace and time</td></tr><tr><td>Provide more learning opportunities for extension students therefore allowing class teachers to spend more time with those below and at their level.</td><td>Schoolwide identified students</td><td>0.25 staffing</td><td>All year</td><td>More students getting small group support</td></tr><tr><td>Provide acceleration for groups of students with teacher.</td><td>Identified students</td><td>0.2 staffing</td><td>All year</td><td>Students will be at their cohort level in Maths</td></tr><tr><td>Review and adjust assessments including e-asTTle and pre and post assessments including e AsTtle GLoSS and exemplars</td><td>Schoolwide</td><td>Nil</td><td>Term 1</td><td>More consistency in judgements for achievement</td></tr><tr><td>Develop and complete set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki.</td><td>Schoolwide</td><td>Time</td><td>Year</td><td>Teachers have clear focus on core learning</td></tr></table>		ACTION	Who	Costs	When	Expected Outcome	To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.	Teachers	Nil	All year	Teachers confident in teaching multi level classes	To provide in-service support to PRT and new kaiako in the school. David Kelly funded to support this role.	Lead teacher Identified Staff	0.2	All year	Teachers are inducted into the process of teaching multi level numeracy and strand	To purchase/make resources to support learning	Identified Staff	\$1000	All year	Resources bought to support programmes	Use online tools in Mathematics TBC-funding dependent	Available to all classes	\$10 000	All year	Students enjoy learning at their own pace and time	Provide more learning opportunities for extension students therefore allowing class teachers to spend more time with those below and at their level.	Schoolwide identified students	0.25 staffing	All year	More students getting small group support	Provide acceleration for groups of students with teacher.	Identified students	0.2 staffing	All year	Students will be at their cohort level in Maths	Review and adjust assessments including e-asTTle and pre and post assessments including e AsTtle GLoSS and exemplars	Schoolwide	Nil	Term 1	More consistency in judgements for achievement	Develop and complete set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki.	Schoolwide	Time	Year	Teachers have clear focus on core learning
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ENGLISH MEDIUM MATHS ANALYSIS OF VARIANCE 2022

School Name:	Whangārei Intermediate School	School Number:	1129
Strategic Aim:	To develop and improve schoolwide Numeracy and Literacy programmes (National Priority)		
Annual Aim:	Further consolidation of the teaching of Te Reo Maori me ona Tikanga and eLearning have been the focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. Mandarin is taught to specific classes and the kura identifies students at risk (National Priority) and puts in place special programmes to improve children's learning outcomes.		
Target:	75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8 75% of students will have achieved NZC Level 4 in basic facts at Year 8		
Baseline Data:	Gather numeracy levels term 1 and again term 4 to show the actual progress made. 29% of our Year 7 students (80/277) at the end of 2020 were achieving at/above NZC Level 4 in Numeracy . 49% of our Year 7 students (136/279) at the end of 2020 were working at/above NZC Level 4 in basic facts.		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
To embed 'best practice' in teaching of numeracy in the school by developing teachers practice to work in a multi-level environment. <ul style="list-style-type: none">To provide opportunities for staff to discuss targets and appropriate teaching programs to support student progression.To provide more extension and acceleration opportunities for students through dedicated kaiako. Use NZCER Maths testing <ul style="list-style-type: none">Using a commercial suite of resources such as IXL, Symphony Maths and Ed Perfect.To provide in service support to PRTs to develop pedagogy.. Adjusted AOs by year to have a clearer Yr 7-8 progression at our kura.	Results 154/284 or 55% of students achieved NZC Level 4 in numeracy for Year 8. This is an increase of 70 students. We were 20% or 56 students off our target 65% (187/284) of students achieved NZC Level 4 in basic facts at Year 8. This was an increase of 51 students on last year's information. We were 10% short of our target or 28 taurua.	At the mid year we were tracking really well. Unfortunately the level 4 Alert in August created a major disruption and for some several weeks of learning was lost. Other students did a limited amount of learning during this time. Meeting times in 2021 were reduced as a way of decluttering and allowing our kaiako to learn te Reo Maori. More extension opportunities were provided and several students achieved top honours in National competitions. Assessments were switched to NZCER for learning classes this may affect kaiako judgements.	A more in depth review needs to be done in this area involving teachers. More time needs to be made available for teachers to collaborate and moderate around student outcomes and learning. With new staff coming in more induction and support needs to be provided for teachers especially around the teaching of level 4 AOS and specifically identifying what instructional focus will be the most efficient at raising students into level 4.
Planning for next year:			
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.			

AURAKI MATHEMATICS ACHIEVEMENT DATA: END of YEAR ANALYSIS 2022

WhangareiInt

skill id used: 10017 Basic Facts WI Level T4

- Paul Botica - DP Whole School

Percentage of Pupils - for 2022 Printed: 24 Nov 2022

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	3% (7)	9% (20)	15% (33)	15% (35)	19% (42)	19% (43)		8% (17)	4% (8)	15% (35)	38% (85)		48% (226)
Y8	0% (1)		2% (6)	6% (15)	16% (38)	18% (43)	19% (45)	18% (43)		11% (26)	18% (43)	37% (88)		52% (241)

Year Basic Facts Achievement						
	Mid Year			End of Year		
Year Level	Well Below	Below	At/Above	Well Below	Below	Above
Year 7	32	24	36	28	14	58
Year 8	39	23	39	24	18	58

School Targets

- 75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8
- 75% of students will have achieved NZC Level 4 in basic facts at Year 8

Basic Facts Key Points

- 58% of the Year 7s are at the desired level; another 17% of the Year 7s need to move up by half a level to hit our target.
- 58% of the Year 8s are at the desired level; another 17% need to move up to hit our target.
- There are high numbers below level 3 in Year 7 28% it is much better in Year 8 8%. Perhaps this explains why our students are performing not too well in the PAT Math.
- There is very little difference between our Māori group and overall school group in basic facts yet a bigger difference in number knowledge, why does this differential exist?
- To perform at L4 for basic facts students need to know:
 - ❖ Multiplication and division facts to 100
 - ❖ Find squares of 1-10 and the reverse square root
 - ❖ Convert basic fractions to % and decimals and vice versa
 - ❖ Know division tests for 2 3 5 9 and 10
 - ❖ Find factors of numbers under 100

WhangareiInt

skill id used: 10504 Number Knowledge (3)End

- Paul Botica - DP Whole School

Percentage of Pupils - for 2022 Printed: 24 Nov 2022

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	0% (1)	1% (2)	2% (4)	15% (34)	25% (57)	35% (78)	16% (36)				25% (57)	50% (114)		48% (226)
Y8		0% (1)	0% (1)	3% (8)	10% (24)	24% (58)	35% (84)	21% (52)			24% (58)	56% (136)		52% (243)
Total pupils	0 % (1)	1 % (3)	1 % (5)	9 % (42)	17 % (81)	29 % (136)	26 % (120)	14 % (66)	3 % (15)		25% (115)	53% (250)		(469)

WhangareiInt

skill id used: 10504 Number Knowledge (3)End

- Paul Botica - DP Whole School

Percentage of Pupils (males only) (NZ Maori only) - for 2022 Printed: 24 Nov 2022

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	2% (1)	2% (1)		19% (8)	26% (11)	23% (10)	21% (9)				26% (11)	44% (19)		57% (43)
Y8			3% (1)	3% (1)	16% (5)	47% (18)	13% (4)	19% (6)			47% (15)	31% (10)		43% (32)

WhangareiInt

skill id used: 10504 Number Knowledge (3)End

- Paul Botica - DP Whole School

Percentage of Pupils (females only) (NZ Maori only) - for 2022 Printed: 24 Nov 2022

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7			2% (1)	27% (11)	37% (15)	24% (10)	2% (1)				37% (15)	27% (11)		54% (41)
Y8				6% (2)	14% (5)	26% (9)	46% (16)	9% (3)			26% (9)	54% (19)		46% (35)

Number Achievement Year									
	Start of Year			Mid Year			End of Year		
Year Level	Below	Just below	At/ Above	Well Below	Just below	At/ Above	Well Below	Just below	At/ Above
Year 7	39	20	41	32	36	33	18%	25%	57%
Year 8	39	26	34	32	27	41	13%	24%	62%

School Targets

75% of our students will be at Curriculum Level 4 by the end of Year 8

70% of our Yr 8 Maori Students will be at Curriculum Level 4 by the end of Year 8

Key Points

- Currently 57% of our Year 7 students are at the desired level for the end of the year. We needed to move another 18 % to meet the target.
- Currently 62% of our Year 8 students are already at the desired target. We need moved 13% of our students to the target this year.
- There are fewer critical students here compared to the start of the year showing good decreases in those at critical levels for number, a 50% reduction in Yr 7 and a tripling reduction in Yr 8.
- Our Maōri cohort seem to not do as well as the school cohort especially in comparison with basic facts which is somewhat surprising.
- Improvement has been made since the start of the year.

MATH AND STATISTICS IMPLEMENTATION POLICY	
Examples of Best Practice for Mathematics Learning and teaching	
Best Classroom Practice	Why?/How?
Whole class/small group teaching	needs/ability based cater for individual needs
Use equipment	to introduce and reinforce concepts
Wait	allow for 'thinking time'
Questioning	leading on to next step explanation e.g. math language leading to higher order thinking
Posing and solving problems	real life situations purposeful learning making connections between known and unknown teach skills and knowledge
Recording	use of appropriate equations and symbols
Using strategies/ materials and mental	variety applied by students working from appropriate resources (Numeracy Booklets, Figure it Out, Dragon Math, AWS, online resources etc.)

Deliberate acts of teaching	identified needs for groups/individuals/whole class modeling reflecting reinforcing (a consistent and structured maintenance programme) sharing intended learning intentions
Explaining/verbalising strategies	working collaboratively and co-operatively think/pair/share discourse
Shared learning intention	oral/written self assessment goal setting empowered learners
Reflection	next step learning debriefing
Clear/flexible planning	deliberate acts of teaching teachable moments high expectations
Thorough knowledge of curriculum area	upskilling/professional development collegial support

Paul Botica
25/11/22

MATHEMATICS PAT STUDENT ACHIEVEMENT Term 4 2022

The following results are for students in English medium classes and. There are 8 Year 7 classes and 9 Year 8 Classes in the data set.

PAT MATHEMATICS 2022 Year 8

Progress Over Time

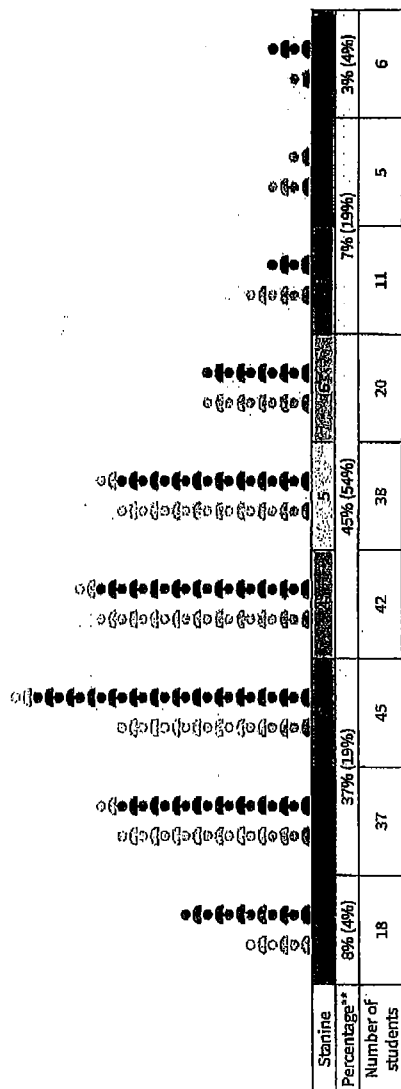
PAT Mathematics Test 5A

Number of Students (Completed)

214 / 222

Mean Stanine

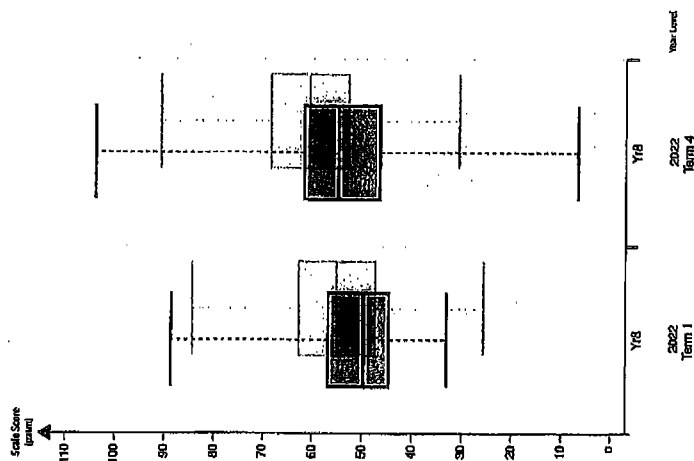
3.9 (5)*



Stanine Distribution (♂ = 2 Male ♀ = 2 Female)

* Numbers in brackets provide statistics for all students in the national reference group.
 ** Percentages may not add up to 100 percent due to rounding.

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Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	8	188/195	51.9 (55.0)	10.4 (11.4)	88.5 (94.4)	55.8 (62.7)	49.7 (55.0)	44.6 (47.3)	33.1 (25.7)
2022	Term 4	8	193/200	54.8 (60.6)	12.9 (11.6)	103.8 (90.6)	61.7 (68.5)	54.8 (60.6)	46.5 (52.8)	6.8 (90.6)

PAT MATHEMATICS 2022 Year 8 Māori Taurira

PAT Mathematics Test 5A

Scale Score
(Percent)

Number of Students (Completed)

61 / 64

Mean Stanine

3.3 (5)*



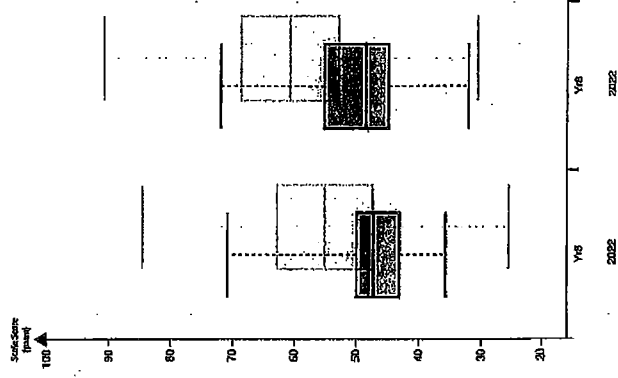
Stanine Distribution (♂ = 1 Male ♀ = 1 Female)

* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

9 NZCER

Term 4: 2022

Applied Filters:
Ethnicity: Māori



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Range
2022	Term 1	8	59/64	47.8 (55.0)	4.9 (11.4)	70.3 (84.4)	50.0 (62.7)	47.2 (55.0)	45.5 (55.0)	35.7 (25.0)
2022	Term 4	8	61/64	50.2 (60.5)	8.7 (11.6)	71.8 (90.6)	55.1 (68.5)	48.5 (60.6)	44.9 (52.8)	32.1 (40.0)

The graphs show that progress for our Māori students was less than the overall school group. It is important to also note that on average Māori achievement is lower than the school average. The group that requires particular attention is the girls. Overall growth for this group was very small compared to the NZ group. It needs to be noted that a number of students did not do the beginning of the year test.

PAT MATHEMATICS 2022 Year 7

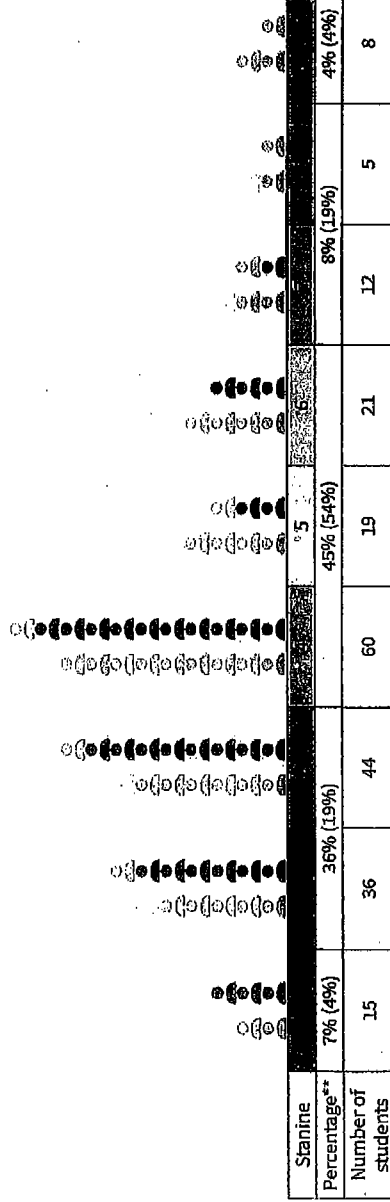
PAT Mathematics Test 4A

Number of Students (Completed)

216 / 220

Mean Stanine

4.0 (5)*



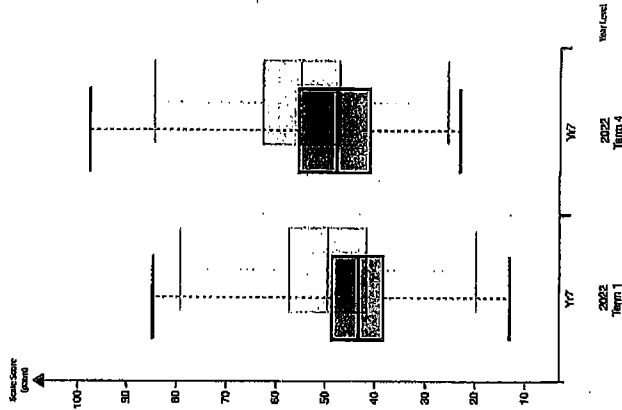
Stanine Distribution (♂ = 3 Female ♀ = 3 Male)

* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

© NZCER

Term 4: 2022



Year	Term	Student (Completed)	Mean Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	188/194	44.2 (48.5)	97.0 (11.5)	84.7 (79.3)	48.7 (57.4)	45.3 (49.5)	38.4 (41.8)	13.1 (19.9)
2022	Term 4	190/194	49.3 (55.8)	12.1 (11.4)	97.6 (84.4)	55.5 (62.7)	47.8 (50.8)	41.1 (47.3)	23.2 (25.7)

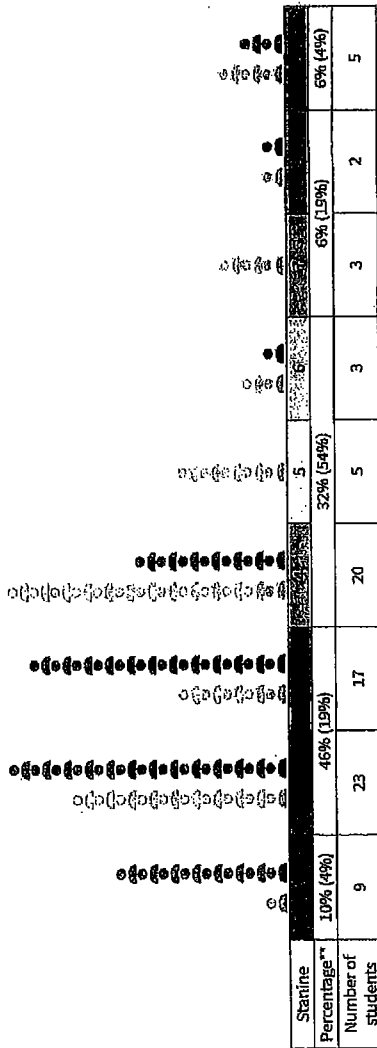
The graphs show that progress for Year 7 overall was noticeably less than the NZ group over the year for us to have higher achievement in maths we would have to accelerate our achievement. We have large numbers of students in the stanine 2-3 area.

Number of Students (Completed)

86 / 87

Mean Stanine

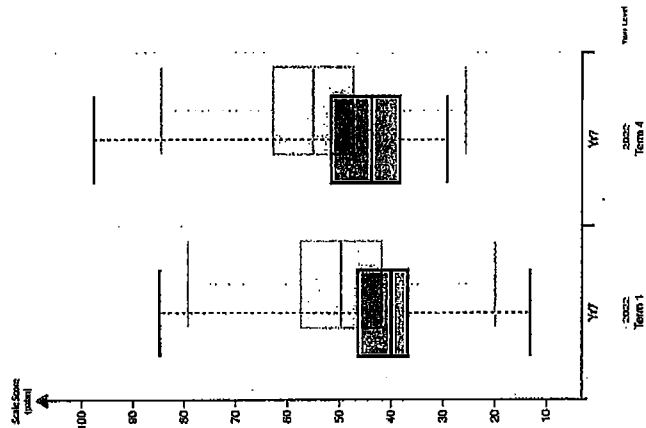
3.6 (5)*



Stanine Distribution (1 = 1 Female, 2 = 1 Male)

* Numbers in brackets provide statistics for all students in the national reference group.
 ** Percentages may not add up to 100 percent due to rounding.

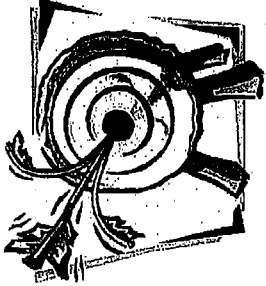
Applied Filters:
 Ethnicity: Māori



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	72/74	42.9 (49.6)	10.9 (11.5)	84.7 (79.3)	46.4 (57.4)	38.9 (49.6)	36.8 (41.8)	13.1 (19.9)
2022	Term 4	7	73/74	46.9 (55.0)	13.7 (11.4)	57.6 (84.4)	51.6 (62.7)	43.7 (55.0)	38.3 (47.3)	29.2 (25.7)

The graphs show that progress for our Māori students was similar to the overall school group. It is important to also note that on average Māori achievement is lower than the school average, however the Māori boys were above the school average. The group that requires particular attention is the girls, they are on average .6 of a stanine lower than the boys. Overall growth for this group was similar compared to the NZ group. It needs to be noted that a number of students did not do the beginning of the year test.

TARGETS 2022: LITERACY (Auraki)

	Target Goal <ul style="list-style-type: none">80% of students will have achieved Level 4 in Reading NZC at end of Year 8																																																															
	Target Reached <ul style="list-style-type: none">66% (162/243) of students have achieved Level 4 NZC at end of Year 8 for Reading39% (13/33) of Māori boys are at Level 4 for Reading																																																															
	Target Goal <ul style="list-style-type: none">70% of students will have achieved level 4 in Writing at end of Year 860% of Māori Boys will have achieved level 4 in Writing at end of Year 8																																																															
	Target Reached <ul style="list-style-type: none">58% (142/244) of students have achieved Level 4 in Writing at end of Year 824% (8/33) of Māori boys have achieved Level 4 in Writing at end of Year 8																																																															
ACTION PLAN: Literacy Levels <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>22% of our Year 7 students (57/259) at the end of 2021 were achieving level 4 in Reading</p> <p>5% of our Year 7 Maori Boys (11/45) at the end of 2021 were achieving level 4 in Reading</p> <p>52% of our Year 7 students (134/259) at the end of 2021 were achieving level 4 in Writing</p> <p>11% of our Year 7 Maori boys (9/45) at the end of 2021 achieved level 4 in Writing</p>																																																																
Assessment Tools: <p>Base Data: Probe, eAsTtle writing matrix.</p> <p>Target Data: Snap Shots, Regular, Moderated Planned Sample, TAR, BURT (reading), (Term 1)</p>																																																																
<table><tr><th>ACTION</th><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>To provide in-service support to new teachers in the school on how to teach writing through modelling process.</td><td>Lead Teacher</td><td>Internal</td><td>All year</td><td>New teachers are inducted into the process of teaching literacy</td></tr><tr><td>Use e-asTtle writing assessment tool to streamline assessment and formative practice (eLearning).</td><td>eLearning teachers</td><td>Nil</td><td>Term 1</td><td>eLearning teachers discuss issues and results surrounding literacy</td></tr><tr><td>To provide explicit writing support for teachers who want it.</td><td>Identified Staff</td><td>Nil</td><td>All year</td><td>Resources bought to support programmes or shared</td></tr><tr><td>Staff PLD on Writing progressions and moderating for OTJs ToDs.</td><td>Identified Students</td><td>Inclusive</td><td>All year</td><td>Consistency around students expectations with writing</td></tr><tr><td>Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Exemplars for students to refer to.</td><td>Lead Teacher</td><td>Inclusive</td><td>All year</td><td>Students are engage purposefully in writing</td></tr><tr><td>To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.</td><td>Team Leaders</td><td>Inclusive</td><td>All year</td><td>Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.</td></tr><tr><td>Introduce student writing self-assessment and resource tool across school to be used.</td><td>English Lead</td><td>Free</td><td>All year</td><td>Teachers will have a shared understanding of assessment criteria</td></tr><tr><td>Purchase new copies of the latest Reading Book from Sheena Cameron</td><td>English Lead</td><td>\$350</td><td>Term 1</td><td>Teachers will have up to date practices</td></tr><tr><td>Reorganisation of Target Reading Tracking system English Medium</td><td>LSC</td><td>Free</td><td>All year</td><td>Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.</td></tr><tr><td>Hub and LSA reading support for students well below expectation in Reading.</td><td>LSC</td><td>3-4 LSCs for Hub Prog</td><td>All year</td><td>Improved Reading achievement for weaker readers.</td></tr><tr><td>Hub group set up on etop to keep data with students over 2 years.</td><td>LSC</td><td>Nil</td><td>All year</td><td>Ongoing data is available for monitoring and analyse</td></tr></table>					ACTION	Who	Costs	When	Expected Outcome	To provide in-service support to new teachers in the school on how to teach writing through modelling process.	Lead Teacher	Internal	All year	New teachers are inducted into the process of teaching literacy	Use e-asTtle writing assessment tool to streamline assessment and formative practice (eLearning).	eLearning teachers	Nil	Term 1	eLearning teachers discuss issues and results surrounding literacy	To provide explicit writing support for teachers who want it.	Identified Staff	Nil	All year	Resources bought to support programmes or shared	Staff PLD on Writing progressions and moderating for OTJs ToDs.	Identified Students	Inclusive	All year	Consistency around students expectations with writing	Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Exemplars for students to refer to.	Lead Teacher	Inclusive	All year	Students are engage purposefully in writing	To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.	Team Leaders	Inclusive	All year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.	Introduce student writing self-assessment and resource tool across school to be used.	English Lead	Free	All year	Teachers will have a shared understanding of assessment criteria	Purchase new copies of the latest Reading Book from Sheena Cameron	English Lead	\$350	Term 1	Teachers will have up to date practices	Reorganisation of Target Reading Tracking system English Medium	LSC	Free	All year	Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.	Hub and LSA reading support for students well below expectation in Reading.	LSC	3-4 LSCs for Hub Prog	All year	Improved Reading achievement for weaker readers.	Hub group set up on etop to keep data with students over 2 years.	LSC	Nil	All year	Ongoing data is available for monitoring and analyse
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ENGLISH MEDIUM LITERACY ANALYSIS OF VARIANCE REPORT 2022

School Name:	Whangārei Intermediate School		School Number:	1129
Strategic Aim:	To develop and improve schoolwide Numeracy and Literacy programmes (National Priority)			
Annual Aim:	Further consolidation of the teaching of Te Reo Māori, eLearning and Writing, Mathematics, focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. A Mandarin immersion class has been established and as a school we identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes			
Target:	<p>Target Goal</p> <ul style="list-style-type: none"> 80% of students will have achieved Level 4 in Reading NZC at end of Year 8 <p>Target Goal</p> <ul style="list-style-type: none"> 70% of students will have achieved level 4 in Writing at end of Year 8 60% of Maori Boys will have achieved level 4 in Writing at end of Year 8 			
Baseline Data:	<p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made: These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>22% of our Year 7 students (57/259) at the end of 2021 were achieving level 4 in Reading</p> <p>5% of our Year 7 Maori Boys (11/45) at the end of 2021 were achieving level 4 in Reading</p> <p>52% of our Year 7 students (134/259) at the end of 2021 were achieving level 4 in Writing</p> <p>11% of our Year 7 Maori boys (9/45) at the end of 2021 achieved level 4 in Writing</p>			
Actions	<p>To provide in-service support to new teachers in the school on how to teach writing through CoL release.</p> <p>Use e-asfite writing assessment tool to streamline assessment and formative practice</p> <p>Staff ToD PLD on Writing progressions and moderating for OTJs</p> <p>To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.</p>	<p>Outcomes</p> <p>Reading</p> <p>Target Reached</p> <ul style="list-style-type: none"> 66% (162/243) of students have achieved Level 4 NZC at end of Year 8 for Reading 39% (13/33) of Māori boys are at Level 4 for Reading <p>Writing</p> <p>Target Reached</p> <ul style="list-style-type: none"> 58 % (142/244) of students have achieved Level 4 in Writing at end of Year 8 24% (8/33) of Māori boys have achieved Level 4 in Writing at end of Year 8 	<p>Reasons for the variance</p> <ul style="list-style-type: none"> We were 14% off our target for reading. There was this thing called covid which we believe had a significant effect on attendance and therefore ALT Due to illness, especially T2 and T3 we found that there was significant disruption to classes and programmes. Synthesis is a big part of L4 so students less inclined to present learning and do the research do not meet the L4 standard. The students can read but their enthusiasm to present is not so high affecting overall best fit. We were 12% off our target for writing. It was difficult for teachers to keep continuity and steady progress due to disruption. 	<p>Evaluation</p> <ul style="list-style-type: none"> This group has now left Whangarei Intermediate so we can only focus on the new cohort coming in as Year 7s and the current Year 7 Cohort who will transition to Year 8 next year. Ensuring kaiako are applying best practice and providing timely and appropriate acceleration strategies will be the kura's focus next year in Literacy. The support programmes informing kaiako of key learning so the interventions and class kaiako compliment each other is also a key focus. Review of current online learning support and looking at the best way to develop readers and writers using ICT tools will also be a focus. Increasing ALT by changing Friday enrichment is also hoping to add value.
Planning for next year:	<p>Increase ALT by having enrichment over week rather than 1 day. This will allow for more instructional Literacy time for kaiako. Purchase recent writing resources for new teachers to refer to.</p>			

AURAKI READING ACHIEVEMENT DATA: End of Year 2022

The desired levels stated are the end of year expectations for Yr 7 and Yr 8 students. The data was collected from the End of Year reports.

WhangareiInt

skill id used: 10466 Reading Level (3)End

Admin Whole School

Percentage of Pupils - for 2022 Printed: 22 Nov 2022

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	1% (3)	0% (1)	4% (9)	7% (15)	35% (78)	38% (82)	13% (30)				35% (78)	52% (117)		48% (226)
Y8		0% (1)		1% (3)	9% (22)	22% (54)	47% (113)	17% (40)			22% (54)	63% (153)		52% (241)
total pupils	1 % (3)	0 % (2)	2 % (9)	4 % (18)	21 % (100)	30 % (141)	31 % (143)	9 % (43)	2 % (8)		28% (132)	58% (270)		(467)

WhangareiInt

skill id used: 10466 Reading Level (3)End

Admin Whole School

Percentage of Pupils (females only) (NZ Maori only) - for 2022 Printed: 22 Nov 2022

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7			5% (2)	8% (3)	50% (20)	30% (12)	5% (2)				50% (20)	35% (14)		53% (40)
Y8				3% (1)	17% (6)	23% (8)	43% (15)	14% (5)			23% (8)	57% (20)		47% (35)
Total pupils			3 % (2)	5 % (4)	35 % (26)	27 % (20)	23 % (17)	8 % (6)			37% (28)	45% (34)		(75)

WhangareiInt

skill id used: 10466 Reading Level (3)End

- Admin Whole School

Percentage of Pupils (males only) (NZ Maori only) - for 2022 Printed: 22 Nov 2022

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	5% (2)		5% (2)	5% (2)	38% (16)	40% (17)	7% (3)				38% (16)	48% (20)		56% (42)
Y8		3% (1)			12% (4)	45% (15)	36% (12)	3% (1)			45% (15)	39% (13)		44% (33)
Total pupils	3 % (2)	1 % (1)	3 % (2)	3 % (2)	27 % (20)	43 % (32)	20 % (15)	1 % (1)			41% (31)	44% (33)		(75)

Reading Achievement to Mid Year									
	Start of Year (STAR test)			Mid Year Best Fit			End of Year Best Fit		
	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above
Year 7	28	26	46	34	34	32	12	35	52
Year 8	38	35	27	24	32	42	11	22	67
Yr 7 NZM				43	36	21	13	44	42
Yr 8 NZM				44	34	21	17	34	49

Target Goal

85% of our Yr 8 students will achieve at the Level 4 area for Reading.

Comment

- 52% of our Yr 7 students are at the expected level for reading. We moved a further 20% to the expected level for the 2nd half of the year.
- 67% of our Year 8 students are at the desired level for reading 18% more have to move for the school to achieve the goal.
- There seems to be a noticeable difference in the baseline test at the start of the year which is based on the STAR test only. While the mid year is based on best fit judgements on multiple information sources. The judgment seems to be more conservative.
- The STAR test for Yr 7 is about 10% higher than the Best Fit judgment.
- There seems to be a good decrease of students at the critical area in both Year 7 and 8.
- 12% of Year 7s and 11% of Year 8s are still in the Well below area for reading.
- 35 % and 32% of our Year 7 and 8 students are just below the expected level for reading.
- For our Maori students there is a difference of roughly 10-11% lower compared to the main school group.
- On average 40% of our Maori students are just below the desired level for the end of year.
- There have been significant reductions in our Maori Group who are well below in reading.
- There seems to be a noticeable difference between the Year 7 and 8s.

Recommendations

It is obvious that the intensive reading support programmes provided for students at the hub make a difference to students' reading achievement. The decrease in the lower groups decreases over the year.

Early screening and operation of this group appears important to ensure students do not miss out and they all get boosters over the year.

The 3 Key areas to focus on developing readers are **Decoding**, **Understanding** the text and **Thinking** about the text.

Word recognition Strategies

English is composed of several languages (Saxon, Latin and French) so patterns in decoding are broad, vary and don't follow one general rule, however 80% of words do follow common patterns.

- Exploring syllables
- Chunking words into smaller parts
- Word Families root words, suffixes, prefixes
- Key sight words 100 of these words are in 50% of all texts. Learning them by sight allows more cognitive functioning for understanding and thinking about the text.
- Weirdo words by sight- These 25 words don't follow common patterns
- Common combinations e.g kle crackle tackle ankle
- Sound/letter relationships at the start, middle and end, battlers often hit the start right then it all falls to bits.

- Consonant blends
- Long and short vowels
- Clusters of word phrases.
- Recognising contractions

Key Comprehension Strategies

that readers use according to Davis, Cameron and TKI;

- Prior Knowledge/ Prediction, known for making connections.
- Visualising
- Inferring
- Self questioning
- Sequencing
- Summarising
- Synthesis
- Identifying writers' purpose / point of view

Paul Botica

25/11/2022

ENGLISH MEDIUM READING ACHIEVEMENT: End of Year Data Analysis 2022

Students were tested in reading with the STAR (Supplementary Test of Achievement in Reading) test. This is a standardised test that compares student achievement to nationally normed results. Auraki students were tested at the beginning of the year and at the start of November. The purpose for using this test is to identify at-risk students, examine general reading progress over the year and identify class and school wide needs in reading. Nearly every student has completed the test.

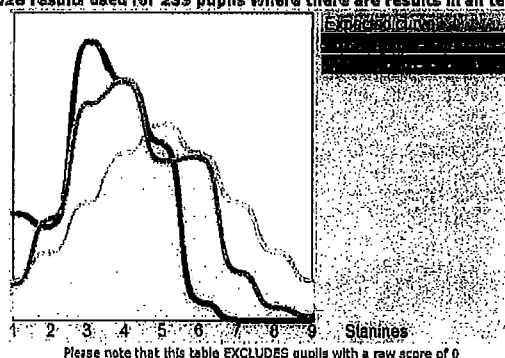
The end of year results include students who have enrolled throughout the year, some as recently in the last fortnight. Most students have done the test a small number have been away or students whose reading is very low will not be subjected to the test experience.

YEAR 7s

Year 7 Boys and Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78A Av Stanine 4.0 <i>Rounded to the nearest whole percent</i>	52%	48%	0%
2022 T4:78B Av Stanine 4.2 <i>Rounded to the nearest whole percent</i>	36%	57%	7%

T1 to T4 Student Achievement by Stanine.

426 results used for 233 pupils where there are results in all tests



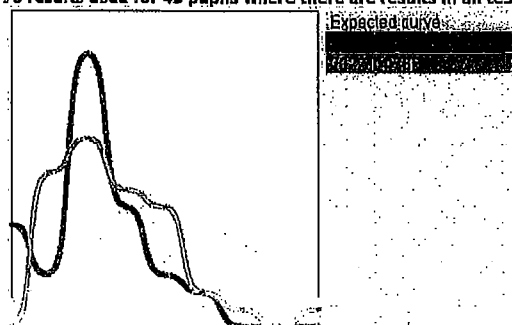
Analysis

We still have a number of students in the lower stanines, although fewer in the most critical. A rough estimation possibly shows or indicates we did move a number of students from stanine 3 – 7 which is usually our biggest group. We have a few high achievers but not in the same quantity as the normed group.

At the start of the year weaker readers were not put through this test so the increase is probably a bit more marked in the lower stanines. Overall on average we were the same as the NZ average scale score increase for Year 7. We increased the Yr overall achievement by .2 of a stanine.

Year 7 Maori Girls As percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78A Av Stanine 3.6 <i>Rounded to the nearest whole percent</i>	68%	32%	0%
2022 T4:78B Av Stanine <i>Rounded to the nearest whole percent</i>	51%	44%	5%

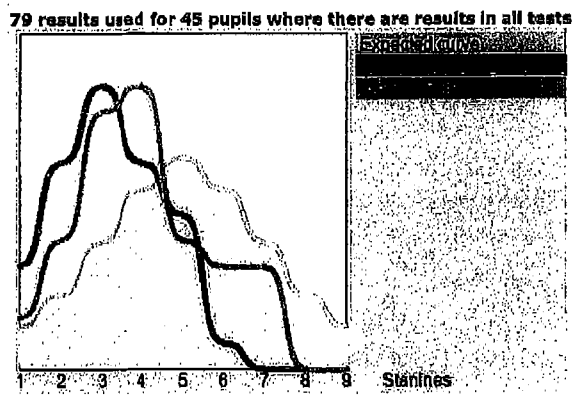
76 results used for 43 pupils where there are results in all test



Analysis

This group has made a slighter greater increase than the normed group. Although an increase in stanine .2 this is probably new students and students who did not sit the test at the start of the year.

Year 7 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78A Av Stanine 3.7 <i>Rounded to the nearest whole percent</i>	61%	39%	0%
2022 T4:78B Av Stanine 4.0 <i>Rounded to the nearest whole percent</i>	41%	49%	10%



Analysis

Pleasing reduction in lower stanines and increases in higher stanines for our Year 7 boys by the year's end. The Yr 7 Maori Boys' average is actually higher than the girls which is a very surprising feature and a better increase than the school cohort.

Recommendations

Looking at the Critical areas in each sub test demonstrates we have higher than expected numbers of students in all of the Critical Ranges.

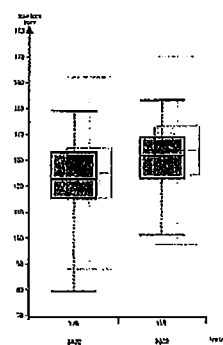
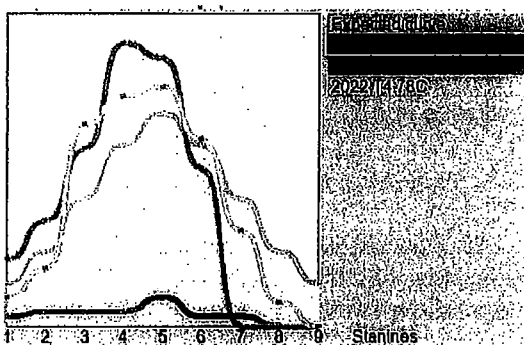
Developing Vocab and Paragraph understanding are important areas to develop and the nuances of Language are a major area of development for our students.

Word recognition and Sentence Comprehension are much stronger than the other areas.

Sub Test	Critical Numbers	Relative Weakness by Average correct questions.
Word Recognition	20%	same
Sentence Comp	30%	same
Paragraph Comp	30%	-2.5
Vocab	28%	same
Language	46%	-3
Writing Style	38%	-2.5

YEAR 8s

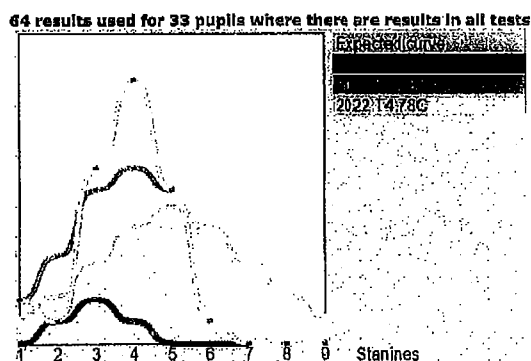
Year 8 as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78B Av Stanine 4.7 <i>Rounded to the nearest whole percent</i>	33%	67%	0%
2022 T4:78C 4.6 <i>Rounded to the nearest whole percent</i>	27%	62%	11%



Analysis

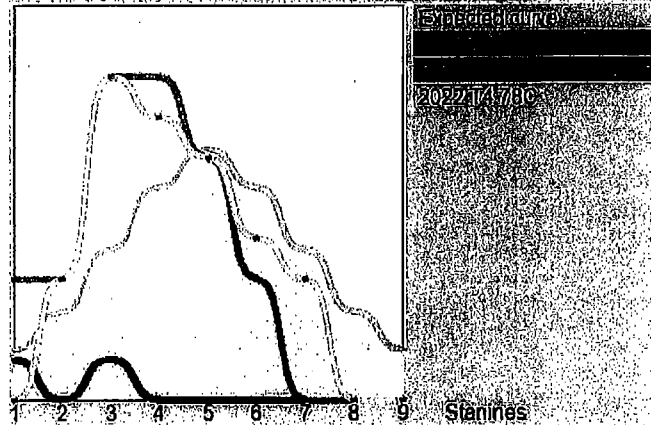
This is an interesting result. Although the average had a small drop the % show an increase. It appears somehow a class did the A test which is not the correct test for Yr 8s. This would explain the differences. Overall we see a drop in the lower stanines and an increase in the higher stanines.

Year 8 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78B Av Stanine 3.8 <i>Rounded to the nearest whole percent</i>	45%	55%	0%
2022 T4:78C Av Stanine 3.8 <i>Rounded to the nearest whole percent</i>	35%	65%	0%



Year 8 Maori Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
2022 T1:78B Av Stanine 4.2 <i>Rounded to the nearest whole percent</i>	45%	55%	0%
2022 T4:78C Av Stanine 4.3 <i>Rounded to the nearest whole percent</i>	35%	55%	10%

64 results used for 35 pupils where there are results in all tests



Analysis

- Both Māori boys and girls have improved at the same level or more than the school group. Both groups have shown small accelerated progress in this test and there have been big reductions in the critical area. Small improvement noted overall for our Year 8 Maori students.

The results show a small improvement overall, considering the attendance rates this year it is pleasing to see the school improve at the same or slightly more than the NZ groups for this year level.

The Year 7 Māori Boys is a bit of a highlight with good improvement and an equivalent overall performance with the school.

Sub Test results show that paragraph comprehension for both year groups, language and writing style for Year 7s are a small relative weakness for our taurua.

Sub Test	Critical Numbers	Relative Weakness by Average correct questions.
Word Recognition	26%	Similar
Sentence Comp	19%	Similar
Paragraph Comp	25%	-2
Vocab	21%	-1
Language	36%	-1
Writing Style	23%	-1

Paul Botica
29/11/22

AURAKI WRITING ACHIEVEMENT End of YEAR 2022

The following results are gathered from the school reports and benchmarking assessment at the start of the year in all Auraki classes.

E-AsTTle was used to collect data at the beginning of the year. Desired levels are set for the achievement in relation to the NZC and Learning Progressions at the end of the year.

Classes in Te Whanau o Waimirirangi have been excluded from the data at the end of the year as they are now using other criteria to make their OTJs.

	Beginning			Mid			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
Year 7	42%	32%	27%	34%	46%	19%	19%	33%	48%
Year 8	40%	14%	46%	37%	36%	28%	11%	31%	58%
Yr 7 NZM				43%	41%	16%	31%	33%	36%
Yr 8 NZM				61%	26%	13%	20%	42%	37%
Yr 7 NZM Boys				46%	36%	19%	31%	36%	33%
Yr 8 NZM Boys				74%	16%	9%	27%	48%	24%

Target Goal 2022

- 70% of students will have achieved level 4 in Writing at end of Year 8
- 60% of Maori Boys will have achieved level 4 in Writing at end of Year 8

Comment

- There are 48% of the Year 7s at the desired end of year level, we have missed the goal by 22%
- There are 58% of the Year 8s at the desired level, we missed the goal by 12%
- 19% of the Year 7s are in the critical area below level 3 which is a significant drop of 15% since the mid year and 11% of the Year 8s are in the critical area which is 26% drop for the mid year.
- The Year 8 Maori boys have 67% of the group at level 3, a huge increase over the year.
- 50% of the Maori girls fall in the 4-4.5 area, a big increase and another 36% are just below the expected level.
- We seem to have been quite successful in reducing the critical and well below students, it is thought attendance due to covid disruptions has had a big influence in getting more students across the line this year.
- We have a lot of work to do with raising the Year 7 cohort especially in that just below group.

Recommendations

- Writing must remain a high priority for our school.
- Maori, especially boys in both year groups must remain an urgent high priority for teachers. They need regular feedback, conferencing and checking in to ensure they continue to progress.
- Moderating and sharing inspiring ideas amongst teachers regularly over the year
- The moderating process may have to include teachers running their own at/above and below numbers and identify students who are just below as the target group to ensure higher levels of achievement rather than the least able students.
- Regular writing including generating ideas, planning, drafting, crafting, editing, publishing and feedback are a vital component of writing effectively.
(Quick writes can be effective here in focusing on specific goals and building up mileage.)
- Teachers being aware of who the just below students are and what learning needs will get them to the desired level of writing by the end of the year.
- Students need to be writing a range of material across the curriculum and have the opportunity to bring their voice, interests and ideas to the writing.
- Students need to be taught how to plan out and think about their writing before commencing, teachers can help with modelling using the Think Aloud Approach. ALL findings suggest developing ideas and structuring writing are absolutely vital to get students into level 4.
- For Year 8s deliberate acts of teaching in punctuation is important especially leading into high school.
- All students are expected to have a writing portfolio over their two years at WIS. The e-learning students should have an electronic version and there would be a minimum of 16 pieces of writing

that has been given feedback according to criteria set for writing. Examples would include letters, reports, explanations, narratives, personal experience writing, exposition, book report, research.

- Teachers have been introduced to aspects of Write That Essay, which has a focus on sentence types and construction of text using a Sentence Type approach.

Murray Gadd has suggested these headings and sub headings for workshops to improve the efficacy of young writers especially Years 4-8

Content Ideas

- Coming up with idea for writing
- Planning for writing
- Adding sufficient detail
- Making changes to writing

Sentence Formation

- Demonstrating grammatical fluency, tense, verb-subject agreement.
- Including some variety of sentence types
- Include variety of sentence starts

Structure

- Demonstrate evidence of structure according to purpose
- Demonstrating evidence of logical sequence/flow
- Including a satisfying conclusion
- Paragraphing satisfactorily

Vocab/ Language Features

- Using rich precise vocab
- Using vocab according to purpose
- Using language features according to purpose

Spelling

- Spelling accurately
- Sounding out chunks
- Demonstrating reasonable knowledge of spelling patterns
- Recording with accuracy medial sounds in words
- Recording with accuracy final sound in words
- Using spelling aides in room incl ICT

Punctuation

- Uses basic indicators accurately
- Using more complex punctuation accurately
- Using dialogue indicators accurately

Pedagogical Practice as described by Murray Gadd

USING LEARNING GOALS EFFECTIVELY DURING THE LESSON

This means:

- being **very specific** with students about what they have to **do** during the lesson (task) and **achieve** from the lesson (learning goal);
- placing a focus on the learning task at the beginning of lessons and letting the **learning goal emerge** from the task: what do we have to do as writers to be successful at this task;
- referring back to the learning goal/s **at the end** of modelling sessions: have we achieved what we set out to achieve?
- encouraging students to be **metacognitive** at the end of lessons: What did we have to do to achieve our goal

Teachers will be encouraged to discuss how they are working on these goals and what support they might need in achieving them

25.11.22

Kiwi Sports Report

The total income for the year 2022 is \$9,426.43

The budgeted figure for 2022 (HPE) was calculated historically and was set at \$5000.00

Money was also allocated to the AIMS Games of \$41426.43

Money was used for its designated purpose that of getting students active. Expenditure included

1. Rewards for being active
2. Maintenance of equipment to allow kids to be active
3. Renewal/Replacement of small and large balls to allow kids to be active
4. Training visits and professional development to introduce new/modified games to allow kids to be active
5. Help with outside tournaments and community events which allow kids to be active
6. Transporting kids to take part in outside school events to allow kids to be active
7. Purchasing of school playing uniforms to be worn at events allowing students to be active.
8. Entry fees to National tournaments to allow kids to be active. (AIMS Games)
9. Purchase of trophies and engraving.

Wiremu Rankin
DEPUTY PRINCIPAL

COMPLIANCE WITH EDUCATION AND TRAINING ACT 2020: REQUIREMENTS TO BE A GOOD EMPLOYER
for the year ending 31 December 2022

Reporting on the Principles of Being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>To meet our obligations, Whangarei Intermediate School takes a number of steps, including:</p> <ul style="list-style-type: none"> • Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Providing appropriate personal protective equipment (PPE) when necessary. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> • Whangarei Intermediate School's EEO programme is designed to ensure that all employees and job applicants are treated fairly and without discrimination. • Through School Docs we have an EEO policy that emphasises Whangarei Intermediate School's commitment to fairness and equal opportunities. • The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly. • We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination. • All employees have equal opportunities for advancement.
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> • Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards. • We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria. • We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics. • Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.

	<ul style="list-style-type: none"> • We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary. • Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<ul style="list-style-type: none"> • We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications as we are somewhat isolated. This makes it challenging for the diversity in our workforce to reflect our student population. • Every second year we carry out a community survey to understand the aims and aspirations of our Māori community, and to identify their education needs. • We develop policies and programmes that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Te Ao Māori into our curriculum to help ensure all of our students have access to culturally appropriate teaching and support.
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> • We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences. • We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches. • We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year. • We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments. • We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops. • We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback. • We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.

How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. • We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes. • We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a staff who have regular check-ins on each other and at times provide access to wellness programmes, and offering flexible scheduling. • We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/ policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WHANGAREI INTERMEDIATE SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

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The Auditor-General is the auditor of Whangarei Intermediate School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 June 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

