

# GLENFIELD INTERMEDIATE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

<b>Ministry Number:</b>	1295
<b>Principal:</b>	Mark Whitford
<b>School Address:</b>	138 Chivalry Road, Glenfield
<b>School Postal Address:</b>	138 Chivalry Road, Glenfield, Auckland, 0629
<b>School Phone:</b>	09 444 6582
<b>School Email:</b>	office@glenfieldint.school.nz

Accountant / Service Provider:



# GLENFIELD INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2023

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# Glenfield Intermediate

## 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.



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Full Name of Presiding Member

Bridgette Ferguson

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Signature of Presiding Member

24 May 2024

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Date:



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Full Name of Principal

Mark Whitford

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Signature of Principal

24 May 2024

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Date:

## Glenfield Intermediate

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	4,026,751	3,523,767	3,776,592
Locally Raised Funds	3	217,649	56,000	151,820
Interest		26,874	4,000	6,518
Gain on Sale of Property, Plant and Equipment		70	-	165
Other Revenue		663	-	-
<b>Total Revenue</b>		<b>4,272,007</b>	<b>3,583,767</b>	<b>3,935,095</b>
<b>Expense</b>				
Locally Raised Funds	3	80,957	1,000	91,623
Learning Resources	4	2,554,369	2,381,729	2,327,296
Administration	5	228,950	195,388	224,272
Interest		5,499	5,000	5,488
Property	6	1,231,474	1,026,232	1,105,821
Loss on Disposal of Property, Plant and Equipment		132	-	2,894
<b>Total Expense</b>		<b>4,101,381</b>	<b>3,609,349</b>	<b>3,757,394</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>170,626</b>	<b>(25,582)</b>	<b>177,701</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>170,626</b>	<b>(25,582)</b>	<b>177,701</b>

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

**Glenfield Intermediate**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	2023	2023	2022
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Equity at 1 January</b>	866,537	539,217	641,565
Total comprehensive revenue and expense for the year	170,626	(25,582)	177,701
Contributions from the Ministry of Education	57,179	-	-
Contribution - Furniture and Equipment Grant	-	-	47,271
<b>Equity at 31 December</b>	<b>1,094,342</b>	<b>513,635</b>	<b>866,537</b>
Accumulated comprehensive revenue and expense	1,094,342	513,635	866,537
<b>Equity at 31 December</b>	<b>1,094,342</b>	<b>513,635</b>	<b>866,537</b>

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.

# Glenfield Intermediate

## Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	274,884	329,544	180,497
Accounts Receivable	8	233,270	187,457	256,898
GST Receivable		23,319	16,827	18,829
Prepayments		37,165	14,467	19,461
Inventories	9	-	7,918	2,548
Investments	10	423,135	102,422	407,483
Funds Receivable for Capital Works Projects	16	1,477	-	-
		<u>993,250</u>	<u>658,635</u>	<u>885,716</u>
<b>Current Liabilities</b>				
Accounts Payable	12	235,625	257,770	271,312
Revenue Received in Advance	13	54,769	31,739	-
Provision for Cyclical Maintenance	14	12,470	25,179	19,367
Finance Lease Liability	15	30,149	28,706	33,186
Funds held for Capital Works Projects	16	1,042	-	705
Funds held on behalf of Kahui Ako Cluster	17	13,244	-	19,359
		<u>347,299</u>	<u>343,394</u>	<u>343,929</u>
<b>Working Capital Surplus</b>		645,951	315,241	541,787
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	592,446	334,079	459,516
		<u>592,446</u>	<u>334,079</u>	<u>459,516</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	121,471	102,452	96,263
Finance Lease Liability	15	22,584	33,233	38,503
		<u>144,055</u>	<u>135,685</u>	<u>134,766</u>
<b>Net Assets</b>		<u>1,094,342</u>	<u>513,635</u>	<u>866,537</u>
<b>Equity</b>		<u>1,094,342</u>	<u>513,635</u>	<u>866,537</u>

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

## Glenfield Intermediate

# Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		959,259	874,856	1,001,829
Locally Raised Funds		185,906	62,500	136,102
International Students		83,680	-	-
Goods and Services Tax (net)		(4,490)	-	(2,001)
Payments to Employees		(321,216)	(301,500)	(348,308)
Payments to Suppliers		(593,252)	(582,216)	(574,651)
Interest Paid		(5,499)	(5,000)	(5,488)
Interest Received		25,249	4,000	4,625
Net cash from Operating Activities		329,637	52,640	212,108
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(179,387)	(108,000)	(166,751)
Purchase of Investments		(15,652)	-	(305,061)
Net cash (to) Investing Activities		(195,039)	(108,000)	(471,812)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	47,271
Finance Lease Payments		(32,956)	(36,067)	(29,608)
Funds Administered on Behalf of Other Parties		(7,255)	-	1,567
Net cash from/(to) Financing Activities		(40,211)	(36,067)	19,230
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>94,387</b>	<b>(91,427)</b>	<b>(240,474)</b>
Cash and cash equivalents at the beginning of the year	7	180,497	420,971	420,971
<b>Cash and cash equivalents at the end of the year</b>	7	<b>274,884</b>	<b>329,544</b>	<b>180,497</b>

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 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.

# Glenfield Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Glenfield Intermediate (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 15. 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.

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

##### **Other Grants where conditions exist**

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

##### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

Inventories are consumable items held for sale and comprised of 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.

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10 years
Buildings	10-20 years
Furniture and Equipment	5-20 years
Information and Communication Technology	5-10 years
Motor Vehicles	3 years DV
Library Resources	10 years
Leased assets held under a Finance Lease	Term of Lease

**k) 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. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

**l) 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.

**m) 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.

**n) 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 students, should the School be unable to provide the services to which they relate.

#### **o) 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.

#### **p) 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.

#### **q) Shared Funds**

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

#### **r) 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.

#### **s) 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

#### **t) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

#### **u) 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.

#### **v) Budget Figures**

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

#### **w) 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	943,644	874,856	1,024,210
Teachers' Salaries Grants	2,096,905	1,876,979	1,898,667
Use of Land and Buildings Grants	972,740	771,932	851,677
Other Government Grants	13,462	-	2,038
	<u>4,026,751</u>	<u>3,523,767</u>	<u>3,776,592</u>

The school has opted in to the donations scheme for this year. Total amount received was \$60,569.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	20,873	18,000	21,427
Fees for Extra Curricular Activities	76,308	(3,000)	75,813
Trading	-	-	1,100
Fundraising & Community Grants	29,864	5,000	17,951
Other Revenue	56,582	36,000	35,529
International Students	34,022	-	-
	<u>217,649</u>	<u>56,000</u>	<u>151,820</u>
<b>Expense</b>			
Extra Curricular Activities Costs	71,846	-	78,396
Trading	2,548	-	8,861
Fundraising & Community Grant Costs	3,030	1,000	4,366
International Student - Student Recruitment	3,300	-	-
International Student - Other Expenses	233	-	-
	<u>80,957</u>	<u>1,000</u>	<u>91,623</u>
<i>Surplus for the year Locally raised funds</i>	<u>136,692</u>	<u>55,000</u>	<u>60,197</u>

During the year the School hosted 13 International students (2022:2)

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	79,004	108,750	45,297
Information and Communication Technology	26,971	35,000	29,670
Library Resources	1,729	2,500	1,638
Employee Benefits - Salaries	2,310,506	2,078,479	2,122,446
Staff Development	11,102	27,000	19,356
Depreciation	125,057	130,000	108,889
	<u>2,554,369</u>	<u>2,381,729</u>	<u>2,327,296</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	9,638	9,638	9,179
Board Fees	2,965	3,500	3,205
Board Expenses	489	2,000	3,046
Communication	2,958	4,500	3,986
Consumables	13,671	14,000	13,314
Operating Leases	466	-	747
Other	60,769	54,750	57,054
Employee Benefits - Salaries	116,315	90,000	123,684
Insurance	9,360	5,000	7,697
Service Providers, Contractors and Consultancy	12,319	12,000	2,360
	<u>228,950</u>	<u>195,388</u>	<u>224,272</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	23,481	26,500	22,164
Consultancy and Contract Services	113,721	112,000	97,988
Cyclical Maintenance Provision	27,741	33,000	48,024
Grounds	18,854	14,000	18,801
Heat, Light and Water	37,053	26,000	25,581
Rates	-	300	242
Repairs and Maintenance	35,372	38,000	37,900
Use of Land and Buildings	972,740	771,932	851,677
Security	2,512	4,500	3,444
	<u>1,231,474</u>	<u>1,026,232</u>	<u>1,105,821</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	274,884	329,544	180,497
Cash and cash equivalents for Statement of Cash Flows	<u>274,884</u>	<u>329,544</u>	<u>180,497</u>

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

Of the \$274,884 Cash and Cash Equivalents \$1,042 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 \$274,884 Cash and Cash Equivalents, \$13,244 is held by the School on behalf of the Kahui Ako Cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

### 8. Accounts Receivable

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	48,506	38,894	29,642
Receivables from the Ministry of Education	1,705	-	30,719
Interest Receivable	3,722	204	2,097
Teacher Salaries Grant Receivable	179,337	148,359	194,440
	<u>233,270</u>	<u>187,457</u>	<u>256,898</u>
Receivables from Exchange Transactions	52,228	39,098	31,739
Receivables from Non-Exchange Transactions	181,042	148,359	225,159
	<u>233,270</u>	<u>187,457</u>	<u>256,898</u>

### 9. Inventories

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Uniforms	-	7,918	2,548
	<u>-</u>	<u>7,918</u>	<u>2,548</u>

### 10. Investments

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	423,135	102,422	407,483
Total Investments	<u>423,135</u>	<u>102,422</u>	<u>407,483</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	64,870	-	-	-	(19,705)	45,165
Building Improvements	53,914	-	-	-	(5,592)	48,322
Furniture and Equipment	209,132	159,626	-	-	(42,201)	326,557
Information and Communication Technology	41,586	77,653	-	-	(14,119)	105,120
Motor Vehicles	12,902	-	-	-	(4,296)	8,606
Leased Assets	70,096	19,532	(310)	-	(37,346)	51,972
Library Resources	7,016	1,618	(132)	-	(1,798)	6,704
<b>Balance at 31 December 2023</b>	<b>459,516</b>	<b>258,429</b>	<b>(442)</b>	<b>-</b>	<b>(125,057)</b>	<b>592,446</b>

The net carrying value of equipment held under a finance lease is \$51,972 (2022: \$70,096)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	472,972	(427,807)	45,165	472,972	(408,102)	64,870
Building Improvements	55,919	(7,597)	48,322	55,919	(2,005)	53,914
Furniture and Equipment	600,080	(273,523)	326,557	770,984	(561,852)	209,132
Information and Communication Technology	225,865	(120,745)	105,120	170,109	(128,523)	41,586
Motor Vehicles	43,478	(34,872)	8,606	43,478	(30,576)	12,902
Leased Assets	124,819	(72,847)	51,972	106,302	(36,206)	70,096
Library Resources	14,437	(7,733)	6,704	104,499	(97,483)	7,016
<b>Balance at 31 December</b>	<b>1,537,570</b>	<b>(945,124)</b>	<b>592,446</b>	<b>1,724,263</b>	<b>(1,264,747)</b>	<b>459,516</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	46,268	90,571	65,172
Accruals	7,710	18,840	9,179
Employee Entitlements - Salaries	179,337	148,359	194,440
Employee Entitlements - Leave Accrual	2,310	-	2,521
	<b>235,625</b>	<b>257,770</b>	<b>271,312</b>
Payables for Exchange Transactions	235,625	257,770	271,312
	<b>235,625</b>	<b>257,770</b>	<b>271,312</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Students in Advance	49,658	31,739	-
Grants in Advance	5,111	-	-
	54,769	31,739	-

### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	115,630	94,631	94,631
Increase to the Provision During the Year	32,649	33,000	32,672
Use of the Provision During the Year	(9,430)	-	(27,025)
Other Adjustments	(4,908)	-	15,352
Provision at the End of the Year	133,941	127,631	115,630
Cyclical Maintenance - Current	12,470	25,179	19,367
Cyclical Maintenance - Non current	121,471	102,452	96,263
	133,941	127,631	115,630

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

### 15. 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	33,085	28,706	37,446
Later than One Year and no Later than Five Years	23,964	33,233	41,270
Future Finance Charges	(4,316)	-	(7,027)
	52,733	61,939	71,689
<b>Represented by</b>			
Finance lease liability - Current	30,149	28,706	33,186
Finance lease liability - Non current	22,584	33,233	38,503
	52,733	61,939	71,689

## 16. 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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block 17 Rooms 32&33 Interior Refurbishment		237200	705	8,004	(7,667)	-	1,042
Part Roof Replacement & Walkway		242848	-	40,292	(41,769)	-	(1,477)
Reinstate Damaged Basketball Court			-	81,520	(81,520)	-	-
<b>Totals</b>			<b>705</b>	<b>129,816</b>	<b>(130,956)</b>	<b>-</b>	<b>(435)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	1,042
Funds Receivable from the Ministry of Education	(1,477)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Grant			-	977	(977)	-	-
Block 17 Rooms 32&33 Interior Refurbishment		237200	-	88,964	(88,259)	-	705
<b>Totals</b>			<b>-</b>	<b>89,941</b>	<b>(89,236)</b>	<b>-</b>	<b>705</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	705
Funds Receivable from the Ministry of Education	-

## 17. Funds held on behalf of Kahui Ako Cluster

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

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Funds Held at Beginning of the Year	19,359	-	18,497
Funds Received from Cluster Members	19,587	-	22,565
<b>Total funds received</b>	<b>38,946</b>	<b>-</b>	<b>41,062</b>
Funds Spent on Behalf of the Cluster	25,702	-	21,703
<b>Funds Held at Year End</b>	<b>13,244</b>	<b>-</b>	<b>19,359</b>

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

## 19. Remuneration

### *Key management personnel compensation*

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

	<b>2023 Actual \$</b>	<b>2022 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,965	3,205
 <i>Leadership Team</i>		
Remuneration	410,178	309,081
Full-time equivalent members	3.00	2.65
 Total key management personnel remuneration	413,143	312,286

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

### *Principal*

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

	<b>2023 Actual \$000</b>	<b>2022 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	-	-

### *Other Employees*

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

	<b>2023 FTE Number</b>	<b>2022 FTE Number</b>
<b>Remuneration \$000</b>		
100 - 110	1.00	3.00
110 - 120	4.00	-
	5.00	3.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	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).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

### 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$4,042 (2022:\$0) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block 17 Rooms 32&33 Interior Refurbishment	96,968	95,926	1,042
Part Roof Replacement & Walkway	44,769	41,769	3,000
<b>Total</b>	<b>141,737</b>	<b>137,695</b>	<b>4,042</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

### 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	274,884	329,544	180,497
Receivables	233,270	187,457	256,898
Investments - Term Deposits	423,135	102,422	407,483
Total financial assets measured at amortised cost	931,289	619,423	844,878

#### Financial liabilities measured at amortised cost

Payables	235,625	257,770	271,312
Finance Leases	52,733	61,939	71,689
Total financial liabilities measured at amortised cost	288,358	319,709	343,001

### 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 GLENFIELD INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Glenfield Intermediate School (the School). The Auditor-General has appointed me, Junita Sen, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19 that comprise the statement of financial position as at 31 December 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 as applicable to entities that qualify as Tier 2.

Our audit was completed on 24 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 information included in the annual report, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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



Junita Sen  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand



## Glenfield Intermediate

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Bridgette Ferguson	Presiding Member	Elected	Sep 2025
Mark Whitford	Principal	ex Officio	
Kavita Budhia	Parent Representative	Elected	Sep 2025
Marie Cheeseman	Parent Representative	Elected	Sep 2025
Leah Davis	Parent Representative	Elected	Sep 2025
Yoyo Fu	Parent Representative	Elected	Sep 2025
Sarah Stevenson	Staff Representative	Elected	Sep 2025

## Glenfield Intermediate

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$5,611 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Glenfield Intermediate Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

## Contents

- 2023 Learner Progress
- 2023 Raw Data Summary

## Strategic Goal Updates

- Curriculum
- Culture
- Community

## Other Annual Plans

- Updates

Giving effect to Te Tiriti  
o Waitangi



**GLENFIELD**

INTERMEDIATE

EST. 1972

# Learner Progress and Analysis of Variance 2023



# LEARNER PROGRESS DATA 2023

% is the number of students at or above the expected level



## Data Analysis Summary Term 4

It is important to note that the data table below does not include all students (416) in the cohort, as we have a number of students identified (52) as requiring special intervention. Here is a breakdown of the students that have been identified and not included in the summary table. They are included in the Raw Data tables. Some learners have multiple needs and are included in more than one group.

	Year 7 students not included summary data	Year 8 students not included summary data
ORS	0	1 x ORS students
In Class Support	3 x ICS students are identified as Level 1 learners	4 x ICS students are identified as Level 1 learners
ELL (Foundation - Stage 3)	26 x learners	15 x learners
Attendance Patterns	1 x Y7 learners have < 80% attendance	2 x Y8 learners have < 80% attendance
Learning Needs (APD, Global delays)	4 x learners have significant learning needs	5 x learners have significant learning needs
<b>Total</b>	<b>31</b>	<b>21</b>

% is the number of students at or above the expected level

	Number of students		Not included	Reading		Writing		Mathematics	
	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
<b>ALL Students</b>	<b>364/416</b>		<b>52</b>	<b>83%</b>		<b>77%</b>		<b>83%</b>	
<b>ALL Year level</b>	<b>158/189</b>	<b>206/227</b>	<b>52</b>	<b>80%</b>	<b>84%</b>	<b>75%</b>	<b>78%</b>	<b>87%</b>	<b>82%</b>
<b>Male</b>	<b>84/103</b>	<b>101/114</b>	<b>32</b>	<b>81%</b>	<b>78%</b>	<b>74%</b>	<b>73%</b>	<b>94%</b>	<b>77%</b>
<b>Female</b>	<b>74/86</b>	<b>105/113</b>	<b>20</b>	<b>80%</b>	<b>90%</b>	<b>76%</b>	<b>82%</b>	<b>79%</b>	<b>81%</b>
<b>Māori</b>	<b>13/14</b>	<b>12/13</b>	<b>2</b>	<b>77%</b>	<b>75%</b>	<b>70%</b>	<b>75%</b>	<b>62%</b>	<b>75%</b>
<b>Pasifika</b>	<b>13/13</b>	<b>18/19</b>	<b>1</b>	<b>85%</b>	<b>83%</b>	<b>62%</b>	<b>83%</b>	<b>70%</b>	<b>78%</b>
<b>Filipino</b>	<b>34/43</b>	<b>33/40</b>	<b>16</b>	<b>85%</b>	<b>77%</b>	<b>88%</b>	<b>73%</b>	<b>91%</b>	<b>82%</b>
<b>Indian</b>	<b>9/13</b>	<b>18/19</b>	<b>5</b>	<b>78%</b>	<b>83%</b>	<b>89%</b>	<b>83%</b>	<b>89%</b>	<b>89%</b>
<b>Chinese</b>	<b>5/20</b>	<b>11/16</b>	<b>20</b>	<b>80%</b>	<b>91%</b>	<b>100%</b>	<b>73%</b>	<b>80%</b>	<b>91%</b>
<b>NZE</b>	<b>54/56</b>	<b>82/86</b>	<b>6</b>	<b>96%</b>	<b>89%</b>	<b>83%</b>	<b>83%</b>	<b>94%</b>	<b>84%</b>

# LEARNER PROGRESS DATA 2023

% is the number of students at or above the expected level



## Data Explanation:

- The following data tables include all students within the specified cohort. It is raw data.
- The columns headed Y7 Progress and Y8 Progress refer to the percentage of learners that were below expectation at the beginning of the school year and are now at the expected level.
- 2023 saw us add three new cohorts to our tracking our protocols: Indian, Chinese and NZ European. Data was unavailable for these cohorts from 2022.
- 2023 Targets
  - Reading
    - Pasifika Y8 made significant progress
    - Chinese Y7 and Y8 - we had significant numbers of new non-English speaking students enrol during 2023.
  - Writing
    - All students in our kura were focused on through Writer's Toolbox and specific teacher PLD during 2023. The progress rates for writing were significant for most cohorts.
  - Mathematics
    - Our focus on providing classroom teachers and Y8 learners with additional support was successful in raising the outcomes for these cohorts. This will continue in 2024 based on new cohort data for Y7.

Raw Data - Reading Progress Statements for 2023 Cohort					(Feb) 55% (205/375) of all students are at or above the expected level in reading (Dec) 71% (297/416) of all students are at or above the expected level in reading				
Learners:	Baseline - Y7 L3P and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y7 Progress	EOY 2022 - Y7 L3P and up	Baseline - Y8 L4E and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y8 Progress
ALL students	63%	62%	68%	5%	72%	49%	67%	76%	27%
Male	60%	62%	65%	5%	64%	43%	61%	68%	25%
Female	67%	63%	70%	3%	79%	54%	73%	85%	31%
Māori	61%	62%	71%	10%	43%	52%	57%	69%	17%
Pasifika	60%	75%	85%	25%	63%	41%	63%	79%	38%
Filipino	55%	58%	67%	12%	57%	33%	49%	58%	25%
Indian	64%	70%	64%	0%	NA	56%	74%	79%	23%
Chinese	42%	27%	15%	-27%	NA	82%	67%	62%	-20%
NZE	79%	82%	93%	14%	NA	51%	73%	85%	34%

# LEARNER PROGRESS DATA 2023

% is the number of students at or above the expected level



Raw Data - Writing Progress Statements for 2023 Cohort					(Feb) 35% (132 /375) of all students are at or above the expected level in writing (Dec) 68% (282 /416) of all students are at or above the expected level in writing				
Learners:	Baseline - Y7 L3P and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y7 Progress	EOY 2022 - Y7 L3P and up	Baseline - Y8 L4E and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y8 Progress
ALL students	40%	50%	63%	23%	62%	31%	54%	72%	41%
Male	39%	48%	60%	21%	53%	29%	49%	65%	36%
Female	41%	50%	66%	25%	71%	33%	59%	78%	45%
Māori	44%	38%	64%	20%	36%	32%	36%	70%	38%
Pasifika	67%	58%	62%	-5%	42%	24%	53%	84%	60%
Filipino	39%	50%	70%	31%	53%	25%	44%	60%	35%
Indian	29%	54%	64%	35%	NA	28%	63%	79%	51%
Chinese	42%	34%	25%	-17%	NA	36%	66%	50%	14%
NZE	45%	63%	80%	35%	NA	31%	56%	79%	48%

Raw Data - Mathematics Progress Statements for 2023 Cohort					(Feb) 55% (205/375) of all students are at or above the expected level in math (Dec) 77% (320/416) of all students are at or above the expected level in math				
Learners:	Baseline - Y7 L3P and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y7 Progress	EOY 2022 - Y7 L3P and up	Baseline - Y8 L4E and up	Term 2 Update - OTJ	Term 4 Update - OTJ	Y8 Progress
ALL students	63%	68%	78%	15%	66%	45%	61%	77%	32%
Male	71%	72%	83%	12%	61%	49%	58%	73%	24%
Female	55%	64%	70%	15%	71%	40%	64%	81%	41%
Māori	39%	46%	57%	18%	36%	36%	35%	71%	35%
Pasifika	67%	75%	70%	3%	47%	28%	42%	74%	46%
Filipino	55%	55%	77%	22%	54%	29%	57%	66%	37%
Indian	71%	77%	71%	0%	NA	39%	79%	89%	50%
Chinese	58%	67%	64%	6%	NA	100%	92%	94%	-6%
NZE	73%	84%	91%	18%	NA	42%	60%	78%	36%





Action Plan 2023	Term 2 Update	Term 4 Update	Next Steps Action Plan 2024
<b>Initiative 1: Review and redesign our current curriculum.</b>			
Review of current curriculum framework and learning areas <ul style="list-style-type: none"> <li>Explore authentic contexts, agency, DATs and culturally responsive practice</li> <li>New 2 year overview implemented (reviewed at the end of each term)</li> <li>Curriculum refresh to drive the curriculum framework and learning areas</li> <li>Provide Mathematics PLD and modeling for staff</li> </ul>	<ul style="list-style-type: none"> <li>This is an ongoing piece of work.</li> <li>The contexts change each term and are reviewed at the conclusion. The authentic nature and integrated approach across the teams is working well.</li> <li>Lara continues to support teachers with their mathematics programmes. This includes a mixture of approaches including modeling, team teaching and formal observations.</li> </ul>	DATs talked about in team meetings <ul style="list-style-type: none"> <li>Learner Profile - in the roadmap and timetable of focus every fortnight. It is the teachers responsibility to focus on this in their classroom programme.</li> <li>Videos the prefects made for each value were really good. This could continue in 2024 and be added to the paepae/panui at the beginning of each fortnight.</li> <li>Lara continues to support teachers with their mathematics programmes. This includes a mixture of approaches including modeling, team teaching and formal observations.</li> </ul>	<ul style="list-style-type: none"> <li>Culturally Responsive practice is a focus for 2024. This will be targeted through curriculum refresh and also PLGs. Specific actions will be more explicit once the finalised Refresh and CPM is available.</li> <li>1 page expectation for the learner profile in the curriculum handbook.</li> <li>Continue to provide Mathematics PLD and modeling for staff</li> </ul>
Continue to develop our EnviroSchools Programme (enviro/sustainability) <ul style="list-style-type: none"> <li>Incorporated this within the two year overview in one of the contexts</li> <li>Enviro lens in the curriculum handbook e.g. using paper plates, bamboo etc</li> </ul>	<ul style="list-style-type: none"> <li>Sarah West and the enviro team are involved in a variety of initiatives.</li> <li>The tamariki involved are really enjoying the programme and events.</li> </ul>	<ul style="list-style-type: none"> <li>Sarah West and the enviro team are involved in a variety of initiatives.</li> <li>The tamariki involved are really enjoying the programme and events.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the EnviroSchools programme at GIS</li> </ul>
<b>Initiative 2: Engage in and activate learning from PLD with 'Writer's Toolbox'</b>			
Design of new curriculum framework alongside writing facilitator <ul style="list-style-type: none"> <li>Continue to refine writing programme in line with the new curriculum refresh</li> <li>Curriculum Handbook - explicitly state what should be happening/expectations</li> <li>Assessment tool - writing matrix / building these into report comments as next steps</li> </ul>	<ul style="list-style-type: none"> <li>Handbook changes have been made.</li> <li>Assessment - writing comments for reports have been updated.</li> </ul>	<ul style="list-style-type: none"> <li>Modeling has been really positive for teachers and students.</li> <li>AI has helped to facilitate models and supporting teachers with resources</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine writing programme in line with the new curriculum refresh</li> <li>Assessment focus - align Writer's Toolbox with the curriculum refresh.</li> <li>Continue to provide Writing PLD and modeling for staff.</li> </ul>
Participate in Writer's Toolbox PLD <ul style="list-style-type: none"> <li>Teachers as coaches - supporting each other. Teachers as writers.</li> </ul>	<ul style="list-style-type: none"> <li>Aimee continues to support teachers with observations, model lessons and team teaching as required.</li> </ul>		

**STRATEGIC GOAL: CURRICULUM:**  
**A rich, authentic localised curriculum that is inspiring, challenging and empowering  
 is embedded in all classrooms**



**Initiative 3: Design, establish and sustain PLGs to drive pedagogical change**

The rationale for each PLG will continue to develop and evolve	<ul style="list-style-type: none"> <li>• PLGs continue to be the main driver for change at GIS.</li> <li>• Teams are working effectively to implement new ways of doing things.</li> <li>• PLG leaders presenting in term 3.</li> </ul>	<ul style="list-style-type: none"> <li>• PLG leads have had discussions around this and what this could look like moving forward.</li> <li>• Change of lead may have had an impact on getting traction with this.</li> <li>• This process is embedded at GIS now.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT will sit with PLG leaders and discuss the direction of where the PLG wants to go.</li> <li>• MAC - we need to promote and engage all staff and have a focus on this at the beginning of every staff meeting.</li> </ul>
PLGs to meet regularly around focus areas, and facilitate PLD for staff			
Review PLGs and make change as required			
PLG leaders to present to the board			

<b>Success Statement</b>	<ul style="list-style-type: none"> <li>• Learners make progress by being confident, engaged and connected to their culture and community</li> <li>• Highly skilled and motivated kaiako</li> </ul>
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Action Plan 2023	Term 2 Update	Term 4 Update	Next Steps Action Plan 2024
<b>Initiative 1: Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</b>			
Implement the learner profile matrix in all learning programmes <ul style="list-style-type: none"> <li>setting the platform to explain the framework and how it incorporates our values</li> <li>Create a programme delivery plan and trial</li> <li>Learner Profile - focus evident in planning so teachers can continue to have discussions over the week but is done organically</li> <li>Reflection on seesaw for the LP attribute that is the focus that fortnight. Provide a learner profile activity that teachers can use</li> </ul>	<ul style="list-style-type: none"> <li>Learner profile is a focus in all aspects of learning.</li> <li>There is a fortnightly focus for Learner Profile and the school values.</li> <li>This provides a clear link.</li> <li>The Seesaw reflection is on hold as we are moving to a new SMS system.</li> </ul>	<ul style="list-style-type: none"> <li>Adapted expectation for posts on seesaw</li> <li>The Seesaw reflection is on hold as we are moving to a new SMS system.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum handbook to include breakdown of learner profile and school values</li> <li>HERO posts and goal setting</li> <li>Agentic Practice Framework created which will align with the refreshed curriculum and CPM.</li> <li>Inquiry Model Review aligned with the new CPM and Refresh Curriculum</li> </ul>
Develop a school wide framework and matrix for agentic practises - focus on Formative Assessment for 2023	<ul style="list-style-type: none"> <li>Not started at this stage</li> </ul>	<ul style="list-style-type: none"> <li>On hold as we move to a new SMS and also want to adapt it for the CPM (Refresh)</li> </ul>	
Complete review of the Inquiry Model and refresh/redesign as required in line with agentic practice.	<ul style="list-style-type: none"> <li>Ongoing work. Main focus for the development is term 4.</li> </ul>	<ul style="list-style-type: none"> <li>T4 on pause due to curr refresh</li> <li>Links made in the context in Social Sciences (Know, How, Do)</li> </ul>	
<b>Initiative 2: All kaiako are trained in Coaching</b>			
PLD provided by external expert. This is for all staff. Goal to growing staff's confidence and ability to coach their Impact Partner in a more natural way.	<ul style="list-style-type: none"> <li>Roger Harnett worked with staff in term 1 over a few sessions. The process worked well and he will attend in term 4 as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Adapted how this is delivered and discussed in the later part of the year</li> <li>Teachers are having these conversations more naturally this year.</li> </ul>	<ul style="list-style-type: none"> <li>2024 - Roger to come back into school to do a refresh for staff</li> <li>Review kaiako job description and what it means to be a kaiako at GIS.</li> <li>Continue to meet regularly and share inquiry across the staff.</li> </ul>
Review of the coaching cycle <ul style="list-style-type: none"> <li>Timeframe</li> <li>Structure of PGC documentation</li> </ul>	<ul style="list-style-type: none"> <li>This is ongoing. The time frame is working well as is the structure.</li> <li>Documentation is the next item to review.</li> </ul>	<ul style="list-style-type: none"> <li>This is ongoing. The time frame is working well as is the structure.</li> <li>Documentation is the next item to review.</li> </ul>	
Impact Partners meet each term - focus on Teaching as Inquiry	<ul style="list-style-type: none"> <li>This has been completed as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>This has been completed as scheduled.</li> </ul>	
Teachers present their inquiry to the rest of the staff	<ul style="list-style-type: none"> <li>Completed at the end of term 2.</li> <li>Repeats in term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Speed dating - very successful.</li> <li>Teachers 'hearing' what a range of staff have been doing</li> </ul>	



**Initiative 3: Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme**

Sustain Mitey PLD in tier 2	<ul style="list-style-type: none"> <li>Sarah S and Jasmine are doing PLD and sustaining Mitey</li> </ul>	<ul style="list-style-type: none"> <li>Jas and Sarah continuing with the PLD and connecting with schools at the same level/ at the same part of the journey.</li> <li>Unpacking wellbeing survey - having teachers discussing DATs around mental health and integrating into the classroom programme.</li> </ul>	<ul style="list-style-type: none"> <li>Mitey focus points are integrated into the Roadmap and clear expectations around teaching Mitey are in our curriculum handbook.</li> <li>Sustaining practices is a key goal</li> <li>Observations in classrooms of explicit Mitey lessons</li> </ul>
Promote Hauora best practise for all stakeholders through the newsletter, school website.	<ul style="list-style-type: none"> <li>Newsletter has been the focus.</li> </ul>	<ul style="list-style-type: none"> <li>In the school newsletter</li> <li>Hauora/ wellbeing tab on the school website with our hauora model</li> </ul>	
Teaching programme in the curriculum handbook	<ul style="list-style-type: none"> <li>Completed and being updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a one pager with expectations for Mitey.</li> </ul>	
Student Hauora Group - establish norms, groups and weekly meetings	<ul style="list-style-type: none"> <li>Ongoing work with the group. Sarah S facilitating.</li> </ul>	<ul style="list-style-type: none"> <li>Up and running!</li> </ul>	
Health consultation	<ul style="list-style-type: none"> <li>Scheduled for Term 3</li> </ul>	<ul style="list-style-type: none"> <li>Going out this term to review and gather feedback on the health curriculum</li> </ul>	

**Success Statement**

- Learners experience personal growth in relation to the school values and learner profile matrix
- Learners feel valued and safe, are happy and engaged in their learning



Action Plan 2023	Term 2 Update	Term 4 Update	Next Steps - Action Plan 2024
<b>Initiative 1: Establish new connections with iwi and other community groups that can support our learners.</b>			
Facilitate and organise various Kāhui Ako cultural meetings. Work with kāhui across school leaders to facilitate these opportunities.	<ul style="list-style-type: none"> <li>This is happening on a termly basis (Māori Liaison group) .</li> <li>Great opportunity to share and create new knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Ensure kaiako attend the Māori Liaison Group meetings</li> <li>Conduct meetings with local iwi around culture / language / identity (MAC are meeting in T1)</li> </ul>
Conduct meetings with local iwi around culture/language/identity	<ul style="list-style-type: none"> <li>Not completed - ongoing investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Not completed - MAC facilitator is working on an ongoing investigation.</li> </ul>	
<b>Initiative 2: Provide new opportunities to engage and make connections with the community</b>			
Facilitate a 'partnership survey' for parents	<ul style="list-style-type: none"> <li>Term 3</li> </ul>	<ul style="list-style-type: none"> <li>Term 4 - Whānau Hui (Week 4)</li> <li>Term 4 - Community Survey</li> </ul>	<ul style="list-style-type: none"> <li>HERO sessions for parents</li> <li>Curriculum Evenings (Expo type event)</li> </ul>
Transition survey for Y6 students	<ul style="list-style-type: none"> <li>Not completed formally.</li> </ul>	<ul style="list-style-type: none"> <li>Informal conversation with students/whānau</li> </ul>	<ul style="list-style-type: none"> <li>Start of the Year Whānau BBQ/Picnic</li> </ul>
Provide parents/whanau meetings around the new curriculum developments	<ul style="list-style-type: none"> <li>We are having more community events than previous years.</li> <li>International Language Week - food court that was well attended.</li> <li>Matariki Breakfast</li> <li>GIS Has Talent - Term 3</li> <li>Māori Connection Evening - Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Whānau Connect Meetings for Y6 students transitioning to GIS</li> <li>Whānau Hui for all kapahaka and Māori whānau to celebrate the year. <ul style="list-style-type: none"> <li>Performance</li> <li>Kai</li> <li>Board member did mihi and spoke</li> <li>Completed brief online survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue Whānau Connect hui for new families</li> <li>Transition survey for students and whānau</li> </ul>
Continue to provide opportunities for whanau to visit school to celebrate learning			
Informal opportunities to engage with whānau (combining with cultural committee events)			
Māori hui but also all other ethnic group's to gather their voice			
<b>Initiative 3: Participate in MAC initiative, review current programme and implement new practices (focus Te Tiriti o Waitangi)</b>			
PLG to facilitate PLD for staff	<ul style="list-style-type: none"> <li>Brenda / Jamie / Anthony conducting.</li> </ul>	<ul style="list-style-type: none"> <li>Unteach Racism Modules completed</li> <li>Sharing at admin meetings</li> <li>PLG members sharing activities/resources at admin and team meetings</li> <li>MAC facilitator to run PLD sessions for the board and staff around Te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>New MU of responsibility focused around giving effect to Te Tiriti o Waitangi</li> <li>Non negotiables for Te reo Māori and tikanga at GIS.</li> <li>Next step - roadmap of what we should be teaching.</li> </ul>
Sustain school paepae and whakatauki, karakia - page in the curriculum handbook	<ul style="list-style-type: none"> <li>Done and being built upon.</li> </ul>	<ul style="list-style-type: none"> <li>Done and being built upon.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and trial learning progressions</li> </ul>
Hui for our Māori whānau and Kapa Haka to perform / food provided	<ul style="list-style-type: none"> <li>Term 3 - Matariki Breakfast</li> <li>Term 4 - Māori Connection hui - performance, kai, next steps</li> </ul>	<ul style="list-style-type: none"> <li>Term 4 - Māori Connection hui - performance, kai, next steps identified</li> </ul>	<ul style="list-style-type: none"> <li>Review pōwhiri and paepae with whānau</li> <li>PLG to plan and deliver PL at staff meetings</li> <li>Continue to build momentum of whānau engagement</li> </ul>
<b>Success Statement</b>	There is a strong partnership between the school, learners and their families which focuses on learner personal growth, culture, connection and hauora.		

# OTHER ANNUAL PLAN ACTIONS: 2023

Curriculum	Term 4 Update	Next Steps Action Plan 2024
<b>Digital Technology Curriculum</b>		
<ul style="list-style-type: none"> <li>Continue to develop the use of 'Code Avengers' as part of the 'DT Curriculum.'</li> <li>Work with UTB to develop a clear vision and strategic plan for DT</li> <li>Provide PLD on the use of 'Seesaw' as required</li> </ul>	<ul style="list-style-type: none"> <li>The Digital technology PLG had PLD with Code Avengers and created the overview for the year.</li> <li>UTB have been amazing to review and plan our next steps as kura in relation to DT. We have various staff working on leadership and google courses.</li> <li>Seesaw PLD has occurred as required.</li> </ul>	<ul style="list-style-type: none"> <li>Digital technology PLG to continue to provide guidance and support for the programme.</li> <li>HERO implementation for assessment and reporting.</li> <li>Develop school wide protocols for assessment and reporting (student posting, teacher posting, goals, reporting to parents. ..)</li> </ul>
<b>Self Review</b>		
<p><b>School Review</b></p> <ul style="list-style-type: none"> <li>Conduct a Y7 student and parent Transition Survey</li> <li>Whanau Partnership Survey</li> <li>International Student Programme (now borders have opened)</li> </ul> <p><b>Policy and Procedure Review</b></p> <ul style="list-style-type: none"> <li>Use SchoolDocs for GIS Policy and Assurance review.</li> </ul> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>All learning areas report to the Board during the year.</li> </ul>	<ul style="list-style-type: none"> <li>Whānau Partnership Survey (including transition) will be sent home in term 3 or 4. Health Consultation is included.</li> <li>International Student Policy / Programme was reviewed as part of the NZQA requirements.</li> <li>SchoolDocs policy and assurance as per the outline on the SchoolDocs website.</li> <li>PLGs (Learning Areas) are reporting the board in Term 3/4.</li> </ul>	<p><b>School Review</b></p> <ul style="list-style-type: none"> <li>Y7 student/parent Transition Survey</li> <li>Whanau Partnership Survey</li> </ul> <p><b>Policy and Procedure Review</b></p> <ul style="list-style-type: none"> <li>SchoolDocs for GIS Policy and Assurance review.</li> </ul> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>Learning areas report to the Board during the year.</li> </ul>
<b>Personnel</b>		
<p><b>BoT Training</b></p> <ul style="list-style-type: none"> <li>Attendance at the annual NZSTA Conference.</li> </ul>	<ul style="list-style-type: none"> <li>Board PM was unable to attend.</li> <li>Another board member attended.</li> </ul>	<ul style="list-style-type: none"> <li>Send board members to conference if they wish to attend</li> </ul>
<b>Finance</b>		
<p><b>Planned Major Asset Purchases</b></p> <ul style="list-style-type: none"> <li>Hall Upgrade - chairs / new AV</li> <li>See Property purchases/repairs below</li> </ul>	<ul style="list-style-type: none"> <li>Hall chairs and classroom furniture purchased.</li> <li>AV/lighting has been upgraded.</li> <li>New furniture purchased as budgeted.</li> </ul>	<ul style="list-style-type: none"> <li>Repairs to the lower court</li> <li>Classroom furniture x 2 sets</li> <li>Various other items - see budget</li> </ul>
<b>Property</b>		
<p><b>Develop Property to Reflect Charter Goals</b></p> <ul style="list-style-type: none"> <li>New murals - celebrating teams and school values etc</li> <li>Repair to lower court area - options?</li> <li>Develop additional outdoors areas with shade and seating</li> </ul>	<ul style="list-style-type: none"> <li>New outdoor seating and shaded purchased.</li> <li>New murals completed by art extension</li> </ul>	<ul style="list-style-type: none"> <li>Repair to lower court area</li> <li>New signs for school values</li> <li>Bike Track</li> <li>Gardens around the zigzag pathways</li> </ul>

## OTHER ANNUAL PLAN ACTIONS: 2023

Health and Safety		
<p><b>Provide a safe physical and emotional environment.</b></p> <ul style="list-style-type: none"> <li>• NZCER Survey for students and staff.</li> <li>• Use PC4L data to identify areas of focus for GIS.</li> <li>• Regular 'walk arounds' focusing on physical safety of school environment</li> </ul>	<ul style="list-style-type: none"> <li>• NZCER Survey will be completed in term 3 as this is a kāhui ako approach.</li> <li>• PC4L data has been used to identify 'hot spots' and raise awareness for kaiako on active supervision</li> <li>• Julian (caretaker) and Mark do fortnightly walk arounds. As well as this, kaiako and tamariki are encouraged to communicate any hazards / risks.</li> </ul>	<p><b>Provide a safe physical and emotional environment.</b></p> <ul style="list-style-type: none"> <li>• NZCER Survey for students and staff.</li> <li>• Use PC4L data to identify areas of focus for GIS.</li> <li>• Regular 'walk arounds' focusing on physical safety of school environment</li> </ul> <p><b>Emergency Procedures Update</b></p> <ul style="list-style-type: none"> <li>• Harrison Tew to train the staff and students</li> </ul>

## Glenfield Intermediate School Annual Report: Te Tiriti o Waitangi Commitments

### **Executive Summary**

Glenfield Intermediate School is dedicated to fulfilling its obligations under Te Tiriti o Waitangi, as outlined in the Education and Training Act 2020, Section 127(1)(d). This report details the steps and initiatives undertaken to reflect local tikanga Māori, mātauranga Māori, and te ao Māori in our school environment, curriculum, and teaching methodologies. It further outlines our progress in making instruction available in tikanga Māori and te reo Māori, and our efforts to achieve equitable outcomes for Māori students.

### **Giving Effect to Te Tiriti o Waitangi: Primary Objectives**

Glenfield Intermediate School recognises the importance of integrating the principles of Te Tiriti o Waitangi into every aspect of our learning environment. Our commitment extends beyond policy documentation to tangible actions and initiatives aimed at fostering a deep respect and understanding for Māori culture among all students and staff. For specific actions please refer below as well as the Strategic Plan - Community focus update.

#### **Integration of Tikanga Māori, Mātauranga Māori, and Te Ao Māori**

1. Curriculum Development: We have actively incorporated local tikanga Māori, mātauranga Māori, and te ao Māori into our school curriculum. This includes the integration of Māori perspectives and values in subjects such as NZ histories, science, and arts, ensuring a well-rounded and inclusive educational experience.
2. Professional Development: Teachers and staff have participated in PLD workshops focused on enhancing their understanding and competency in delivering mātauranga Māori content. This initiative supports our goal of providing a culturally responsive pedagogy.
3. Community Engagement: Our school continues to work on strengthening partnerships with local Māori whānau to ensure our plans and policies are reflective of and beneficial to our Māori community. These relationships continue to be instrumental in shaping a curriculum that honors local tikanga and te ao Māori.

#### **Instruction in Tikanga Māori and Te Reo Māori**

1. Te Reo Māori Classes: Glenfield Intermediate offers te reo Māori classes to all students, encouraging the learning and use of the Māori language within our school community. There is also the integration of te reo Māori and tikanga within the daily programme as often as possible.
2. Cultural Enrichment Activities: To complement formal instruction, we have daily paepae which includes karakia, pepeha, mihi, waiata and whakatauki, kapa haka practices, waiata at assemblies and from 2024 a bi-annual marae visit. These activities provide students with immersive experiences that deepen their appreciation and understanding of tikanga Māori.

### **Achieving Equitable Outcomes for Māori Students**

1. Tailored Support Programs: Recognising the importance of equitable outcomes, Glenfield Intermediate has implemented targeted support programs for Māori students.
2. Monitoring and Evaluation: Our school employs a robust monitoring system to track the progress of Māori students in various academic and extracurricular activities. This data-driven approach allows us to identify areas for improvement and adjust our strategies accordingly.

### **Conclusion**

Glenfield Intermediate School is committed to a journey of continuous improvement and reflection in giving effect to Te Tiriti o Waitangi. Through the integration of tikanga Māori, mātauranga Māori, and te ao Māori into our curriculum, fostering instruction in te reo Māori, and prioritising equitable outcomes for Māori students, we strive to honor our obligations under Te Tiriti and the Education and Training Act 2020. Our efforts are aimed at not only meeting statutory requirements but also at enriching the cultural competence and sensitivity of our school community.