

HOWICK INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1318
Principal:	Sara Pickering
School Address:	15 Botany Road, Howick, Auckland
School Postal Address:	15 Botany Road, Howick, Auckland
School Phone:	09 534 3922
School Email:	executiveofficer@howickint.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sara Pickering	Principal	Principal ex Officio	Jan-23
David Johnson	Presiding Member	Elected, then co-opted	
Aaron Fleming	Parent Rep	Elected	Dec-23
Marie Brooke	Parent Rep	Elected	Dec-23
Anneka van der Werff	Parent Rep	Elected	Jun-25
Kirsty Johnson	Parent Rep	Elected	Jun-25
Leigh York	Parent Rep	Elected	Jun-25
Michelle Hewlett	Staff Rep	Elected	Jun-25
Carin Newbould	Member	Elected	Jun-22

Accountant / Service Provider: Ask Accounting Ltd

HOWICK INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

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Howick Intermediate School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Annika van der Werff

Full Name of Presiding Member

aworff

Signature of Presiding Member

31/5/2023

Date:

Sara Pearl Pickering

Full Name of Principal

S Pickering

Signature of Principal

31 May 2023

Date:

Howick Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	5,360,746	5,424,105	4,886,366
Locally Raised Funds	3	128,403	117,500	140,763
Interest Income		13,274	4,000	4,921
Other Revenue		3,295	-	599
Total Revenue		5,505,718	5,545,605	5,032,649
Expenses				
Locally Raised Funds	3	81,072	92,748	108,674
Learning Resources	4	2,709,626	2,518,668	2,598,921
Administration	5	315,779	276,131	255,483
Finance		2,464	320	1,247
Property	6	2,191,701	2,698,584	2,080,007
Loss on Disposal of Property, Plant and Equipment		817	-	7,539
		5,301,459	5,586,451	5,051,871
Net Surplus / (Deficit) for the year		204,259	(40,846)	(19,222)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		204,259	(40,846)	(19,222)

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

Howick Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,745,236	1,745,236	1,753,556
Total comprehensive revenue and expense for the year		204,259	(40,846)	(19,222)
Contribution - Furniture and Equipment Grant		-	-	10,902
Equity at 31 December		1,949,495	1,704,390	1,745,236
Accumulated comprehensive revenue and expense		1,949,495	1,704,390	1,745,236
Equity at 31 December		1,949,495	1,704,390	1,745,236

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.

Howick Intermediate School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	707,084	221,961	440,740
Accounts Receivable	8	209,544	198,000	180,016
GST Receivable		10,305	20,000	16,391
Prepayments		14,462	20,000	15,922
Investments	9	422,220	500,000	417,000
Funds Receivable for Capital Works Projects	15	-	-	29,528
		<u>1,363,615</u>	<u>959,961</u>	<u>1,099,597</u>
Current Liabilities				
Accounts Payable	11	246,559	238,000	237,665
Revenue Received in Advance	12	21,084	15,000	20,094
Finance Lease Liability	14	11,334	10,665	11,275
Funds held for Capital Works Projects	15	10,279	-	-
		<u>289,256</u>	<u>263,665</u>	<u>269,034</u>
Working Capital Surplus		1,074,359	696,296	830,563
Non-current Assets				
Property, Plant and Equipment	10	1,098,274	1,228,754	1,097,654
		<u>1,098,274</u>	<u>1,228,754</u>	<u>1,097,654</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	210,693	210,693	162,349
Finance Lease Liability	14	12,445	9,967	20,632
		<u>223,138</u>	<u>220,660</u>	<u>182,981</u>
Net Assets		<u>1,949,495</u>	<u>1,704,390</u>	<u>1,745,236</u>
Equity		<u>1,949,495</u>	<u>1,704,390</u>	<u>1,745,236</u>

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

Howick Intermediate School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,223,869	955,292	1,014,424
Locally Raised Funds		107,004	82,406	190,260
International Students		2,171	15,000	-
Goods and Services Tax (net)		6,086	(3,609)	72,574
Payments to Employees		(453,383)	(424,340)	(424,335)
Payments to Suppliers		(517,562)	(537,156)	(534,878)
Interest Paid		(2,464)	(320)	(1,247)
Interest Received		9,419	3,045	6,891
Net cash from Operating Activities		375,140	90,318	323,689
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(131,685)	(244,350)	(102,374)
Purchase of Investments		(5,220)	(83,000)	(217,000)
Net cash to Investing Activities		(136,905)	(327,350)	(319,374)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,902
Finance Lease Payments		(11,698)	(11,275)	(16,352)
Funds Administered on Behalf of Third Parties		39,807	29,528	(168,131)
Net cash from/(to) Financing Activities		28,109	18,253	(173,581)
Net increase/(decrease) in cash and cash equivalents		266,344	(218,779)	(169,266)
Cash and cash equivalents at the beginning of the year	7	440,740	440,740	610,006
Cash and cash equivalents at the end of the year	7	707,084	221,961	440,740

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

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

Howick Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Howick 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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.

h) 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	15-40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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.

j) 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.

k) Employee Entitlements*Short-term employee entitlements*

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

l) Revenue Received in Advance

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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 liabilities. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,193,815	955,295	1,038,530
Teachers' Salaries Grants	2,288,127	2,080,810	2,164,657
Use of Land and Buildings Grants	1,867,663	2,388,000	1,683,179
Other Government Grants	11,141	-	-
	<u>5,360,746</u>	<u>5,424,105</u>	<u>4,886,366</u>

The school has opted in to the donations scheme for this year. Total amount received was \$70,650.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	530	-	1,046
Fees for Extra Curricular Activities	118,318	112,000	133,891
Trading	351	500	2,229
Fundraising & Community Grants	9,204	5,000	3,597
	<u>128,403</u>	<u>117,500</u>	<u>140,763</u>
Expenses			
Extra Curricular Activities Costs	76,658	90,148	107,247
Trading	-	1,600	137
Fundraising and Community Grant Costs	4,414	1,000	779
International Student - Student Recruitment	-	-	511
	<u>81,072</u>	<u>92,748</u>	<u>108,674</u>
<i>Surplus for the year Locally raised funds</i>	<u>47,331</u>	<u>24,752</u>	<u>32,089</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	61,535	76,590	63,164
Equipment Repairs	-	1,500	175
Information and Communication Technology	17,528	19,800	18,337
Library Resources	2,554	2,700	2,620
Employee Benefits - Salaries	2,480,288	2,274,828	2,356,505
Staff Development	13,902	30,000	27,019
Depreciation	133,819	113,250	131,101
	<u>2,709,626</u>	<u>2,518,668</u>	<u>2,598,921</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,772	10,260	8,158
Board Fees	5,223	5,500	5,130
Board Expenses	13,425	13,000	8,434
Communication	4,406	4,560	3,750
Consumables	17,423	16,200	15,395
Other	44,687	48,210	37,963
Employee Benefits - Salaries	197,525	155,077	156,034
Insurance	9,982	11,000	8,433
Service Providers, Contractors and Consultancy	12,336	12,324	12,186
	<u>315,779</u>	<u>276,131</u>	<u>255,483</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	14,763	16,000	12,780
Consultancy and Contract Services	74,640	73,592	69,974
Cyclical Maintenance Provision	48,344	48,342	105,050
Grounds	34,356	25,800	18,650
Heat, Light and Water	49,689	39,300	31,212
Repairs and Maintenance	36,279	27,400	87,534
Use of Land and Buildings	1,867,663	2,388,000	1,683,179
Security	1,369	3,500	2,701
Employee Benefits - Salaries	64,598	76,650	68,927
	<u>2,191,701</u>	<u>2,698,584</u>	<u>2,080,007</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	707,084	221,961	440,740
Cash and cash equivalents for Statement of Cash Flows	<u>707,084</u>	<u>221,961</u>	<u>440,740</u>

Of the \$707,084 Cash and Cash Equivalents, \$10,279 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$707,084 Cash and Cash Equivalents, \$18,913 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.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Receivables	\$ 4,600	\$ 15,000	-
Interest Receivable	5,900	3,000	2,045
Teacher Salaries Grant Receivable	199,044	180,000	177,971
	<u>209,544</u>	<u>198,000</u>	<u>180,016</u>
Receivables from Exchange Transactions	10,500	18,000	2,045
Receivables from Non-Exchange Transactions	199,044	180,000	177,971
	<u>209,544</u>	<u>198,000</u>	<u>180,016</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	422,220	500,000	417,000
Total Investments	<u>422,220</u>	<u>500,000</u>	<u>417,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	692,804	-	-	-	(46,404)	646,400
Furniture and Equipment	301,495	106,437	-	-	(49,669)	358,263
Information and Communication Technology	54,547	19,840	-	-	(23,096)	51,291
Leased Assets	30,915	3,570	-	-	(12,187)	22,298
Library Resources	17,893	5,408	(816)	-	(2,463)	20,022
Balance at 31 December 2022	1,097,654	135,255	(816)	-	(133,819)	1,098,274

The net carrying value of IT equipment held under a finance lease is \$22,298 (2021: \$30,915)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	775,160	(128,760)	646,400	775,160	(82,356)	692,804
Furniture and Equipment	766,778	(408,515)	358,263	660,342	(358,847)	301,495
Information and Communication Technology	256,791	(205,500)	51,291	236,951	(182,404)	54,547
Leased Assets	35,278	(12,980)	22,298	37,086	(6,171)	30,915
Library Resources	45,545	(25,523)	20,022	42,187	(24,294)	17,893
Balance at 31 December	1,879,552	(781,278)	1,098,274	1,751,726	(654,072)	1,097,654

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	29,402	40,000	43,405
Accruals	8,617	8,000	7,694
Employee Entitlements - Salaries	200,410	182,000	179,363
Employee Entitlements - Leave Accrual	8,130	8,000	7,203
	246,559	238,000	237,665
Payables for Exchange Transactions	246,559	238,000	237,665
	246,559	238,000	237,665

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	13,913	-	-
International Student Fees in Advance	2,171	15,000	-
Other revenue in Advance	-	-	20,094
	<u>21,084</u>	<u>15,000</u>	<u>20,094</u>

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	162,349	162,349	57,299
Increase to the Provision During the Year	48,344	48,344	105,050
Provision at the End of the Year	<u>210,693</u>	<u>210,693</u>	<u>162,349</u>
Cyclical Maintenance - Non current	210,693	210,693	162,349
	<u>210,693</u>	<u>210,693</u>	<u>162,349</u>

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

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	13,445	10,665	13,621
Later than One Year and no Later than Five Years	12,678	9,967	22,581
Future Finance Charges	(2,344)	-	(4,295)
	<u>23,779</u>	<u>20,632</u>	<u>31,907</u>
Represented by			
Finance lease liability - Current	11,334	10,665	11,275
Finance lease liability - Non current	12,445	9,967	20,632
	<u>23,779</u>	<u>20,632</u>	<u>31,907</u>

15. Funds Held for Capital Works Projects

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE - SIP Upgrade Rooms	(4,352)	6,263	(1,911)	-	-
MOE SIP - Carpark and Walkway	(25,176)	26,376	(1,200)	-	-
MOE- 5 Yr Property Blk 15 Roof Rplmt	-	43,662	(39,972)	-	3,690
MOE Block 15 Window Replacement	-	37,336	(30,747)	-	6,589
Totals	(29,528)	113,637	(73,830)	-	10,279

Represented by:

Funds Held on Behalf of the Ministry of Education 10,279

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Rework of Hall, Canteen, Library and Pool	(16,323)	40,495	(24,172)	-	-
MOE - Satellite Class Remediation	(2,369)	-	-	2,369	-
MOE - SIP Upgrade Rooms	63,083	-	(67,435)	-	(4,352)
MOE SIP - Carpark and Walkway	105,048	-	(130,224)	-	(25,176)
Totals	149,439	40,495	(221,831)	2,369	(29,528)

Represented by:

Funds Receivable from the Ministry of Education (29,528)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	5,223	5,130
<i>Leadership Team</i> Remuneration Full-time equivalent members	356,012 3	360,194 3
Total key management personnel remuneration	361,235	365,324

There are 7 members of the Board excluding the Principal. The Board held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) Committees that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members may also have been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	4	2
110-120	-	1
	4	3

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

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

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

(a) A contract for window replacements in Block 15 to be completed in 2023, which will be fully funded by the Ministry of Education. \$37,336 has been received of which \$30,747 has been spent on the project to date.

(Capital commitments at 31 December 2021:

(a) A \$190,425 contract for the SIP upgrade of classrooms to be completed in 2022, which will be fully funded by the Ministry of Education. \$184,161 has been received of which \$188,513 has been spent on the project to date; and

(b) A \$135,976 contract for the SIP upgrade of the carpark and walkway to be completed in 2022, which will be fully funded by the Ministry of Education. \$109,600 has been received, with \$134,776 spent on the project to date.)

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	707,084	221,961	440,740
Receivables	209,544	198,000	180,016
Investments - Term Deposits	422,220	500,000	417,000
Total Financial assets measured at amortised cost	<u>1,338,848</u>	<u>919,961</u>	<u>1,037,756</u>

Financial liabilities measured at amortised cost

Payables	246,559	238,000	237,665
Finance Leases	23,779	20,632	31,907
Total Financial Liabilities Measured at Amortised Cost	<u>270,338</u>	<u>258,632</u>	<u>269,572</u>

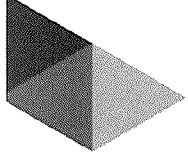
21. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The school was not significantly affected by the flooding on first inspection. However, some water related issues have since arisen and the school is currently in discussions with the Ministry of Education about resolution of these matters.

Analysis of Variance Reporting



School Name:	Howick Intermediate School	School Number:	1318
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum		
Annual Aim:	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
Target:	Target Reading Goal- To accelerate the learning and achievement of 33 (14.2%) Year 8 students who were nearly meeting expectation in Reading at the end of Year 7 2021 (225 students), of which 6 (22.2%) students are Pasifika and 2 (7.6%) students are NZ Māori at the end of Year 7 2021 so that 80% of students are meeting and/or exceeding expectation at the end of 2022.		
Baseline Data:	Baseline data: Analysis of the 2021 data showed that 17 males (14%) of 114 male students and 16 females (14%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Reading. This group includes 7.6% (2) of the 26 Year 7 2021 NZ Māori students and 22.2 % (6) of the 27 Year 7 2021 Pasifika students.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Used end of 2021 data to identify the students sitting just below where we would expect them to be and put them into a priority target group.</p> <p>These students were placed on a register at the beginning of the year after staff looked through data to identify students.</p> <p>Students were closely monitored throughout the year and the teachers regularly analysed the data to ensure progress and achievement and that adaptation to programmes was being made.</p> <p>Barriers were identified and addressed with discussions happening at leadership meetings and at team level.</p> <p>Teachers identify reasons why students are not making progress/barriers and identify strategies that will accelerate progress or what other teachers were having success with. What strategies were being used to accelerate these students?</p> <p>During the middle of the year, data was analysed again and strategies implemented to accelerate progress. SLT worked with lead teachers about</p>	<ul style="list-style-type: none"> • 33- Year 8 students of which 3 of these students have left from Whanau Cooper (30 Target students by the EOY) • All of our 30 reading target students have made a shift from the BOY 2022 where these students were working at level 3 • 3 of our 33 target students in this group who have left. Howick Intermediate--1 was a Māori student and 2 were Pasifika. • Our 2 Māori students have made a shift from the BOY 2021 at Level 3 to EOY 2022 At level 4 (1 of our Māori students has left in 2022) • Our 4 Pasifika students have all made a shift- 2 of the Pasifika students shifting from Early Level 3 at BOY 2021 to Early level 4 at EOY 2022 • The other 2 Pasifika students shifting from Early Level 3 BOY 2021 to At level 4 at EOY 2022. <p>Our strengths</p> <ul style="list-style-type: none"> • 8 of the 33 (24.2% %) target students are working at early 	<p>Barriers to learning that have been identified as limiting progress:</p> <p>Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to ensure consistency in classroom programmes.</p> <p>There are students in this group who have learning differences such as ADHD and dyscalculia.</p> <p>Some of the students are ESOL or past ESOL students and struggle with English as their second language.</p> <p>Strategies being used to accelerate learning:</p> <p>There is more use of engaging reading material and new resources that help with student focus and engagement. Literacy boxes are updated and available with up-to-date Literacy materials in each classroom.</p> <p>Ongoing robust moderation conversation at Whanau and school wide level.</p>	<p>Continue to have a focus on integration between reading, writing and concept so students are more engaged in their learning and more authentic programs being delivered - will need PD for some teachers in planning for this</p> <p>Continue developing teacher practice to use all the reading assessment tools such as PROBE, ARB's etc. as a formative assessment tool to plan for student's next learning steps</p> <p>Ongoing and robust moderation sessions both as a whole school and at whanau meetings to ensure that teachers are confident at providing OTJ's in Reading</p> <p>Continue to purchase quality, engaging and appropriate leveled resources to support reading at all levels and for teachers to be aware of what resources are available</p> <p>Support lead teachers in working with their teams to plan for the delivery of a balanced and varied reading program.</p> <p>Ensure that there is consistency across the whānau with the teaching and learning of our target students through a robust and engaging acceleration program.</p>



Tātaitanga raraunga

having inquiry conversations about these students, with their teams, and analysing and responding to the data.

Literacy curriculum leaders and whanau representatives led PLD to showcase the large number of reading resources, which are high interest and engaging. Many of these resources support specific reading skills that need to be taught across the curriculum.

Teachers have tracked the achievement of Māori and Pasifika students as a subset of the target group

Ongoing focus on using evidence to form OTJs and the moderation process, both as a whole school and in whanau.

Level 4

- 19 of the 33 (57.5%) target students are working at **Level 4**
- 1 of the 33 (3.0%) target students are working at working **Level 5**
- 17 of our 33 (51.5%) of our target student **have made a shift from the BOY**
- **Only 7 of the 28 (21.2%) target students have made no shift from MOY 2022- EOY 2022**

Achievements-

- 33- Year 8 students of which 3 **Māori: 3 NZ Māori students (1 has left)**
- These 2x NZ Māori students (1x male and 1x female) from the MOY 2022 both these students have made a shift and are now with both students working At level 3 to now EOY working At Level 4

Pasifika: 6 Pasifika students- (2 male and 2 female)

- 2 of this students have left HIS

	<ul style="list-style-type: none"> • 2 students have made a shift from At Level 3 EOY 2021 to Early L4 at EOY 2022. 		
<p>Planning for next year:</p>			
<p>All data from EOY 2022 will be analysed and reported on to form a school wide picture of achievement, it will be used to identify the 2023 target group.</p> <p>Moderation will be an ongoing focus for teachers and the SLT so that students will know what success looks like at level 4 and will know how to cater and extend students already working at level 5.</p> <p>Classroom teachers need to be able to identify their target student, including Māori and Pasifika students and discuss their learning and progress</p> <p>Continue developing teacher practice to use all the reading assessment tools such as PROBE, ARB's etc. as a formative assessment tools to plan for student's next learning steps.</p> <p>Continue to encourage and facilitate teacher's observations of good practice within the school in order to lift all teachers practice and pedagogy in the delivery of balanced reading lessons and programmes.</p>			

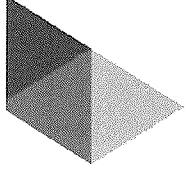


MINISTRY OF EDUCATION
ĀKAREKARE

Tātaritanga raraunga

- Continue to purchase quality, engaging and appropriate leveled resources to support reading at all levels and for teachers to be aware of what resources are available and how to use them
- Support lead teachers in working with their teams to plan for a balanced and varied reading programme, including specific teaching of strategies and critical thinking
- Classroom teachers need continued ownership of the target students and be able to talk to their progress and needs
- Support Lead Teachers in their ability to lead discussions around data and what it means for teaching and students learning
- Ensure that we have quality reading programmes, that are differentiated and develop critical literacy skills across the curriculum
- To continue to embed formative assessment, so that students are aware of what they are learning, why they are learning it, how will they know if they have been successful and what their next steps will be
- Continued PLD with Murray Gadd to help teachers make clear links between Reading and Writing.

Analysis of Variance Reporting



School Name:	Howick Intermediate School	School Number:	1318
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum		
Annual Aim:	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
Target:	To accelerate the learning and achievement of 37 (16%)* Year 8 students who were nearly meeting expectation in Writing (of which 2 students are Pasifika and 2 students are NZ Maori) at the end of Year 7 2021 (225 students), so that 80% of Year 8 students are meeting and/or exceeding expectations at the end of 2022.		
Baseline Data:	Analysis of the 2021 data showed that 26 males (22.8%) of 114 male students and 11 females (9.9%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Writing. This group includes 7.6% (2) of the 26 Year 7 2021 NZ Maori students and 14.8% (4) of the 27 Year 7 2021 Pasifika students.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Target Students: Making expected progress (EP) means advancing by 1 curriculum level during the year.</p> <p>Making accelerated progress (AP) means advancing 2+ curriculum levels during the year.</p> <p>It is desirable for target students to accelerate their progress if they are to 'catch up' with other students.</p> <p>Teachers identify target students for writing, those students who are working just below the expected level 4 of the NZ curriculum for Year 8.</p> <p>Throughout the year teachers identify reasons why students are not making progress/barriers and identify strategies that will accelerate progress or what other teachers were having success with</p> <p>The staff use the Student learning</p>	<p>School Target Goal To accelerate the learning and achievement of 37 (16%)* Year 8 students who were nearly meeting expectation in Writing (of which 2 students are Pasifika and 2 students are NZ Maori) at the end of Year 7 2021 (225 students), so that 80% of Year 8 students are meeting and/or exceeding expectations at the end of 2022.</p> <p>By the End of Year 8 (n=35)</p> <p>Did not make EP - 8.5% (n=3/35)</p> <p>Made expected progress - 42.8% (n=15/35)</p> <p>Made accelerated progress - 48.5% (n=17/35)</p> <p>Furthermore, of the 35 target students who made accelerated progress, 17 (48.5%) are now achieving 'at' or 'above' national expectations for Year 8 writing.</p>	<p>This target goal was not met, but significant progress was noted by these students.</p> <p>2 of our target students have left HIS and now we are tracking 35 target students.</p> <ul style="list-style-type: none"> 32 of the 35 (91%) students have made progress since MOY 2021. 17 of the 35 (48.5%) have made accelerated progress and are now meeting expectations as they are working at level 4 of the curriculum. 15 of the 35 (42.8%) have made progress since EOY 2021, but are still nearly meeting expectations as they are now working at early level 4 of the curriculum. 3 of the 35 (8.5%) have not shifted a level since EOY 2021, they are working towards expectations as they are working at level 3 of the curriculum. However, they have all stayed within the same level of learning that 	<p>Using the Learning Progressions Framework alongside our moderation process</p> <p>Continue to work alongside Jude Parkes to ensure teachers are familiar with the LPFs</p> <p>Running workshops to address diverse needs</p> <p>Organising a programme to account for different needs</p> <p>Ensuring teachers are aware of where students have come from in terms of writing and how to address basic needs in writing</p> <p>Encourage students to share and celebrate more widely</p> <p>Modelling in a more targeted way</p> <p>Using more diverse approaches to motivation eg picture books</p> <p>Providing greater topic choice to enhance engagement</p>

Tātarianga raraunga

<p>progressions tool and Effective Literacy Practice to implement effect programmes and identify and provide targeted PD that upskills teachers' practice to close the learning gap/accelerate learning.</p> <p>Teachers work alongside Murray Gadd for PD in an effective and engaging writing programme.</p> <p>Target students to be included as a standing item on agendas for whanau meetings. Professional learning discussions centered around what is making a difference to students' progress. LTs to feedback to Literacy leader/AP/DP</p> <p>Literacy curriculum leader and within school literacy leaders monitored planning to identify links between planning for target students, progress and next steps for these students. Also provides</p>	<p>This means that 8.5% (n=3/35) of our Year 8 target students did not make expected progress during the year.</p> <p>This means that 42.8% (n=15/35) of our Year 8 target students made expected progress during the year.</p> <p>This means that 48.5% (n=17/35) of our Year 8 target students made accelerated progress during the year.</p>	<p>they were assessed at the end of 2021.</p> <p>The proportion of target students (Year 8 students who were under-achieving in 2021) who have made accelerated progress is very good. Not only have 48.5% (n=17) of these students made accelerated progress but they are now achieving 'at' national achievement expectations for Year 8 writing.</p> <p>Despite the school's best efforts, 3 of these target students did not make any progress since EOY 2021. Of these 3 students, 2 have behavioural/pastoral issues that are impeding their progress, and 1 has learning differences including slow processing speed.</p> <p>Barriers to learning that have been identified as limiting progress:</p> <p>Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to</p>	<p>Co constructing success criteria with students</p> <p>Being a writer in the classroom</p> <p>Questioning in a way that leads to deeper thinking about writing</p> <p>Ensuring that the student voice is to the fore.</p> <p>Use of " student learning progressions to inform students of their goals and next steps in writing</p>
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MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri
Mātauranga Māori

Tātaritanga raraunga

feedback on observations alongside Murray Gadd.

Teachers have tracked the achievement of Maori and Pasifika students as a subset of the target group.

Professional Development with Jude Parkes on the LPF and aspects of these to aid planning, analysis and moderation of Writing.

Ongoing focus on using evidence to form OTJs and the moderation process, both as a whole school and in whanau.

ensure consistency in classroom programmes.

There are students in this group who have learning differences such as ADHD and dyscalculia.

Some of the students are ESOL or past ESOL students and struggle with English as their second language.

Strategies being used to accelerate learning:

Jude Parkes working with teachers to upskill their pedagogical knowledge in the Learning Progression Framework and their understanding of Level 4 and 5 of the curriculum.

Students are being given more opportunities to write through teachers planning for 'quick writes'

Students are being given more opportunity to select their writing purpose, and thus are more engaged with the topic

	<p>Regular and ongoing analysis of data is a focus for all staff and is a senior leadership goal - assessment and moderation alongside curriculum planning has been a focus.</p> <p>Teachers are more aware of level 4 expectations and are planning to meet these and assessing according to these</p> <p>Writing indicators are being used more consistently for assessment</p> <p>Continued support by Murray Gadd and resources to build teacher and student capability in Writing</p>	
<p>Planning for next year:</p>		
<p>Continuing writing PLD with Murray Gadd will help teachers understand what effective writers do and how to motivate and engage students.</p> <p>Continue writing PLD with Jude Parkes with the Learning Progression Framework and aspects of these to help inform our teaching, assessment and moderation of Writing.</p> <p>To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate, maybe as annotated examples of expected outputs and/or as lists of writing skills and strategies required.</p> <p>Ensuring teachers continue to implement workshops within their Writing programme focusing on the needs of their learners.</p>		



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Teachers need to recognise that merely 'doing more of the same' will not accelerate under-achieving students, especially students who have a history of under-achievement.

Increase the overall achievement of both Year 7 and 8 students by at least 6%, with a target of 80% of all students meeting or exceeding expectations.

Continue to increase the engagement and achievement of boys in writing across to school, so the achievement gap between boys and girls is no more than 12%.

Continue to decrease the proportion of all students in the working towards band to no more than 5%.

Continue to increase the proportion of all Maori and Pasifika learners across the school so that there is a minimal gap (no more than 2%) between their achievement levels and those achieved by NZE students.

Ongoing and continued development for teachers in forming evidence based OTJ's and having greater moderation discussions, including challenging conversations across the school.

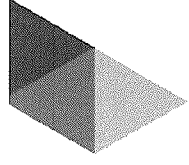
Support lead teachers in working with their teams to plan for a balanced and varied Writing programme.

Support Lead Teachers in their ability to lead discussions around data and what it means for teaching and students learning.

To continue to embed formative assessment, so that students are aware of what they are learning, why they are learning it, how will they know if they have been successful and what their next steps will be.

Students are being given more opportunity to write every day across the curriculum, to select their writing purpose, and thus are more engaged with the topic.

Analysis of Variance Reporting



School Name:	Howick Intermediate School	School Number:	1318
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.		
Annual Aim:	To increase the number of students working at or above the expected levels of the New Zealand Curriculum in mathematics.		
Target:	Goal 1: To accelerate the learning and achievement of 36 (16%) Year 8 students who were nearly meeting expectation in Mathematics (of which 6 (2%) students are Pasifika and 3 (1%) students are NZ Maori) at the end of Year 7 2021 (225 students), so that at least 80% of our Year 8 students are meeting and/or exceeding expectations at the end of 2022.		
Baseline Data:	Baseline data: Analysis of the 2021 data showed that 18 males (15.8%) of 114 male students and 18 females (16.2%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Mathematics. This group includes 11.5% (3) of the 26 Year 7 2021 NZ Maori students and 22 % (6) of the 27 Year 8 2021 Pasifika students.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>

<p>Used the end of 2021 data to identify the students sitting just below where we would expect them to be and put them into a priority target group.</p> <p>These students were placed on a register at the beginning of the year after staff looked through data to identify students.</p> <p>Students were closely monitored throughout the year and the teachers regularly analysed the data to ensure progress and achievement and that adaptation to programmes was being made.</p> <p>Barriers were identified and addressed with discussions happening at leadership meetings and at team level. Student needs, were responded to, using a variety of strategies.</p> <p>During the middle of the year, data was analysed again and strategies implemented to accelerate progress.</p> <p>Within the classroom, 2022 was a year where the PLD from the past three years was embedded into the programme. Teachers implemented a questioning culture in maths programmes which encouraged and addressed identified barriers of students not being able to articulate their thinking.</p> <p>SLT worked with lead teachers about having inquiry conversations about these students, with their teams, and analysing and responding to the data.</p> <p>Students had access to the online maths resource, MathsBuddy, which supported what was taught in class and allowed students to use this at home to consolidate their learning.</p>	<p><u>End of Year summary:</u></p> <p>At the end of the year 2021 we had 36(however 3 have since left) students working at level 3 of the Mathematics curriculum.</p> <p>These students were our target students as they were nearly meeting expectations. Staff were involved in analysing the data at the beginning of the school year to identify these students.</p> <p>Additional staff resourcing was planned for to support staff in targeting these students. However, in Week 2 the school continued to be impacted by the Pandemic with the Omicron variant. This led to ongoing and sustained staff and student disruption. The end of year results for target students is still pleasing in the light of these challenges.</p> <p>Progress:Analysis:</p> <ul style="list-style-type: none"> 3 of our target students have left the school 19 of the 33 (57.5%) students are now meeting and / or exceeding expectations 32 of the 33 (96.9%) students have made progress since EOY 2021 3 of the 33 (9%) are now exceeding expectations 16 of the 33 (48.4 %) are now meeting expectations as they are working at level 4 of the curriculum. 1 of the 33 (3%) has not shifted a level since EOY 2021. The one student that has not moved was home-schooled for most of her life. English is her second language and she has slow processing speeds, however we are very pleased with the progress she has made at Howick Intermediate over the past 2 years. 	<p>96.9% of target students have made a shift since the EOY 2021. This is an extremely positive result for HIS.</p> <p>9% have made more than expected progress and are now exceeding expectations.</p> <p>All of the students who are not yet meeting expectations are known to staff.</p> <p>Overall data shows that 79.7% of our Year 8 cohort are meeting and/or exceeding expectations in Mathematics. This is just below our target of 80%.</p> <p>40.7% of our Year 8 cohort is exceeding expectation which is very exciting for HIS.</p> <p>Barriers to learning that have been identified as limiting progress:</p> <p>Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to ensure consistency in classroom programmes.</p> <p>There are students in this group who have learning differences such as ADHD and dyscalculia.</p> <p>Some of the students are ESOL or past ESOL students and struggle with English as their second language.</p>	<p>To build teachers confidence in the teaching of maths by improving their content knowledge.</p> <p>To make sure there is differentiation in maths lessons</p> <p>For teachers to know what an effective maths programme looks like.</p> <p>Closer monitoring by deputy principals that there is ongoing discussions around target students at whanau meetings.</p> <p>Additional support will be provided in the whanau using additional resourcing. Target students will be closely monitored through rigorous data analysis .</p> <p>The 2023 mathematics support programme will be closely monitored over the year using data, student and teacher voice.</p> <p>The success of this programme should be reflected in the data.</p> <p>Moderation will be an ongoing focus for teachers and the SLT so that students will know what success looks like at level 4 and will know how to cater and extend students already working at level 5.</p> <p>Continue to focus on developing students' conceptual understanding of concepts through mathematical inquiries(investigations) and authentic contexts.</p> <p>Continue to focus on developing students' mathematical vocabulary.</p> <p>Continue to encourage and facilitate teacher's observations of good practice within the school in order to lift all teachers practice and pedagogy in the delivery of effective maths lessons and programmes.</p> <p>Continue to purchase quality, engaging and appropriate resources to support teaching and learning at the right levels in maths.</p> <p>Support lead teachers to work with their teams to plan for and to deliver effective maths lessons and programmes, leading learning conversations and facilitating inquiry into how to further lift student achievement in maths throughout the year.</p> <p>Monitor any changes or developments that are happening within the redesign of the Curriculum and ensure that we are making adaptations or modifications.</p>		

NZ Maori: (3 students EOY)

- 1 (33%) is now meeting expectations. This student has shown progress since EOY 2021.
- 1 (33%) is nearly meeting expectations. All 3 Maori students have made progress since EOY 2021. One of these students has significant pastoral and behavioural issues. He has received MOE funding for severe behaviour and was one of our students who struggled to engage during the Pandemic lockdowns. He receives ongoing and intensive support has made progress since EOY and is now working at early level 4.

Pasifika: (6 students EOY)

- 3 (50%) are now meeting and or exceeding expectations for EOY
- 1 (17%) is now exceeding expectations for the EOY
- All Pasifika students 6(100%) have made some progress since EOY 2021.

Year 8 Priority Learners(EOY):

There are 29 year 8 students who were identified as Priority Learners (working at early Level 3 and below at EOY 2021)

- 27 (93%) have shown improvement since EOY 2021.
- 9 (31%) students are still working towards expectations
- 11 (38%) are nearly meeting expectations
- Of the 5 students who have shown no progress, all are known to us and have specific learning and/or pastoral needs that have hindered their progress. At least 3 of these 5 learners will not make any further significant progress due to their learning differences. Two of these students have had significant absences during and post the Pandemic.
- 7 (24%) are meeting expectations so have shown significant improvement.
- 2 (7%) are now exceeding expectations and have therefore shown 3 sublevel improvements (E3 to A4) since EOY 2021.
- All students were closely tracked and monitored this year

Strategies being used to accelerate learning:
Student Learning progressions are being used by whanau as a teaching tool.

Maths moderation staff meeting was robust and teachers were more confident. Evidence packs contained a variety of evidence.

Teachers are more confident about what samples of work to bring moderation meeting. They also had a variety of work to show.

During a walkthrough, it was evident that there was inquiry teaching of maths taking place. Students were working in mixed ability groups and there was evidence of talk moves. Good low floor/ high ceiling examples being used.

Good differentiation in planning is evident

High ability students that don't make the extension class are catered for and extended within their class.

Planning for next year:

Embedding the use of learning progressions as a tool for targeted teaching and planning

Active monitoring of target students

Embedding the "how we do Mathematics at HIS" document.

Actively engage as a team with any new research emerging regarding the New Curriculum. Continue to focus on Teacher Practice and how this is changing. This should be measurable through observations and learning conversations.

School staff who release homeroom teachers should be well informed and trusted to deliver quality lessons from robust planning.

Learner Agency will continue to be a focus next year. Students need to understand and use the learning progressions and their next steps. Staff and students will be actively identifying what progress looks like at Howick Intermediate School. This will be a focus for our Within School leader leading Learner Agency across the school.

Further support could be provided to the teachers by engaging in collaborative planning - whilst teachers share their planning, it is difficult for a teacher to pick up a task and know exactly what the thinking is behind the task. By collaboratively engaging and solving tasks together the teachers gain a deeper understanding of how to use the task and to consider questions they may while students are working on the tasks. Teachers need to continue to develop their questioning skills, so that the students are doing thinking and to further support students in productive struggle.

When planning lessons using the "Curriculum Elaborations" on NZMaths is a good resource to use to ensure units of work are planned at Level 4 with extension tasks at Level 5.

Select tasks which support a conceptual understanding. Resources to do this include Mindset Mathematics as on NZMaths, under "Units of Work" as these provide lesson sequences which include investigations and exploration.

Howick Intermediate Financial Statement 2022

Principal's Comments

Kiwisport Funding

The total funding received was \$6531.48. This was used to provide increased opportunities for students to participate in South Eastern Zone tournaments and other local sporting competitions and purchase needed sports equipment. The funding was also used to supplement costs associated with participation at the AIMS Games tournament and to provide students with a range of coaching opportunities.

Sara Pickering
PRINCIPAL