

WAIMEA INTERMEDIATE SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3233
Principal:	Justine McDonald
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WAIMEA INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Waimea Intermediate School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the School.

The School's 2023 financial statements are authorised for issue by the Board.

Daniel Haring
Full Name of Presiding Member

Signed by:

BC3FFCD27254697C
Signature of Presiding Member

30/05/2024
Date:

Justine McDonald
Full Name of Principal

Signed by:

4FA4E9FD38C669FD
Signature of Principal

30/05/2024
Date:

Waimea Intermediate School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Justine McDonald	Principal	ex Officio	
Daniel Haring	Presiding Member	Co-opted	Nov 2023
Amie Tobin	Parent Representative	Elected	Nov 2023
Steffan James	Parent Representative	Elected	Nov 2023
Alex Davidson	Parent Representative	Elected	Dec 2023
Lesley Smith	Staff Representative	Elected	Dec 2023

Waimea Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	6,175,080	5,278,370	5,732,141
Locally Raised Funds	3	252,412	249,000	224,917
Interest		20,750	4,000	4,472
Total Revenue		6,448,242	5,531,370	5,961,530
Expenses				
Locally Raised Funds	3	70,389	74,200	85,115
Learning Resources	4	4,307,224	3,853,205	3,959,718
Administration	5	263,581	275,341	248,174
Interest		4,101	4,072	8,965
Property	6	1,448,670	1,313,836	1,374,486
Loss on Disposal of Property, Plant and Equipment		15,160	-	-
Total Expense		6,109,125	5,520,654	5,676,458
Net Surplus for the year		339,117	10,716	285,072
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		339,117	10,716	285,072

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

Waimea Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		548,711	548,711	263,639
Total comprehensive revenue and expense for the year		339,117	10,716	285,072
Contribution - Furniture and Equipment Grant		44,779	-	-
Contribution - Te Mana Tuhono		43,721	-	-
Equity at 31 December		976,328	559,427	548,711
Accumulated comprehensive revenue and expense		976,328	559,427	548,711
Equity at 31 December		976,328	559,427	548,711

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.

Waimea Intermediate School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	491,300	750,431	703,740
Accounts Receivable	8	279,018	265,998	265,998
GST Receivable		27,556	38,320	38,320
Prepayments		21,714	5,936	5,936
Inventories	9	504	504	504
Investments	10	100,000	-	-
Funds Receivable for Capital Works Projects	17	106,879	-	-
		<u>1,026,971</u>	<u>1,061,189</u>	<u>1,014,498</u>
Current Liabilities				
Accounts Payable	12	323,094	321,217	321,217
Revenue Received in Advance	13	14,383	4,559	4,559
Provision for Cyclical Maintenance	14	71,863	18,479	18,479
Painting Contract Liability	15	6,850	6,850	6,850
Finance Lease Liability	16	18,956	40,504	40,504
Funds held for Capital Works Projects	17	9,590	397,765	397,765
		<u>444,736</u>	<u>789,374</u>	<u>789,374</u>
Working Capital Surplus		582,235	271,815	225,124
Non-current Assets				
Property, Plant and Equipment	11	431,311	382,387	418,362
		<u>431,311</u>	<u>382,387</u>	<u>418,362</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	29,545	62,538	62,538
Painting Contract Liability	15	6,850	13,700	13,700
Finance Lease Liability	16	823	18,537	18,537
		<u>37,218</u>	<u>94,775</u>	<u>94,775</u>
Net Assets		<u>976,328</u>	<u>559,427</u>	<u>548,711</u>
Equity		<u>976,328</u>	<u>559,427</u>	<u>548,711</u>

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

Waimea Intermediate School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,567,339	1,354,226	1,400,329
Locally Raised Funds		257,730	241,000	219,749
International Students		-	8,000	6,065
Goods and Services Tax (net)		10,764	-	(83,305)
Payments to Employees		(686,026)	(772,500)	(712,178)
Payments to Suppliers		(686,480)	(659,831)	(605,873)
Interest Paid		(4,101)	(4,072)	-
Interest Received		19,727	4,000	4,781
Net cash from Operating Activities		478,953	170,823	229,568
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(103,297)	(71,000)	(65,125)
Purchase of Investments		(100,000)	-	-
Proceeds from Sale of Investments		-	-	309,000
Net cash (to)/from Investing Activities		(203,297)	(71,000)	243,875
Cash flows from Financing Activities				
Furniture and Equipment Grant		44,779	-	-
Finance Lease Payments		(30,971)	(35,025)	(56,241)
Painting Contract Payments		(6,850)	(18,107)	5,081
Funds Administered on Behalf of Other Parties		(495,054)	-	(300,453)
Net cash (to) Financing Activities		(488,096)	(53,132)	(351,613)
Net (decrease)/increase in cash and cash equivalents		(212,440)	46,691	121,830
Cash and cash equivalents at the beginning of the year	7	703,740	703,740	581,910
Cash and cash equivalents at the end of the year	7	491,300	750,431	703,740

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

Waimea Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Waimea Intermediate School (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.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

1.3. 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 to which they relate. 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 to which they relate. 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 recognised as 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.

1.4. Operating Lease Payments

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

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.8. Inventories

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

1.9. Investments

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

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. 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 as 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.

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.

1.12. 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.

1.13. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

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

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

1.15. Funds Held in Trust

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

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

1.16. Funds held for Capital Works

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

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

1.17. 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.

1.18. 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.

1.19. 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.

1.20. Budget Figures

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

1.21. 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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,594,647	1,345,226	1,382,651
Teachers' Salaries Grants	3,444,744	2,912,850	3,115,414
Use of Land and Buildings Grants	1,129,247	1,011,294	1,180,438
Other Government Grants	6,442	9,000	53,638
	<u>6,175,080</u>	<u>5,278,370</u>	<u>5,732,141</u>

The School has opted in to the donations scheme for this year. Total amount received was \$101,719 (2022: \$nil).

3. Locally Raised Funds

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	91,342	67,000	45,033
Fees for Extra Curricular Activities	64,959	69,000	94,643
Trading	2,271	2,200	1,594
Fundraising & Community Grants	23,615	38,700	26,105
Other Revenue	70,225	64,100	51,477
International Student Fees	-	8,000	6,065
	<u>252,412</u>	<u>249,000</u>	<u>224,917</u>
Expenses			
Extra Curricular Activities Costs	53,701	66,000	82,081
Trading	2,168	1,700	2,056
Fundraising & Community Grant Costs	13,850	1,000	840
Other Locally Raised Funds Expenditure	670	500	-
International Student - Employee Benefit - Salaries	-	1,000	-
International Student - Other Expenses	-	4,000	138
	<u>70,389</u>	<u>74,200</u>	<u>85,115</u>
<i>Surplus for the year Locally raised funds</i>	<u>182,023</u>	<u>174,800</u>	<u>139,802</u>

During the year the School hosted nil International students (2022:1)

4. Learning Resources

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	206,204	211,355	142,139
Equipment Repairs	7,072	9,000	9,310
Information and Communication Technology	16,198	24,200	17,593
Library Resources	3,780	3,800	5,485
Employee Benefits - Salaries	3,922,358	3,414,850	3,608,449
Staff Development	31,363	48,000	43,767
Depreciation	120,249	142,000	132,975
	<u>4,307,224</u>	<u>3,853,205</u>	<u>3,959,718</u>

5. Administration

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	6,891	6,891	6,563
Board Fees	4,070	4,000	4,070
Board Expenses	23,740	16,300	13,163
Communication	5,719	6,400	6,233
Consumables	10,192	9,050	9,574
Operating Lease	660	-	931
Other	19,626	19,200	24,244
Employee Benefits - Salaries	170,427	194,000	164,981
Insurance	10,434	7,500	7,215
Service Providers, Contractors and Consultancy	11,822	12,000	11,200
	<u>263,581</u>	<u>275,341</u>	<u>248,174</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	25,604	15,800	15,900
Consultancy and Contract Services	87,443	85,000	67,518
Cyclical Maintenance	23,697	18,107	(65,144)
Adjustment to the Provision- Other Adjustments	(3,306)	-	-
Grounds	5,840	8,900	6,550
Heat, Light and Water	45,130	48,000	45,618
Rates	11,634	12,000	11,297
Repairs and Maintenance	45,084	34,035	40,209
Use of Land and Buildings	1,129,247	1,011,294	1,180,438
Security	4,829	5,200	3,237
Employee Benefits - Salaries	73,468	75,500	68,863
	<u>1,448,670</u>	<u>1,313,836</u>	<u>1,374,486</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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	491,300	750,431	703,740
Cash and Cash Equivalents for Statement of Cash Flows	<u>491,300</u>	<u>750,431</u>	<u>703,740</u>

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

Of the \$491,300 Cash and Cash Equivalents, \$9,590 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 2024 on Crown owned school buildings.

Of the \$491,300 Cash and Cash Equivalents, \$6,187 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$491,300 Cash and Cash Equivalents, \$8,196 is held by the School as Other Revenue in Advance. See note 13 for details.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	807	2,488	2,488
Interest Receivable	1,023	-	-
Teacher Salaries Grant Receivable	277,188	263,510	263,510
	<u>279,018</u>	<u>265,998</u>	<u>265,998</u>
Receivables from Exchange Transactions	1,830	2,488	2,488
Receivables from Non-Exchange Transactions	277,188	263,510	263,510
	<u>279,018</u>	<u>265,998</u>	<u>265,998</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	504	504	504
	<u>504</u>	<u>504</u>	<u>504</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	100,000	-	-
Total Investments	<u>100,000</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	97,797	-	-	-	(12,674)	85,123
Furniture and Equipment	142,478	55,625	-	-	(33,884)	164,219
Information and Communication Technology	52,881	78,733	-	-	(26,482)	105,132
Leased Assets	58,771	1,340	-	-	(39,217)	20,894
Library Resources	66,435	12,660	(15,160)	-	(7,992)	55,943
Balance at 31 December 2023	418,362	148,358	(15,160)	-	(120,249)	431,311

The net carrying value of equipment held under a finance lease is \$20,894 (2022: \$58,771)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	287,574	(202,451)	85,123	287,575	(189,778)	97,797
Furniture and Equipment	805,178	(640,959)	164,219	749,555	(607,077)	142,478
Information and Communication Technology	446,862	(341,730)	105,132	368,129	(315,248)	52,881
Motor Vehicles	18,178	(18,178)	-	18,178	(18,178)	-
Leased Assets	102,042	(81,148)	20,894	105,493	(46,722)	58,771
Library Resources	166,080	(110,137)	55,943	198,780	(132,345)	66,435
Balance at 31 December	1,825,914	(1,394,603)	431,311	1,727,710	(1,309,348)	418,362

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	15,468	33,467	33,467
Accruals	5,041	4,813	4,813
Employee Entitlements - Salaries	291,109	277,085	277,085
Employee Entitlements - Leave Accrual	11,476	5,852	5,852
	323,094	321,217	321,217
Payables for Exchange Transactions	323,094	321,217	321,217
	323,094	321,217	321,217

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	6,187	-	-
Other Revenue in Advance	8,196	4,559	4,559
	14,383	4,559	4,559

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	81,017	81,017	154,568
Increase to the Provision During the Year	23,697	18,107	25,607
Other Adjustments	(3,306)	-	(90,751)
Use of the Provision During the Year	-	(18,107)	(8,407)
Provision at the End of the Year	101,408	81,017	81,017
Cyclical Maintenance - Current	71,863	18,479	18,479
Cyclical Maintenance - Non current	29,545	62,538	62,538
	101,408	81,017	81,017

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.

15. Painting Contract Liability

	2023	2023 Budget (Unaudited)	2022
	Actual \$	\$	Actual \$
Due within one year	6,850	6,850	6,850
Due after one year	6,850	13,700	13,700
	<u>13,700</u>	<u>20,550</u>	<u>20,550</u>

In 2022 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a four year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2022, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,107. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2023	2023 Budget (Unaudited)	2022
	Actual \$	\$	Actual \$
No Later than One Year	19,888	44,576	44,576
Later than One Year and no Later than Five Years	894	19,377	19,377
Future Finance Charges	(1,003)	(4,912)	(4,912)
	<u>19,779</u>	<u>59,041</u>	<u>59,041</u>
Represented by:			
Finance lease liability - Current	18,956	40,504	40,504
Finance lease liability - Non current	823	18,537	18,537
	<u>19,779</u>	<u>59,041</u>	<u>59,041</u>

17. 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.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Rooms 1-4 Upgrade - 217617	358,785	-	(396,690)	-	(37,905)
Rooms 1 and 2 LED Lighting, Floor coverings and Pin Board Replacement- 227615	32,652	-	(99,706)	-	(67,054)
SIP Courts Upgrade - 225147	1,884	(1,884)	-	-	-
MWS-WIS Half RE Projects predicted SFA value re New Admin & Classroom project - 214975	4,444	-	-	-	4,444
Room 14 & Techrooms	-	-	(720)	-	(720)
Soft Refurbishment	-	-	(1,200)	-	(1,200)
F;H;J;K: Heat Pump End-of-Life replacements	-	12,362	(7,216)	-	5,146
Totals	<u>397,765</u>	<u>10,478</u>	<u>(505,532)</u>	<u>-</u>	<u>(97,289)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	9,590
Funds Receivable from the Ministry of Education	(106,879)

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Rooms 1-4 Upgrade - 217617	309,423	65,687	(16,325)	-	358,785
Rooms 1,2 Upgrade- 227615	(33,571)	33,571	-	-	-
SIP Courts Upgrade - 225147	172,991	-	(171,107)	-	1,884
LED Lighting Floor covering & pinboard replacement (hall upgrade) -22	242,842	(242,842)	-	-	-
MWS-WIS Half RE Projects predicted SFA value re New Admin & Classroom project - 214975	6,533	-	(2,089)	-	4,444
Rooms 1 and 2 LED Lighting, Floor coverings and Pin Board Replacement- 227615	-	209,271	(176,619)	-	32,652
Totals	<u>698,218</u>	<u>65,687</u>	<u>(366,140)</u>	<u>-</u>	<u>397,765</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	397,765
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18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,070	4,070
<i>Leadership Team</i>		
Remuneration	602,287	543,220
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	606,357	547,290

There are five members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance two members that meet as required, usually this is monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	20-30	20-30
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	9.00	4.00
110 -120	4.00	2.00
140 -150	1.00	-
	14.00	6.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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:

	2023 Actual \$	2022 Actual \$
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the schools sector payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$69,342 (2022:\$397,795) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
F;H;J;K: Heat Pump End-of-Life replacements	12,647	7,216	5,146
Rooms 1 and 2 LED Lighting, Floor coverings and Pin Board Replacement- 227615	370,678	309,897	60,781
Rooms 1-4 Upgrade - 217617	416,430	413,015	3,415
Total	799,755	730,128	69,342

(b) Operating Commitments

As at 31 December 2023 the Board has entered into the following contracts.

(a) operating lease of a painting contract;

	2023 Actual \$	2022 Actual \$
No later than One Year	18,107	18,107
Later than One Year and No Later than Five Years	36,214	54,321
	<u>54,321</u>	<u>72,428</u>

The total lease payments incurred during the period were \$18,107 (2022: \$18,107).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	491,300	750,431	703,740
Receivables	279,018	265,998	265,998
Investments - Term Deposits	100,000	-	-
Total Financial assets measured at amortised cost	870,318	1,016,429	969,738

Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	323,094	321,217	321,217
Finance Leases	19,779	59,041	59,041
Painting Contract Liability	13,700	20,550	20,550
Total Financial liabilities measured at amortised Cost	356,573	400,808	400,808

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIMEA INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Waimea Intermediate School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2024. 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 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 arise from section 134 of the Education and Training Act 2020.

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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

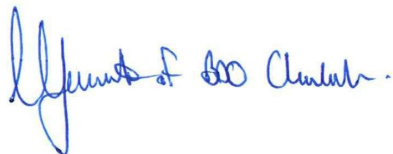
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Warren Johnstone
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Strategic Plan 2022-2025



Challenge to achieve & grow
“Hīkina te mānuka, kia tutuki, kia tipu”

Values



Respect

To have respect for myself and respect others rights, beliefs, property, environment, and differences.

Integrity

To recognise and do the right thing even when it is difficult.
To speak up when I know something is wrong.

Self-management

To be self-motivated to meet school, social and my own personal commitments.

Empathy

To have an understanding of how others feel.
Being able to put myself in someone else's place.

WISE Learners

Wonder

Take an interest in the world around me and the issues we all face

Inquire

See problems as an opportunity to explore the world around me

Self-reflect

Evaluate & think critically about what I have done, and what I need to do next.

Engage

Be positive, seize opportunities, get on, do it.



Strategic Plan 2022-2025

Challenge to achieve & grow

“Hikina te mānuka, kia tutuki, kia tipu”

Strategic Goal	To deliver a learner focused curriculum	To develop learner focused relationships	To strengthen Hauora for all
Focus Area	<ul style="list-style-type: none">• Develop a localised WIS curriculum• Strengthen teacher practice & knowledge• Use assessment data effectively	<ul style="list-style-type: none">• Develop a culture of coaching to support restructure of teams• Strengthen culturally responsive partnerships• Deliberately celebrate progress, achievement & success	<ul style="list-style-type: none">• Establish positive behaviour for learning school-wide• Deliberately support student and staff Hauora
So that...	Our WIS Curriculum is engaging, relevant, and differentiated for all	Our partnerships are proactive, collaborative and solution focused	Our people contribute positively, feeling valued & connected to our place

Respect Integrity Self Management Empathy

Wonder

Innovate Self reflect Engage

Strategic Goals, Initiatives (Focus Areas) & Success

Our three Strategic Goals (identified on the previous page), along with the National Educational Learning Priorities (NELP's, MOE 2020) will guide the school development and operation over the next five years and beyond.

Initiatives (focus areas) and strategies to achieve these long-term goals are developed each year as part of the annual review and planning process with a view to best meeting the needs of new cohorts, internal school variations and changing requirements of changing governments (alongside the NEG's & NAG's and with reference to NELP priorities for Kura). This will consider the recommendations of external review (ERO), Waimea Kāhui ako, and quality professional development opportunities.

Procedural Process

As part of the annual review and planning process this plan will be reviewed and updated each year. This process starts in September. It will be submitted to the Ministry of Education by 31 March and confirmed at the first board meeting of the second term each year once the needs of the new cohort are specifically understood and detail of available quality professional development is fully known.

- This plan will be reported against in each year's annual report.
- The community will be reported to and consulted with via
 - fortnightly newsletters
 - two written student reports
 - annual hui with whanau
 - consultation on identified topics
 - informal parent teacher conferences
 - two formal three-way conferences
 - Whanau of WIS hui

Resources

Resources (people, property, and finance) will be targeted to support student achievement and school priorities. The school organisation, staffing and budget allocation will support this.

Cultural Diversity

Policies and practices at Waimea Intermediate will reflect New Zealand's cultural diversity. The school acknowledges the unique position of Māori and the importance of maintaining culture. This will be reflected through instruction in tikanga and te reo.

- The school will consult with the parents of Māori children to meet their needs.
- The school will strive to address these needs where possible.
- The school will continue to emphasize tikanga and te reo and consider them in its operation.
-

Operational Guides

The following help guide the operation of the school in conjunction with planning and review systems listed on the next page.

- Staff and Board Handbooks accessed via school log in to office365
- WIS Curriculum Programme accessed via school log in to office365
- Policies and procedures accessed via SchoolDocs link on the school website



Waimea Intermediate School 2022-2025 Strategic Plan

"Challenge to achieve and grow"

Hikina te mānuka, kia tutuki, kia tipu

Goal 1 – To deliver a localised curriculum that is responsive to all learners		
Initiative 1	Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)	Success Statement <i>Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success</i>
Initiative 2	Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on culturally responsive practices (NELP 2.3)	
Initiative 3	Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)	

Goal 2 – To promote educationally powerful partnerships that are collaborative, and solution focused		
Initiative 1	Develop a culture of coaching that promotes a solution focused approach to school improvement (NELP 3.6)	Success Statement <i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Initiative 2	Review and strengthen culturally inclusive learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)	
Initiative 3	Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community (NELP 1.6)	

Goal 3 – To strengthen Hauora for students, staff and whānau		
Initiative 1	Develop, maintain, and strengthen systems and strategies for positive behaviour for learning schoolwide (PB4L-SW) (NELP 1.1, 1.2)	Success Statement <i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>
Initiative 2	Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)	

Measuring Our Initiatives to Achieve Our 2022-2025 Goals

Goal 1 - To deliver a localised curriculum that is responsive to all learners					
Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices	Developments to the existing WIS curriculum, incorporating the curriculum refresh and delivery supported	Review existing WIS curriculum in response to the curriculum refresh	Report on changes made to date	Presentation of our refreshed WIS curriculum with identified additions where appropriate	Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success
Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on reading and mathematics	Responsive reading practices that are documented and supported by resources resulting in confident teaching practices	Student, teacher and whānau surveys Reading assessment (PAT, STAR)	Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan	Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan	
Implement and deliver effective assessment practices that acknowledges progress and achievement for all	Assessment practices are documented and support teaching and learning decisions in relation to curriculum delivery and responsiveness	Stock-take of current practices Review documentation in relation to WIS curriculum Teacher survey	Commentary against goals identified after review	Celebrating the assessment documentation that reflects best practice, supports WIS curriculum	

Goal 2 - To promote educationally powerful partnerships that are collaborate and solution focused

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Develop a culture of coaching that promotes a solution focused approach for staff	Positive staff culture that promotes growth, sharing and builds on strengths	Teacher survey identifying areas of strength in promoting growth, sharing, strengths and recognition	Survey follow up	Survey follow up Practices documented	<i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Review and strengthen learning focused relationships within and across our learning community	Strong relationships are collaboratively supported by systems and practice to enhance better learning outcomes	Conduct a stocktake of current systems and practices within and across the WIS learning community.	Report on changes made to date	Documented clear purpose and approach/es to fostering and maintaining educationally powerful relationships at WIS	
Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community	Plans are documented and include stakeholders voice	Survey staff and students	Survey staff and students	Survey staff and students	

Goal 3 - To strengthen Hauora for students, staff and whānau					
Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strengthen our Tier 1 positive behaviour for learning (PB4L) strategies by trialling and developing Tier 2 strategies	PB4L-SW Tiered Fidelity Inventory	Tier 1 TFI Tiered Fidelity Inventory	Tier 2/3 Tiered Fidelity Inventory – 10 May	PB4L-SW Tiered Fidelity Inventory	Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place
Develop systems and strategies to respond effectively to student and staff Hauora	School Well-Being Survey and ETap Teams Check in app	2018, 2020, 2022 School Well-Being Survey	ETAP Teams Check In App Focus areas	2023 School Well-Being Survey for students and staff	

Road Mapping Our Goals Over 3 years – Creating Annual Plans

	2023				2024				2025			
Goal	1	2	3	4	1	2	3	4	1	2	3	4
1 Curriculum	Localised Curriculum (continued from 2022)											
	Differentiated Approaches (Reading Cont.)				Differentiated Approaches (Reading & Mathematics)							
	Assessment Practices											
2 Partnerships	Culture of Coaching											
	Powerful Partnerships (Continued from 2022)											
	Celebrating Success											
3 Hauora	PB4L (Continued from 2022 BAU)											
	Hauora Systems and Strategies (Continued from 2022)											

Annual Plan: Goal 1	Initiative 1: Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)
Measures: <ul style="list-style-type: none"> Developments to the existing WIS curriculum, incorporating the curriculum refresh Review existing WIS curriculum in response to the curriculum refresh Report on changes made to date Presentation of our refreshed WIS curriculum with identified additions where appropriate 	
	Key Actions and Commentary as at December 2023
<p>Collect & Review baseline data</p> <ul style="list-style-type: none"> Student voice gathered via surveys and group/class feedback and discussions captured in term review for each year. Teacher voice gathered via surveys, teaching team hui, one-on-one coaching sessions and collated in the termly review <p>Implement Professional Development Plan & Bringing all staff on the Journey</p> <ul style="list-style-type: none"> Responding to teacher and student feedback the WIS curriculum team worked collaboratively with Adie Bonisch to develop a professional development plan specific to the needs of WIS, with an emphasis on building capacity in coaching Provided opportunities for wider collaboration between teaching teams – Matariki and LEOTC Days – these were a massive success and involved the community – a highlight of our revised curriculum Teacher one-on-one coaching sessions celebrated successes and identified next steps <p>Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> Provided staff development on the curriculum refresh Teaching team attended Connect Week opportunities focusing on curriculum refresh with changes to practice reflected in conversations and documentation Specialist curriculum integration in wider school planning such as Matariki events Worked alongside Jenny Bennett to ensure CRP integration into our WIS Curriculum <p>Next Steps for 2024</p> <ul style="list-style-type: none"> Provide opportunities to gather Whānau feedback and input into change. Build on larger teaching teams for curriculum planning and collaborating, noting the success of Matariki collaboration Continue to involve outside providers where possible to support the consolidation of our WIS curriculum team and teaching team Provide structured hui time for review of curriculum and identify possible changes for the future Monitor changes to daily practice and curriculum integration through coaching and/or professional learning conversations between individuals and/or Homeroom teaching teams – possible contexts for 2022 include WISE integration, specialist integration, reading integration Presentation of the updated WIS curriculum documentation that includes stakeholder responses and responds to New Zealand Curriculum refresh 	
	Outcome: <i>Our WIS curriculum is engaging, relevant and differentiated for all learners</i>

Annual Plan: Goal 1	Initiative 2: Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on culturally responsive practices Focus on Reading (Major) Mathematics (Minor) (NELP 2.3)
Measures: Responsive reading practices that are documented and supported by resources resulting in confident teaching practices Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan	
<p data-bbox="381 835 411 1485" style="text-align: center;">Key Actions and Commentary as at December 2023</p> <p data-bbox="469 1715 499 2105">Collect & Review baseline data</p> <ul data-bbox="504 230 592 2060" style="list-style-type: none"> • Using surveys gathered data from students, teaching team and Whānau on current practice. Analysed data to inform our next steps. • Analysed assessment – STAR/PAT Reading Comprehension and Reading Vocabulary, Running Records, providing professional development to staff who required upskilling. <p data-bbox="596 1568 627 2105">Implement Professional Development Plan</p> <ul data-bbox="632 230 719 2060" style="list-style-type: none"> • Worked alongside PLD providers to develop a professional development plan responsive to the targeted needs of WIS as identified from the data collection above. This also involved investigation of the inquiry questions and delivery of the inquiry process as we work alongside our ERO partners. • Teacher one-on-one coaching sessions celebrated successes and identified next steps <p data-bbox="724 1697 754 2105">Bringing all staff on the Journey</p> <ul data-bbox="759 230 847 2060" style="list-style-type: none"> • The curriculum/reading team worked with teachers in a PLG investigating reading inquiry and offering PD in response to needs with changes in teacher practice and raised student achievement evident • Co-constructed reading expectations at WIS for all learning spaces <p data-bbox="852 1509 882 2105">Establish & Monitor Routines for Daily Practice</p> <ul data-bbox="887 230 975 2060" style="list-style-type: none"> • Monitored changes to daily practice through teachers sharing practice and documenting best practice in reading – assessment rubric, hints and tips for learning to read, Monitoring sheets, how to integrate reading across the curriculum, coaching/mentoring programme for new staff • Reading team proactively sharing reading tips regularly and following up with sharing practice at teacher hui <p data-bbox="979 1267 1010 2105">Effectiveness & Celebration of the Professional Development Plan</p> <ul data-bbox="1015 409 1045 2060" style="list-style-type: none"> • Using surveys gathered data from students, teaching team and Whānau on current practice. Analysed this data to inform our next steps. <p data-bbox="1050 1856 1080 2105">Next Steps for 2024</p> <ul data-bbox="1085 215 1241 2060" style="list-style-type: none"> • Continue to review and amend our reading inquiry and programme to respond appropriately to staff and student need • Induct new staff appropriately. • Strengthen the coaching programme for changing teacher practice • Build on our successes of moving 52% of our 2023 students at the start of the year being identified as at or above expected reading level to 81% by year end. This means 35% accelerated progress which is a celebration and reflection of mahi in this area by staff 	
<p data-bbox="1339 692 1369 1626" style="text-align: center;">Outcome: <i>Our WIS curriculum is engaging, relevant and differentiated for all learners</i></p>	

Annual Plan: Goal 1	Initiative 3: Use Assessment Practices/data effectively (NELP 2.4)
Measures: Assessment practices are documented and support teaching and learning decisions in relation to curriculum delivery and responsiveness. Stock-take of current practices. Review documentation in relation to WIS curriculum. Teacher survey. Commentary against goals identified after review. Celebrating the assessment documentation that reflects best practice, supports WIS curriculum.	
Key Actions and Commentary as at December 2023	
<p>Collect & Review baseline data</p> <ul style="list-style-type: none"> Reviewed WIS Assessment schedule identifying areas for improvement in school-wide, team and homeroom data collection practices. <p>Implement Professional Development Plan</p> <ul style="list-style-type: none"> Provided required professional development opportunities to build capacity across and within teaching team, office administrators to ensure effective use of E Tap and other widely used assessment tools – met the 2022 recommendations identified in the Assessment report to the Board of Trustees for actions Develop and strengthen a reporting model used in our specialist teaching area <p>Bringing all staff on the Journey</p> <ul style="list-style-type: none"> Proactively seek feedback and feed forward around confidence in using assessment tools, provide PD to the specialist teaching team and proactively involved staff in developing systems of reporting to parents <p>Next Steps for 2024</p> <p>Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> Continue to review our assessment schedule and ensure supporting resources and PD is available as required Continue to promote the practices associated with data analysis to ensure that learning programme respond to evidence effectively Document best practice in assessment at WIS and develop systems to provide regularly monitoring of assessment practices (implementation, confidence and effectiveness), on-going coaching for teaching staff, moderation practices and using assessment of inform practice Respond to Ministry of Education changes in assessment as they become available – provide necessary PD to staff <p>Effectiveness & Celebration of the Professional Development Plan</p> <ul style="list-style-type: none"> Seek staff feedback as one of the key stakeholders, review professional development opportunities and effectiveness of our specialist reporting changes 	
Outcome: <i>Our WIS curriculum is engaging, relevant and differentiated for all learners</i>	

Annual Plan: Goal 2	Initiative 1: Develop a culture of coaching that promotes a solution focused approach to school improvement (NELP 3.6)
Measures: <ul style="list-style-type: none"> Surveying unit holders to identify knowledge, confidence level and capability in delivering a coaching approach with their team members at the start and end of project 1-on-1 learning conversations between coach and coachee (unit holder) drawing on coach/coachee feedback, self-reflective and goal setting along the way (midpoint measures) 	
Key Actions and Commentary as at December 2023	
<p>Collect & Review baseline data</p> <ul style="list-style-type: none"> Reviewed staff and school readiness and current understanding of developing a culture of coaching to improve teacher practice Used this information to develop a programme to promote coaching. Identified reading as the area of coaching focus to support our reading inquiry <p>Identify & Implement Professional Development Plan</p> <ul style="list-style-type: none"> Appointed reading leadership team, including an identified reading coach utilising management units Analysed data collected identifying current teacher practice strengths and gaps for development in reading Trialled systems to provide support and guidance to change teacher practice in reading <p>Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> Trialled a system to support sustainability of practice and support through regular monitor of coaching sessions, goal setting by teachers and summary of learning conversations Provided updates to the staff, Board and community on school-wide achievement and progress in reading Provided external facilitation to support the development of support and guidance programmes, including coaching <p>Develop Documentation & Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> Strengthened a programme of support and growth for reading unit holders through coaching development Continued to partner alongside our external facilitator and Education Review Office on our reading inquiry Drafted a document that reflects and supports the practice of coaching occurring between unit holders and team members <p>Next Steps</p> <ul style="list-style-type: none"> Continue to build on the coaching capacity by extending this practice to team leaders coaching their own team members in reading supported by the reading team and external facilitator Measuring the end point data re-administering the baseline surveys Strengthen the use of assessment data to inform reading practice and effectiveness Induct new staff into the reading ways of WIS 	
Outcome: <i>We have a culture of coaching supported by documentation and daily routines/systems that allow us to be solution focused and growth mindset</i>	

Annual Plan: Goal 2	Initiative 2: Review and strengthen learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)
Measures: Clear purpose successful systems, practices and approaches are identified and shared with our community. Improved participation and engagement across our community is reported on.	
<p style="text-align: center;">Key Actions and Commentary as at December 2023</p> <p>Collect & Review baseline data</p> <ul style="list-style-type: none"> • Stocktake of current practices completed • Collected stakeholders' ideas via face to face parent coffee and cake evenings • Purpose statement co-constructed for the group of staff and parents • Marketing of group undertaken to build numbers • Whanau of Waimea (WoW) has been established • First parent evening for reading held <p>Next Steps for 2024</p> <p>Implement Annual Development Plan</p> <ul style="list-style-type: none"> • Draft and implement actions as a result of the stocktake promoting reciprocal relationships and events to support WIS curriculum <p>Bringing all stakeholders on the Journey</p> <ul style="list-style-type: none"> • Utilise the strengths and connections of the working party members to bring others on board making this an attractive and fun opportunity to be part of; revisiting annually the purpose/vision and practices <p>Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> • Documenting practices, regular hui times, developing systems to collect a wide range of voice and possible opportunities to focus on what supports teaching and learning and fosters a sense of belonging and fun 	
<p>Outcome: <i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i></p>	

Annual Plan: Goal 3	Initiative 1: Develop, maintain, and strengthen systems and strategies for positive behaviour for learning schoolwide (PB4L-SW) (NELP 1.1, 1.2)
Measures:	PB4L-SW Tiered Fidelity Inventory
Key Actions and Commentary as at December 2023	
<p>Collect & Review baseline data - Maintain current practice</p> <ul style="list-style-type: none"> • Provided PD to maintain Tier 1 strategies • Reviewed Tier 2 systems and current practices (homeroom teaching team hui focus on problem-solving and FBA's, Team leaders Tier 2 hui, leadership team to continue Tier 3 hui) to ensure consistent best practice is evident. • Gathered feedback from staff around their understanding of Tier 2 interventions and processes and developed a programme to address gaps. <p>Implement Annual Development Plan – link HERE</p> <ul style="list-style-type: none"> • Identified focus areas for the year from Tier 2 information gathered from staff, TFI and ETap data, action out plans and implement to support consistent practice across the school. • Attended PB4L-SW 17 Aug, 26 Oct 9 am - 1 pm PD sessions for PB4L Leads • Whole staff hui identified areas to focus on in our tier two meetings and for team leaders to pass on to team members. The focus here was on the role of the tier 2 team, who is in the tier 2 team and what strategies to use during the problem solving phase. • Gen visited team meetings to support with FBA, problem solving sheets and next steps. • Scored 100% in PB4L-SW Tiered Fidelity Inventory – celebration time! <p>Bringing all stakeholders on the Journey</p> <ul style="list-style-type: none"> • Developed systems and offered opportunities to share and strengthen PB4L-SW practice with the whole school community • PB4L shared through assemblies, daily notices, school newsletter, tier 2 meetings, whole staff hui, year 6 parent information evening, school prospectus. <p>Establish & Monitor Routines for Daily Practice</p> <ul style="list-style-type: none"> • Classroom teachers implemented and recorded Tier 2 practices, and evaluate effectiveness of these Tier 2 interventions, includes on-going monitoring/reviewing of Tier 1 practices • Classroom practices teams monitor their problem solving sheets during team meetings. Tier 1 strategies feature <p>Next Steps for 2024</p> <ul style="list-style-type: none"> • Continue to induct new staff into PB4L schoolwide systems • Strengthen Tier 1 practices by establishing a Tier 1 focus group that has representation from all teams • Strive to achieve another 100% in our PB4L-SW Tiered Fidelity Inventory • Review expectations for new students and settings 	
Outcome: <i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>	

Annual Plan: Goal 3	Initiative 2: Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)
Measures: Student Well-Being Survey (NZCER) 2018/20/22 (Baseline, mid-point, and end measures) Staff well-being survey ETap Teams Check in app (Baseline and end measures) Student ETap Teams Check in app (mid-point)	
Key Actions and Commentary as at December 2023	
<p>Review data & Identify focus areas - Student</p> <ul style="list-style-type: none"> Reviewed 2018/2020 survey results with NZCER to identify trends, hot spots, and celebrations. Explored ways to collect data from students informally and formally – agreed on trialling Skodel and Teams Check in as a way of gathering feedback Completed a 2023 student and staff NZCER Survey <p>Identify Data collection – Staff</p> <ul style="list-style-type: none"> Identified Teams check in as a staff data collection tool/s for baseline, midpoint, and end measures <p>Next Steps in 2024</p> <p>Develop Intervention Plan</p> <ul style="list-style-type: none"> Developed an intervention plan in response to the data review and focus areas identified in the survey. <p>Establish Teams Check in (midpoint measure)</p> <ul style="list-style-type: none"> Develop understanding of Teams Check in app and set up for use. Teams Check in app introduced to teams during Term 2. This was then trialled with teams. Teams then discussed data and usefulness of tool. <p>Measuring Progress</p> <ul style="list-style-type: none"> Used Teams Check in App to check impact interventions are having on Hauora. Complete a mini Term 3 well-being on the items identified for focus from 2023 data Reviewed data collected, analysis and alter plan if/where required. Skodel deemed too expensive when there were now other free options being introduced <p>Effectiveness of the Intervention Plan</p> <ul style="list-style-type: none"> Measuring the end point data using NZCER Well-being survey 	
Outcome: Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place	

Waimea Intermediate School Kiwi Sport Statement for 2023

Kiwisport is a Government funding initiative to support sport for school-aged children. A direct fund has been included in the Ministry of Education's Operations Grant paid quarterly to schools for 2023 and has been identified as a separate line in the entitlement notice.

Schools are required to include a short statement in their annual reports on how they have used the funding to increase student participation in organised sport. In 2023 Waimea Intermediate School received \$9625.04 targeted Kiwi Sport funding.

This funding has been used to employ a sports coordinator who supports students into sporting activities. The development of this role and the efforts and qualities of the sports coordinator means she is having a significant impact on sport in the school, especially in drawing more students to sport.

The number of students that participated in organised sport was 668.



2022~2023

Student Progress
& Achievement
Report

Report to the Board of Trustees~ April 2024

Part 1 - Section 1

Report Introduction

Purpose

The purpose of this report is to provide high level information to the Board of Trustees and interested parties that cover the following areas.

1. An overview of our 2023 student progress and achievement during their time at Waimea Intermediate School.
2. Highlight of celebrations and areas of strength in each Year group and learning area (reading, writing, and Mathematics).
3. Identify areas for review and improvement in assessment practices school wide.
4. Identify future focus areas for teaching staff to inquire into for reading, writing and mathematics.

Focus for this report

This report breaks down our school wide data in the following ways.

- Longitudinal progress and achievement across one (Year 7) or two years (Year 8) students attending in 2023.
- Gender achievement and progress comparisons.
- Ethnicity achievement and progress comparisons.

Sitting behind this report is multi-layered analysis, where the big picture data, or school wide trends, has been interrogated following more detailed analysis for the purpose of teacher practice and curriculum delivery improvement. The multi-layered report is used to inform practice moving forward, identifying areas for individual/team/year level/school wide development and areas of strength. This involves discussions around individual teacher practice, team practice, year group practice and school wide practice drawing on class data, target group data and MOE target group data.

Format of Report

This report is broken into the following sections.

Part 1 - Introduction – Summary Overview for 2023 School Wide Data & Next Steps for 2024

- | | |
|-----------|--|
| Section 1 | Report Introduction & 2023 Summary of Progress, Achievement and Future Steps for school wide reporting practices |
| Section 2 | Future Steps for Reading, Writing, Mathematics, Reporting Practices School Wide & Student Target Groups for 2024 |

Part 2 – 2022/23 Year 8 Leavers Progress & Achievement

- | | |
|-----------|---|
| Section 1 | Purpose, Snapshot Summary & Unpacking the Snapshot Summary in Greater Detail for Reading, Writing & Mathematics |
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Part 3 – 2023 Year 7 Progress & Achievement (our current Year 8 cohort)

- | | |
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| Section 1 | Purpose, Snapshot Summary & Unpacking the Snapshot Summary in Greater Detail for Reading, Writing & Mathematics |
|-----------|---|

Part 4 – Homeroom Teacher 2023 Target Student Progress & Achievement

Part 1 - Section 1

2023 Summary of Progress, Achievement Schoolwide for Reading, Writing & Mathematics

Reading End of Year 2023

10204	Well Below	Below	At	Above	Total
Y6					0
Y7	2% (5)	23% (73)	56% (178)	19% (62)	318
Y8	1% (2)	17% (56)	59% (197)	23% (78)	333
Totals	1.1% 7	19.8% 129	57.6% 375	21.5% 140	651

The table above shows that at the end of the 2023 school year 75% of our 2023 Year 7 cohort were reading at or above the expected level whilst 82% of our graduating Year 8 students were reading at or above the expected level. This means that 80% of our students were at the expected level or beyond it at years end.

Writing End of Year 2023

10206	Well Below	Below	At	Above	Total
Y6					0
Y7	3% (11)	32% (101)	56% (179)	8% (26)	317
Y8	2% (8)	24% (80)	63% (208)	11% (36)	332
Totals	2.9% 19	27.9% 181	59.6% 387	9.6% 62	649

The table above shows that at the end of the 2023 school year 64% of our 2023 Year 7 cohort were writing at or above the expected level whilst 74% of our graduating Year 8 students were reading at or above the expected level. This means that 70% of our students were at the expected level or beyond it at years end.

Mathematics End of Year 2023

10208	Well Below	Below	At	Above	Total
Y6					0
Y7	2% (7)	27% (87)	55% (174)	16% (50)	318
Y8	1% (3)	24% (80)	59% (195)	16% (54)	332
Totals	1.5% 10	25.7% 167	56.8% 369	16% 104	650

The table above shows that at the end of the 2023 school year 71% of our 2023 Year 7 cohort were writing at or above the expected level whilst 75% of our graduating Year 8 students were reading at or above the expected level. This means that 73% of our students were at the expected level or beyond it at years end.

Overall Summary Statement for 2023 achievement

Our 2023 data shows that our students ended the year achieving at a higher level in reading with 80% achieving at or beyond their expected year end level, followed by mathematics with 73% achieving at or beyond their expected year end level and 70% in written language.

This data set reflects the continued focus on the teaching of reading, especially to students who enter as a Year 7 student well below and below their expected level. Part 2 shows value added and the percentage of students who are required not only to make sufficient progress but also accelerated progress to achieve this level of achievement.

Gender and ethnic breakdown are also shared in subsequent sections of this report.

Part 1 - Section 2

Future Steps for Reading, Writing, Mathematics, Reporting Practices School Wide & Student Target Groups for 2024

School Wide Reading

- Reading showed the lowest level of increase in those achieving at or above the expected level (26%), writing (38%) and mathematics (32%) between Year 7 and Year 8. This once again supports continuing the professional development program being offered in reading, strengthening practice through increasing the reading coach/es opportunities and access to external support whilst we continue to work alongside our Education Review Office partners on our inquiry into reading.
- Continue to provide support to teachers to teach reading targeted at Level 1 and 2 learners so our teachers feel confident in responding appropriately to readers working in Level 1 and 2
- Explore high interest reading material to support intermediate age learners learning to read at Level 1 and 2 of the NZC so our readers are engaged, connected to, and interested in what they are reading.
- Explore the 2023 gender gap in Year 7s between girls (81%) and boys (91%).
- Provide targeted professional development for teachers who have been identified as having 'learning to read' as a teaching focus. For example, conducting running records effectively.
- Utilize internal strengths of teachers who have experienced success in teaching reading to primary age students through coaching and mentoring programs.
- Respond to data collected from students, staff, and parents in a way that supports developments in teaching and learning.
- Respond to national literacy and communications developments.

School Wide Mathematics

- A minor focus will commence reviewing schoolwide mathematics. It is hoped that we can strengthen practice in this learning area in 2024 by introducing mathematic coach/es after experiencing success with reading coaches.
- Check that streaming is not used as a common mathematics teaching practice, noting that this approach to teaching and learning has been historically promoted as being detrimental, especially to priority learners.
- Explore and build teacher capacity in culturally responsive practices involved in mathematics delivery to ensure engagement by all learners and that programs are promoting success for all regardless of ethnicity.
- Start a mathematics review by appointing a mathematics leader and coach in anticipation of a major focus after completion of our reading inquiry. Support this appointment with a development plan for 2024. This plan will review current practices and develop coaching capacity in the mathematics leader and coach by following the reading model.
- Identify areas of practice and/or homeroom teachers who are asking for support with mathematics delivery.

School Wide Writing

- Continuing moderation of written language across the teaching team would be beneficial to ensure consistency of OTJs and ensuring assessment tasks are gender engaging.
- Respond to national literacy and communications developments.

Target Student Cohorts in Reading, Writing and Mathematics

- Explore why a student is a target student if they are already At expected level. Noting this is okay if the teacher can provide a narrative for this decision. Early Term 2 meet with teachers who have

identified students who are already At expected level and discuss the narrative sitting behind this decision.

- Continue to provide opportunities for discussion and sharing of practice across teams and year groups in all three target student cohorts.
- Continue to identify target readers in each homeroom and provide teachers with opportunities to inquire into practice, share practice and celebrate incremental gains (both teacher development and student progress) through participating in professional learning groups (PLGs).
- Review the progress and achievement of the 2023 Year 7 target students in reading, writing and mathematics in their 2024 homeroom with a view to provide a maintenance programme/check in if they are not selected for the same target group in 2024 due to achieving the expected start of year level.
- Explore targeted programs, events, and other opportunities that support reading, such as parent education opportunities that support parents to support reading at home.
- Explore how we might celebrate/report in greater detail to parents of students in target groups.

School Wide Reporting

- Ensure that in 2024 Term 1 data entry for current cohort is completed so progress and achievement can be shown from Term 1 Year 7 through to Term 4 Year 8.
- Strengthen and further develop reading practices schoolwide by continuing our inquiry into reading and introducing reading coaches and external support/s.
- Appoint a schoolwide mathematics leader and coach to conduct review of current practice.
- Share progress and achievement with the wider community in newsletters and Board of Trustee reports.
- Review mark books and archive all mark books not currently in use so correct mark books are used.
- Set up reminders for teachers on ETap to support meeting deadlines for inputting OTJs
- Review and continue to strengthen specialist teachers reporting to reports.
- Respond to changes in assessment and reporting at national level.
- Explore how we might celebrate/report in greater detail to parents of students in target groups.
- Continue to revise the assessment calendar and policies to reflect practice and changes made
- Develop a WIS assessment practices handbook for teaching staff which includes the calendar and expectations for reporting

Part 2 – Section 1

2022/23 Year End Year 8 Leavers Progress & Achievement

Purpose

The purpose of this section is to provide the Board of Trustees with an overview of our 2023 Year 8 leavers' progress and achievement during their time at Waimea Intermediate School. This is the big picture summary of progress and achievement for this cohort.

Snapshot Summary of 2-year progress for 2023 Year 8 Leavers

The tables below set out to summarize the more detailed sections that follow. The tables and commentary provide an overall snapshot of progress and achievement for reading, writing, and mathematics over time for our 2023 Year 8 leavers. It is important to view both the snapshot and the accompanying detail as this provides evidence of smaller incremental gains achieved over time that the summary may not show.

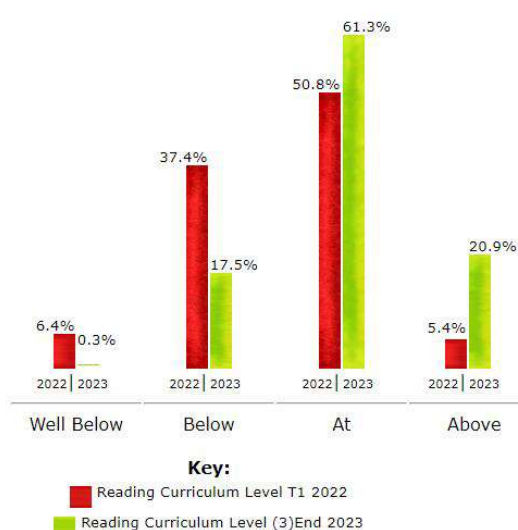
Year 8 Leavers Progress and Achievement Summary for Reading over two years: 2022-2023

Year 7 2022

Well Below	Below	At	Above	Total
6% (19)	37% (111)	51% (151)	5% (16)	297
				0
6.4% 19	37.4% 111	50.8% 151	5.4% 16	297

Year 8 2023

Well Below	Below	At	Above	Total
				0
0% (1)	18% (52)	61% (182)	21% (62)	297
0.3% 1	17.5% 52	61.3% 182	20.9% 62	297



T1 Reading Curriculum Level & (3)End Reading Curriculum Level 2022 - 2023 For: All Pupils

Student Progress 2022 - 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
116 (73%)	100 (72%)	29 (66%)	5 (56%)	167 (76%)	15 (65%)	27 (17%)	26 (19%)	7 (16%)	4 (44%)	36 (16%)	6 (26%)	15 (9%)	13 (9%)	8 (18%)	0 (0%)	18 (8%)	2 (9%)	297
116 (39%)	100 (34%)	29 (66%)	5 (56%)	167 (76%)	15 (65%)	27 (9%)	26 (9%)	7 (16%)	4 (44%)	36 (16%)	6 (26%)	15 (5%)	13 (4%)	8 (18%)		18 (8%)	2 (9%)	297
216 (73%)						53 (18%)						28 (9%)						297

Reading Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (9%), sufficient (18%) and accelerated (73%) progress between the end of Term 1 in Year 7 and graduating as a Year 8 student in 2023.

It is pleasing to note that this included 72% of our Māori priority learners experiencing sufficient or accelerated progress while 100% of our Pasifika students did, along with 92% of our NZ European cohort.

Also pleasing to note that there was very little in progress between genders with girls experiencing 91% and boys 90% experiencing sufficient or accelerated progress.

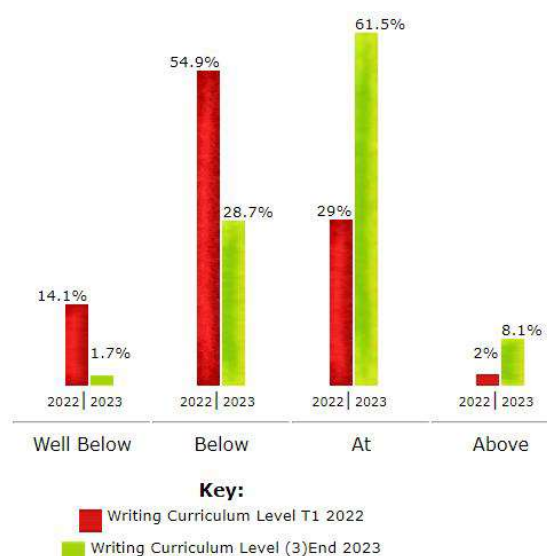
Year 8 Leavers Progress and Achievement Summary for Writing over two years: 2022-2023

Year 7 2022

Well Below	Below	At	Above	Total
14% (42)	55% (163)	29% (86)	2% (6)	297
				0
14.1% 42	54.9% 163	29% 86	2% 6	297

Year 8 2023

Well Below	Below	At	Above	Total
				0
2% (5)	29% (85)	61% (182)	8% (24)	296
1.7% 5	28.7% 85	61.5% 182	8.1% 24	296



T1 Writing Curriculum Level & (3) End Writing Curriculum Level 2022 - 2023 For: All Pupils

Student Progress 2022 - 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 124 (79%)	Girl 112 (80%)	Maori 34 (76%)	Pasifika 7 (78%)	NZ European 174 (80%)	Other 21 (88%)	Boy 19 (12%)	Girl 19 (14%)	Maori 7 (16%)	Pasifika 2 (22%)	NZ European 27 (12%)	Other 2 (8%)	Boy 13 (8%)	Girl 9 (6%)	Maori 4 (9%)	Pasifika 0 (0%)	NZ European 17 (8%)	Other 1 (4%)	
124 (42%)	112 (38%)	34 (76%)	7 (78%)	174 (80%)	21 (88%)	19 (6%)	19 (6%)	7 (16%)	2 (22%)	27 (12%)	2 (8%)	13 (4%)	9 (3%)	4 (9%)		17 (8%)	1 (4%)	296
236 (80%)						38 (13%)						22 (7%)						296

Writing Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (7%), sufficient (13%) and accelerated (80%) progress between the end of Term 1 in Year 7 and graduating as a Year 8 student in 2023.

Pleasing to note that this included 92% of our Māori priority learners experiencing sufficient or accelerated progress which is 20% more than in reading. As in reading, 100% of our Pasifika students made sufficient or accelerated progress during their time at WIS, along with 92% of our NZ European cohort (same percentage as in reading).

Also pleasing to note that there was very little in progress between genders with girls experiencing 94% and boys 91% experiencing sufficient or accelerated progress.

Overall, this means more students made accelerated progress in writing than in reading over the same time.

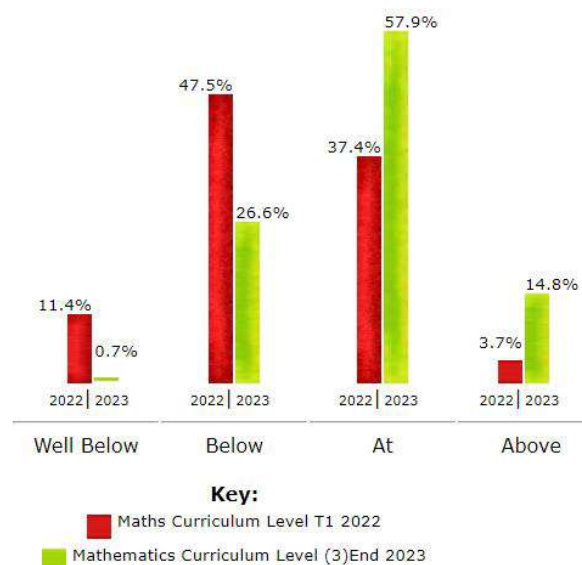
Year 8 Leavers Progress and Achievement Summary for Mathematics over two years: 2022-2023

Year 7 2022

Well Below	Below	At	Above	Total
11% (34)	47% (141)	37% (111)	4% (11)	297
				0
11.4% 34	47.5% 141	37.4% 111	3.7% 11	297

Year 8 2023

Well Below	Below	At	Above	Total
				0
1% (2)	27% (79)	58% (172)	15% (44)	297
0.7% 2	26.6% 79	57.9% 172	14.8% 44	297



T1 Maths Curriculum Level & (3)End Mathematics Curriculum Level 2022 - 2023 For: All Pupils

Student Progress 2022 - 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 123 (78%)	Girl 109 (78%)	Maori 35 (78%)	Pasifika 7 (78%)	NZ European 175 (80%)	Other 15 (65%)	Boy 21 (13%)	Girl 20 (14%)	Maori 6 (13%)	Pasifika 1 (11%)	NZ European 27 (12%)	Other 7 (30%)	Boy 13 (8%)	Girl 11 (8%)	Maori 4 (9%)	Pasifika 1 (11%)	NZ European 18 (8%)	Other 1 (4%)	
123 (41%)	109 (37%)	35 (78%)	7 (78%)	175 (80%)	15 (65%)	21 (7%)	20 (7%)	6 (13%)	1 (11%)	27 (12%)	7 (30%)	13 (4%)	11 (4%)	4 (9%)	1 (11%)	18 (8%)	1 (4%)	297
232 (78%)						41 (14%)						24 (8%)						297

Mathematics Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (8%), sufficient (14%) and accelerated (78%) progress between the end of Term 1 in Year 7 and graduating as a Year 8 student in 2023.

It is pleasing to note that this included 91% of our Māori priority learners experiencing sufficient or accelerated progress which is like writing (92%) and 19% more than in reading. 89% of our Pasifika students made sufficient or accelerated progress during their time at WIS, along with 92% of our NZ European cohort (same percentage as in writing and reading).

Also pleasing to note that there was very little in progress between genders with girls experiencing 92% and boys 91% experiencing sufficient or accelerated progress.

Overall, this means more students made accelerated progress in mathematics and writing than in reading over the same time, especially in our Māori cohort. Our Year 8 graduates experienced very little gender gap between the three learning areas.

Part 3 – Section 1

2023 Year 7 Progress & Achievement (our current Year 8 cohort) & Unpacking the Snapshot Summary in Greater Detail for Reading, Writing & Mathematics

Purpose

The purpose of this report is to provide the Board of Trustees with an overview of the progress and achievement of our 2023 Year 7 cohort who are our current 2024 Year 8 cohort. This is the big picture summary of progress and achievement for this cohort historically looking at two points in time using the overall teacher judgement in Term 1 and comparing this to the end of year.

Snapshot Summary of Achievement & Progress for 2023 Year 7 at start & year end

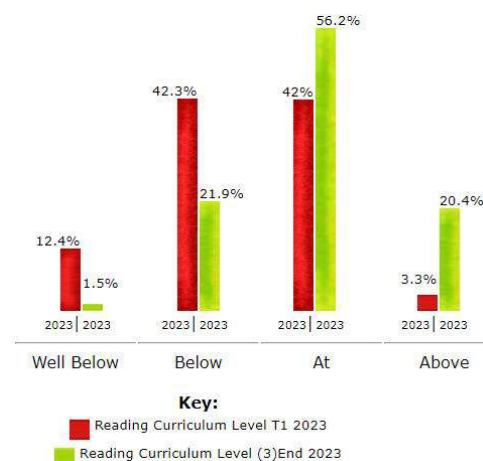
Progress and Achievement Summary for Reading

Year 7 2023
Start of year

Well Below	Below	At	Above	Total
12% (34)	42% (116)	42% (115)	3% (9)	274
				0
12.4% 34	42.3% 116	42% 115	3.3% 9	274

Year 7 2023
Year End

Well Below	Below	At	Above	Total
1% (4)	22% (60)	56% (154)	20% (56)	274
				0
1.5% 4	21.9% 60	56.2% 154	20.4% 56	274



T1 Reading Curriculum Level & (3)End Reading Curriculum Level 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 80 (55%)	Girl 60 (47%)	Maori 18 (45%)	Pasifika 3 (100%)	NZ European 105 (50%)	Other 14 (61%)	Boy 53 (36%)	Girl 44 (34%)	Maori 15 (38%)	Pasifika 0 (0%)	NZ European 75 (36%)	Other 7 (30%)	Boy 13 (9%)	Girl 24 (19%)	Maori 7 (18%)	Pasifika 0 (0%)	NZ European 28 (13%)	Other 2 (9%)	
80 (29%)	60 (22%)	18 (45%)	3 (100%)	105 (50%)	14 (61%)	53 (19%)	44 (16%)	15 (38%)		75 (36%)	7 (30%)	13 (5%)	24 (9%)	7 (18%)		28 (13%)	2 (9%)	274
140 (51%)						97 (35%)						37 (14%)						274

Reading Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (14%), sufficient (35%) and accelerated (51%) progress between the start of the 2023 school year as a Year 7 and the end of 2023. 86% of this cohort made sufficient or accelerated progress during Year 7.

It is pleasing to note that this included 83% of our Māori priority learners experiencing sufficient or accelerated progress while 100% of our Pasifika students experienced accelerated progress, along with 86% of our NZ European cohort.

There was a 10% difference between the percentage of boys who made sufficient or accelerated progress (91%) compared to our girls (81%).

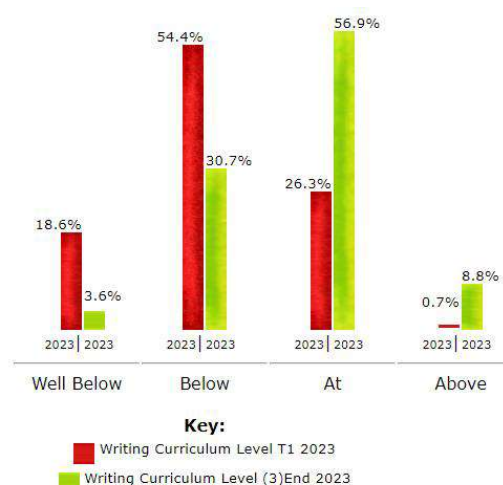
Progress and Achievement Summary for Writing

Year 7 2023
Start of year

Well Below	Below	At	Above	Total
19% (51)	54% (149)	26% (72)	1% (2)	274
				0
18.6% 51	54.4% 149	26.3% 72	0.7% 2	274

Year 7 2023
Year End

Well Below	Below	At	Above	Total
4% (10)	31% (84)	57% (156)	9% (24)	274
				0
3.6% 10	30.7% 84	56.9% 156	8.8% 24	274



T1 Writing Curriculum Level & (3)End Writing Curriculum Level 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 86 (59%)	Girl 84 (66%)	Maori 26 (65%)	Pasifika 2 (67%)	NZ European 124 (60%)	Other 18 (78%)	Boy 44 (30%)	Girl 29 (23%)	Maori 8 (20%)	Pasifika 1 (33%)	NZ European 59 (28%)	Other 5 (22%)	Boy 16 (11%)	Girl 15 (12%)	Maori 6 (15%)	Pasifika 0 (0%)	NZ European 25 (12%)	Other 0 (0%)	
86 (31%)	84 (31%)	26 (65%)	2 (67%)	124 (60%)	18 (78%)	44 (16%)	29 (11%)	8 (20%)	1 (33%)	59 (28%)	5 (22%)	16 (6%)	15 (5%)	6 (15%)		25 (12%)		274
170 (62%)						73 (27%)						31 (11%)						274

Writing Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (11%), sufficient (27%) and accelerated (62%) progress between the start of the 2023 school year as a Year 7 and the end of 2023. 89% of this cohort made sufficient or accelerated progress during Year 7 which is 3% higher than in reading.

It is pleasing to note that this included 85% of our Māori priority learners experiencing sufficient or accelerated progress and 100% of our Pasifika students, along with 88% of our NZ European cohort. Once again, these percentages are slightly higher than in reading.

Unlike in reading where there was a 10% difference between boys and girls there was no gender gap in writing with both experiencing 89% of sufficient or accelerated progress in Year 7.

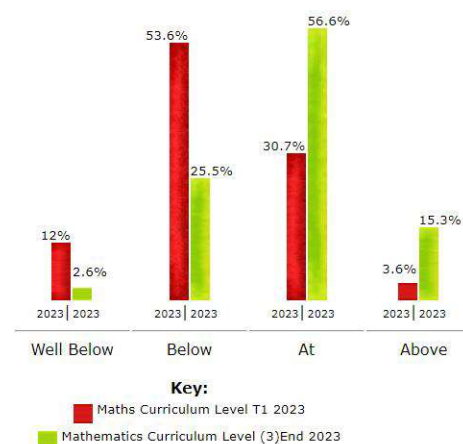
Progress and Achievement Summary for Mathematics

Year 7 2023
Start of year

Well Below	Below	At	Above	Total
12% (33)	54% (147)	31% (84)	4% (10)	274
				0
12% 33	53.6% 147	30.7% 84	3.6% 10	274

Year 7 2023
Year End

Well Below	Below	At	Above	Total
3% (7)	26% (70)	57% (155)	15% (42)	274
				0
2.6% 7	25.5% 70	56.6% 155	15.3% 42	274



T1 Maths Curriculum Level & (3)End Mathematics Curriculum Level 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 76 (52%)	Girl 69 (54%)	Māori 23 (58%)	Pasifika 3 (100%)	NZ European 106 (51%)	Other 13 (57%)	Boy 46 (32%)	Girl 43 (34%)	Māori 12 (30%)	Pasifika 0 (0%)	NZ European 70 (34%)	Other 7 (30%)	Boy 24 (16%)	Girl 16 (13%)	Māori 5 (13%)	Pasifika 0 (0%)	NZ European 32 (15%)	Other 3 (13%)	
76 (28%)	69 (25%)	23 (58%)	3 (100%)	106 (51%)	13 (57%)	46 (17%)	43 (16%)	12 (30%)	0 (0%)	70 (34%)	7 (30%)	24 (9%)	16 (6%)	5 (13%)	0 (0%)	32 (15%)	3 (13%)	274
145 (53%)						89 (32%)						40 (15%)						274

Mathematics Summary Areas of Strength & Celebrations - Ethnic and Gender Breakdowns

The table above identifies the percentage and number of students who made insufficient (15%), sufficient (32%) and accelerated (53%) progress between the start of the 2023 school year as a Year 7 and the end of 2023. 85% of this cohort made sufficient or accelerated progress during Year 7, which is 1% lower than in reading and 4% lower than in writing.

It is pleasing to note that this included 88% of our Māori priority learners experiencing sufficient or accelerated progress and 100% of our Pasifika students experiencing accelerated progress, along with 85% of our NZ European cohort. Once again, these percentages are slightly higher than in reading and writing except for New Zealand European who experienced slightly lower percentage than in reading and writing.

Unlike in reading where there was a 10% difference between boys and girls, there was a slight gender difference of 4% between boys (84%) and girls (88%) experiencing sufficient or accelerated progress in Year 7.

Overall, this means more students made accelerated progress in reading and writing than in mathematics over the same time, although our Māori cohort experienced greater percentage of sufficient and accelerated progress in mathematics than in the other two learning areas. Our Year 8 graduates experienced very little gender gap between the three learning areas except in reading where there was a difference of 10% in advantage to boys.

Part 4 – 2023 Target Student Focus

Homeroom Teacher 2023 Target Student Progress & Achievement Between Start of Year and Year End

Background

The target student data set is made up by each Homeroom teacher selecting a small group of students in their class as a target group for writing, reading and mathematics.

- Each teacher selects approximately three students – making each year level representing approximately 33 students or 66 students across the two-year levels.
- Groups for each learning area will be different depending on the cohort needs.
- Best practice indicates that teachers analyze individual student data, identify next learning steps, develop targeted intervention/s and records progress throughout the year.
- Data, along with progress, attendance, and engagement (PB4L) is discussed at team meetings, sharing, affirming, and developing teacher practice.
- Start and end data is collated to provide the school wide summary below.
- In some cases, the target group is the same students identified on the Ministry of Education Annual Targets, but this is not always the case.

2023 Snapshot Summary of Progress & Achievement for Target Students

	At or Above Expected Level		
	Start of Year	End of Year	% Increase
Reading	13%	60%	47%
Writing	14%	62%	48%
Mathematics	3%	63%	60%

	Yr. level	Rate of Progress Over Time		
		Accelerated	Sufficient	Total Year Level
Reading	7	63%	22%	85%
	8	19%	69%	88%
	Combined	39%	47%	86%
Writing	7	58%	19%	77%
	8	49%	42%	91%
	Combined	53%	32%	85%
Math	7	63%	26%	89%
	8	52%	36%	88%
	Combined	57%	32%	89%

Areas of Strength & Celebrations

- Our targeted teaching inventions are working and well matched to student needs.
- 2023 targeted teacher practices in reading, writing and mathematics supported 85%-89% of target students to achieve at or above the expected level. This means that whilst target students experienced progress over time not all met the expected level by the end of the year. This needs to be considered alongside the fact that for students who are already below the expected level, they are required to make accelerated progress over time to catch up.
- 2023 Year 7 and Year 8 target students in all three learning areas experienced pleasing gains with many experiencing accelerated progress as noted above, especially in mathematics (57%) and writing (53%)
- 2022 Year 8 Leaver writing target group achieved 91% experiencing sufficient or accelerated progress in 2023 even though only 63% achieved At in writing.

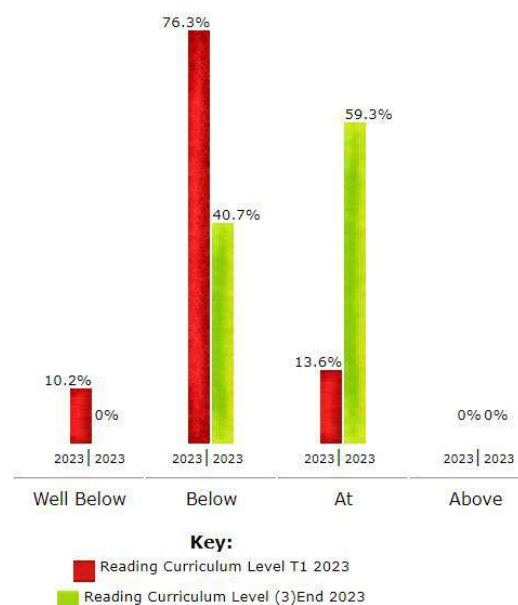
Year 7 & 8 Reading Data for 2023 Target Students

2023 Start of Year Both Year Levels Reading Achievement

Well Below	Below	At	Above	Total
22% (6)	70% (19)	7% (2)		27
	81% (26)	19% (6)		32
10.2% 6	76.3% 45	13.6% 8		59

2023 Year End Both Year Levels Reading Achievement

Well Below	Below	At	Above	Total
	48% (13)	52% (14)		27
	34% (11)	66% (21)		32
	40.7% 24	59.3% 35		59



2023 Reading Progress from SOY to YE

T1 Reading Curriculum Level & (3)End Reading Curriculum Level 2023
For: Target Students Reading 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 13 (36%)	Girl 10 (43%)	Maori 3 (38%)	Pasifika 1 (50%)	NZ European 17 (38%)	Other 2 (50%)	Boy 18 (50%)	Girl 10 (43%)	Maori 4 (50%)	Pasifika 1 (50%)	NZ European 22 (49%)	Other 1 (25%)	Boy 5 (14%)	Girl 3 (13%)	Maori 1 (13%)	Pasifika 0 (0%)	NZ European 6 (13%)	Other 1 (25%)	
																		0
9 (33%)	8 (30%)	2 (25%)	1 (50%)	12 (27%)	2 (50%)	4 (15%)	2 (7%)	1 (13%)		5 (11%)		2 (7%)	2 (7%)	1 (13%)		3 (7%)		27
4 (13%)	2 (6%)	1 (13%)		5 (11%)		14 (44%)	8 (25%)	3 (38%)	1 (50%)	17 (38%)	1 (25%)	3 (9%)	1 (3%)			3 (7%)	1 (25%)	32
23 (39%)						28 (47%)						8 (14%)						59

2023 Reading Target Groups Commentary

- 86% of our target students have made sufficient or accelerated progress from the start of the year to the year end. More Year 7 students made accelerated progress than Year 8 and boys in both year groups compared to girls.
- At the start of the year 87% of our target group were below or well below the expected level. By the end of the year this amount had reduced to 40% which is an increase of 47% from being Well Below and Below to now At the expected level. Many of those still below experienced accelerated progress, however, did not meet their expected level by year end.
- There was little difference between ethnic progress with our Māori students experiencing 88%, New Zealand European 87% and Pasifika 100% accelerated progress in Reading.

Next Steps for 2024 in Reading Target Groups

- Continue to focus professional development on reading to learn to support lower levels in reading across the school.
- In addition to the focus above develop and document best practices in reading that are supported by coaching conversations between teachers
- Appoint reading coach/es to support coaching conversations that support change in practice promoting student progress and achievement at all levels across the school.
- Continue to identify target group in reading.
- Continue to provide external reading expertise through PLD and working alongside ERO team on our inquiry.
- Ensure homeroom teachers review 2023 Year 7 reading target students in Term 1 2024 and review progress considering additional maintenance of reading to sustain level.

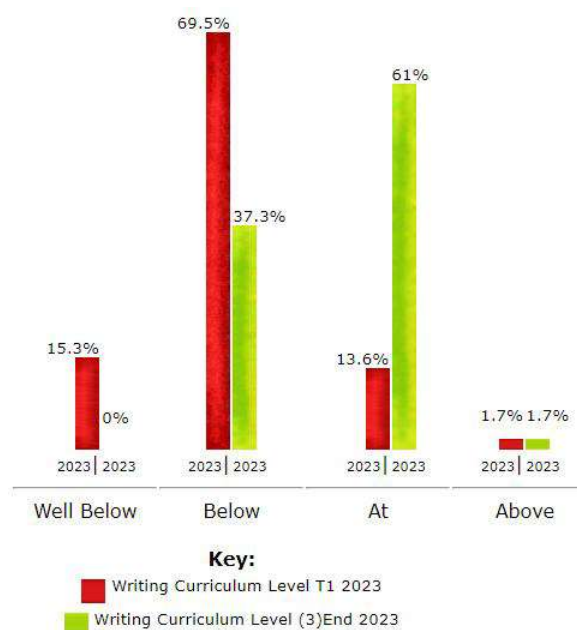
Year 7 & 8 Writing Data for 2023 Target Students

2023 Start of Year Both Year Levels Writing Achievement

Well Below	Below	At	Above	Total
15% (4)	73% (19)	8% (2)	4% (1)	26
15% (5)	67% (22)	18% (6)		33
15.3% 9	69.5% 41	13.6% 8	1.7% 1	59

2023 Year End Both Year Levels Writing Achievement

Well Below	Below	At	Above	Total
	50% (13)	50% (13)		26
	27% (9)	70% (23)	3% (1)	33
	37.3% 22	61% 36	1.7% 1	59



2023 Writing Progress from SOY to YE

T1 Writing Curriculum Level & (3)End Writing Curriculum Level 2023
 For: Target Students Writing 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 19 (61%)	Girl 12 (43%)	Maori 10 (63%)	Pasifika 0 (0%)	NZ European 19 (49%)	Other 2 (67%)	Boy 8 (26%)	Girl 11 (39%)	Maori 4 (25%)	Pasifika 0 (0%)	NZ European 14 (36%)	Other 1 (33%)	Boy 4 (13%)	Girl 5 (18%)	Maori 2 (13%)	Pasifika 1 (100%)	NZ European 6 (15%)	Other 0 (0%)	
10 (38%)	5 (19%)	5 (31%)		10 (26%)		1 (4%)	4 (15%)	1 (6%)		4 (10%)		3 (12%)	3 (12%)	2 (13%)		4 (10%)		0
9 (27%)	7 (21%)	5 (31%)		9 (23%)	2 (67%)	7 (21%)	7 (21%)	3 (19%)		10 (26%)	1 (33%)	1 (3%)	2 (6%)		1 (100%)	2 (5%)		26
31 (53%)						19 (32%)						9 (15%)						33
																		59

2023 Writing Target Groups Commentary

- 85% of our target students have made sufficient or accelerated progress from the start of the year to the year end in writing. This is 1% less than in reading target cohort.
- More Year 8 students made sufficient or accelerated progress than Year 7's and boys in both year groups compared to girls.
- At the start of the year 85% of our target group were below or well below the expected level. By the end of the year this amount had reduced to 37%, which is an increase of 48% from being Well Below and Below to now At or above the expected level. Many of those still below experienced accelerated progress, however, did not meet their expected level by year end.
- There was little difference between ethnic progress with our Māori students experiencing 88% and New Zealand European 85% accelerated progress in Reading.

Next Steps for 2023 in Writing Target Groups

- Continue to provide teacher training opportunity in across school moderation of writing practices.
- Explore best practice as documented in Literacy and Communication Strategy
- Ensure strong leadership across the school in writing practices and links to reading are deliberately made in planning rich and authentic Literacy learning tasks.
- Review assessment practices to ensure success for all regardless of their identified gender and/or ethnicity.
- Ensure homeroom teachers review 2023 Year 7 reading target students in Term 1 2024 and review progress considering additional maintenance of reading to sustain level.

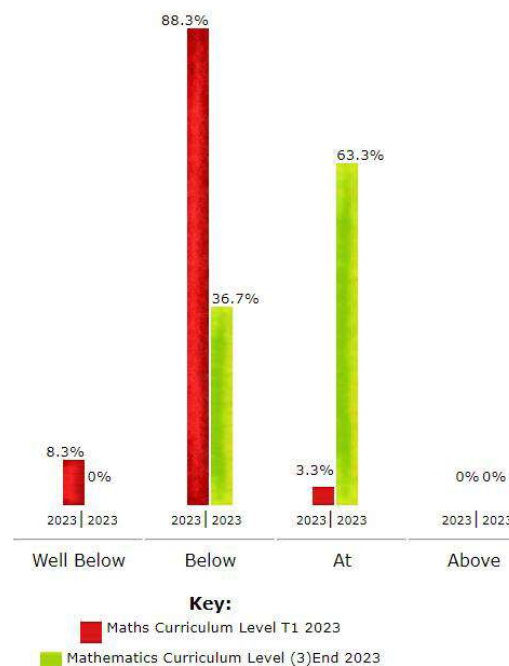
Year 7 & 8 Mathematics Data for 2023 Target Students

2023 Start of Year Both Year Levels Mathematics Achievement

Well Below	Below	At	Above	Total
11% (3)	89% (24)			27
6% (2)	88% (29)	6% (2)		33
8.3% 5	88.3% 53	3.3% 2		60

2023 Year End Both Year Levels Mathematics Achievement

Well Below	Below	At	Above	Total
	41% (11)	59% (16)		27
	33% (11)	67% (22)		33
	36.7% 22	63.3% 38		60



2023 Mathematics Progress from SOY to YE

T1 Maths Curriculum Level & (3)End Mathematics Curriculum Level 2023
For: Target Group Maths 2023

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Boy 17 (63%)	Girl 17 (52%)	Maori 4 (44%)	Pasifika 0 (0%)	NZ European 28 (65%)	Other 2 (33%)	Boy 7 (26%)	Girl 12 (36%)	Maori 4 (44%)	Pasifika 1 (50%)	NZ European 10 (23%)	Other 4 (67%)	Boy 3 (11%)	Girl 4 (12%)	Maori 1 (11%)	Pasifika 1 (50%)	NZ European 5 (12%)	Other 0 (0%)	
8 (30%)	9 (33%)	3 (33%)		14 (33%)		3 (11%)	4 (15%)	1 (11%)		4 (9%)	2 (33%)	2 (7%)	1 (4%)			3 (7%)		0
9 (27%)	8 (24%)	1 (11%)		14 (33%)	2 (33%)	4 (12%)	8 (24%)	3 (33%)	1 (50%)	6 (14%)	2 (33%)	1 (3%)	3 (9%)	1 (11%)	1 (50%)	2 (5%)		27
34 (57%)						19 (32%)						7 (12%)						33
																		60

2023 Mathematics Target Groups Commentary

- 89% of our target students have made sufficient or accelerated progress from the start of the year to the year end in writing. This is 3% more than in reading and 4% in writing.
- Slightly more Year 8 students made sufficient or accelerated progress than Year 7's.
- 1% difference in gender progress with boys 89% making sufficient or accelerated progress compared to girls 88%.
- At the start of the year 96% of our target group were below or well below the expected level. By the end of the year this amount had reduced to 37%, which is an increase of 60% from being Well Below and Below to now At the expected level. Many of those still below experienced accelerated progress, however, did not meet their expected level by year end.
- There was no difference between ethnic progress with our Māori and New Zealand European students experiencing 88% sufficient or accelerated progress in Reading, however a higher percentage of New Zealand European students experienced accelerated progress (65%).

Next Steps for 2023 in Mathematics Target Groups

- Appoint a mathematics schoolwide leader and coach to review current math practices in anticipation of a math focus in 2024/25.
- Continue to monitor the Year 7 students identified in the data set above in 2023 as Year 8 students to ensure progress is maintained and respond accordingly.
- Review Mathematics common practices model against WIS best practice.
- Consider appointing mathematics coach/es in the future to support teacher practice and student achievement and progress.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Followed our health and safety procedures. Refer attached policies; Health, Safety and Welfare Policy and Health and Safety Management Policy</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Follow our EEO Policy</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We follow our personnel policy that includes:</i></p> <ul style="list-style-type: none"> <i>• good and safe working conditions</i> <i>• an equal employment opportunities programme</i> <i>• the impartial selection of suitably qualified persons for appointment</i> <i>• recognition of:</i> <ul style="list-style-type: none"> <i>• the aims and aspirations of Māori</i> <i>• the employment requirements of the Māori people</i> <i>• the need for greater involvement of the Māori people in the education service</i> <i>• opportunities for the enhancement of the abilities of individual employees</i> <i>• recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups</i> <i>• recognition of the employment requirements of women</i> <i>• recognition of the employment requirements of persons with disabilities.</i> <p><i>Through our induction and professional growth programmes we ensure that all employees maintain proper standards of integrity, conduct, and concern for the public interest and the wellbeing of students.</i></p> <p>Refer Appointments Procedure Policy</p>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and 	<i>We meet annually with our Maori community gathering aspirations and aims. We enact the Treaty of Waitangi Policy of the school – see attached</i>

– Greater involvement of Maori in the Education service?	
How have you enhanced the abilities of individual employees?	<i>Applying a strength based approach, goal setting in individual growth plan, providing opportunities for professional learning groups for staff using an inquiry approach. We enact our statements around Professional growth for principal, teachers and non-teaching staff that are part of our Performance Management Policy – see attached.</i>
How are you recognising the employment requirements of women?	<i>Once again following our policy to remove discrimination of any sort and providing EEO opportunities by following our EEO policy (see attached)</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Same as the above answer</i>

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?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	