

GISBORNE INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2566

Principal: Andy Hayward

School Address: 156 Roebuck Road

School Postal Address: Roebuck Road, Gisborne, 4010

School Phone: 06 867 2246

School Email: andy.hayward@gisint.school.nz

Accountant / Service Provider:



GISBORNE INTERMEDIATE

Annual Report - For the year ended 31 December 2021

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Gisborne Intermediate

Statement of Responsibility

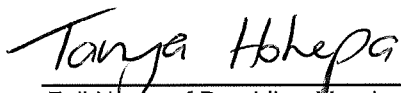
For the year ended 31 December 2021

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

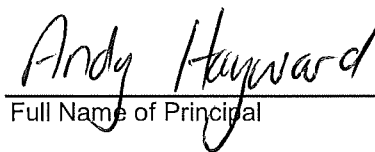
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.



Full Name of Presiding Member



Full Name of Principal



Signature of Presiding Member



Signature of Principal

28 October 2022

Date:

28 October 2022

Date:

Gisborne Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,870,084	5,586,243	5,324,722
Locally Raised Funds	3	949,842	362,839	354,054
Interest Income		14,799	9,375	26,360
		<u>6,834,725</u>	<u>5,958,457</u>	<u>5,705,136</u>
Expenses				
Locally Raised Funds	3	679,771	352,235	181,476
Learning Resources	4	4,133,594	3,722,497	3,687,179
Administration	5	853,690	817,480	472,213
Finance		1,756	1,712	2,305
Property	6	870,400	1,047,106	1,026,008
Depreciation	11	129,574	85,000	114,907
Loss on Disposal of Property, Plant and Equipment		-	-	2,190
		<u>6,668,785</u>	<u>6,026,030</u>	<u>5,486,278</u>
Net Surplus / (Deficit) for the year		165,940	(67,573)	218,858
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>165,940</u>	<u>(67,573)</u>	<u>218,858</u>

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

Gisborne Intermediate Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	2021	2021	2020
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Equity at 1 January	1,240,552	1,236,573	1,021,694
Total comprehensive revenue and expense for the year	165,940	(67,573)	218,858
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	3,750	-	-
Equity at 31 December	1,410,242	1,169,000	1,240,552
Retained Earnings	1,409,242	1,168,000	1,239,552
Reserves	1,000	1,000	1,000
Reserved Equity			
Reserved equity comprises funds that have been received by the School for specific purposes. The School guarantees to hold sufficient monies to enable the funds to be used for their intended purpose at any time.			
These funds arose from a gift from Di Nisbett of \$1,000 and are held for book vouchers to be purchased for the most improved reader for the annual prize giving as requested by the terms of the gift.			
The school is not required to repay these funds.			
Reserves			
Gift from Di Nisbett Opening Balance	1,000	1,000	1,000
Reserves at 31 December	1,000	1,000	1,000
Equity at 31 December	1,410,242	1,169,000	1,240,552

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.



Gisborne Intermediate Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	165,141	140,000	379,818
Accounts Receivable	8	280,201	260,000	363,931
GST Receivable		25,226	15,000	439
Prepayments		1,609	11,000	22,591
Inventories	9	9,716	-	9,772
Investments	10	1,546,615	1,023,000	825,760
		2,028,508	1,449,000	1,602,311
Current Liabilities				
Accounts Payable	12	326,839	314,000	329,862
Revenue Received in Advance	13	162,729	20,000	142,155
Provision for Cyclical Maintenance	14	317,437	252,000	263,668
Finance Lease Liability	15	7,994	16,000	15,589
Funds held in Trust	16	-	1,000	404
Funds held for Capital Works Projects	17	45,812	-	109,864
		860,811	603,000	861,542
Working Capital Surplus/(Deficit)		1,167,697	846,000	740,769
Non-current Assets				
Investments (more than 12 months)		-	-	314,027
Property, Plant and Equipment	11	478,674	565,000	427,330
		478,674	565,000	741,357
Non-current Liabilities				
Provision for Cyclical Maintenance	14	231,030	237,000	236,662
Finance Lease Liability	15	5,099	5,000	4,912
		236,129	242,000	241,574
Net Assets		1,410,242	1,169,000	1,240,552
Equity		1,410,242	1,169,000	1,240,552

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

Gisborne Intermediate Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,684,106	1,411,624	1,560,721
Locally Raised Funds		897,621	335,740	382,987
Goods and Services Tax (net)		24,787	(14,566)	18,318
Payments to Employees		(976,727)	(764,439)	(757,219)
Payments to Suppliers		(1,337,866)	(724,228)	(977,628)
Interest Paid		(1,756)	(1,712)	(2,305)
Interest Received		14,631	9,917	26,556
Net cash from/(to) Operating Activities		304,796	252,336	251,430
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(165,430)	(219,670)	(96,875)
Purchase of Investments		(406,828)	(116,787)	(123,670)
Net cash from/(to) Investing Activities		(572,258)	(336,457)	(220,545)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,750	-	-
Finance Lease Payments		(7,531)	(2,501)	12,154
Funds Administered on Behalf of Third Parties		56,566	(109,268)	889
Net cash from/(to) Financing Activities		52,785	(111,769)	13,043
Net increase/(decrease) in cash and cash equivalents		(214,677)	(195,890)	43,928
Cash and cash equivalents at the beginning of the year	7	379,818	335,890	335,890
Cash and cash equivalents at the end of the year	7	165,141	140,000	379,818

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.

Gisborne Intermediate

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Gisborne 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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. 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.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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

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 recorded as revenue when their receipt is formally acknowledged by the School.

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown 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	3-40 years
Buildings	40 years
Furniture and Equipment	3-15 years
Information and Communication Technology	3-10 years
Motor Vehicles	5-8 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,165,307	1,099,250	1,222,729
Teachers' Salaries Grants	3,178,460	2,987,447	2,987,447
Use of Land and Buildings Grants	565,605	640,606	640,606
Other MoE Grants	896,915	621,940	414,783
Other Government Grants	63,797	237,000	59,157
	<u>5,870,084</u>	<u>5,586,243</u>	<u>5,324,722</u>

The school has opted in to the donations scheme for this year. Total amount received was \$95,250.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	200	1,500	7,567
Fees for Extra Curricular Activities	631,963	102,500	83,211
Trading	15,748	14,174	69,563
Fundraising & Community Grants	292,375	44,500	7,182
Other Revenue	9,556	200,165	186,531
	<u>949,842</u>	<u>362,839</u>	<u>354,054</u>
Expenses			
Extra Curricular Activities Costs	662,475	330,375	93,416
Trading	14,335	12,860	57,951
Fundraising & Community Grant Costs	2,918	9,000	30,109
Other Locally Raised Funds Expenditure	43	-	-
	<u>679,771</u>	<u>352,235</u>	<u>181,476</u>
<i>Surplus for the year Locally raised funds</i>	<u>270,071</u>	<u>10,604</u>	<u>172,578</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	203,013	213,000	157,019
Library Resources	-	1,500	1,442
Employee Benefits - Salaries	3,831,368	3,400,997	3,468,240
Staff Development	21,244	45,500	18,470
Classroom Budgets	29,996	-	-
Information And Communication Technology	47,973	48,500	33,083
Equipment Repairs	-	13,000	8,925
	<u>4,133,594</u>	<u>3,722,497</u>	<u>3,687,179</u>



5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,128	6,480	6,480
Board Fees	3,335	5,000	3,630
Board Expenses	6,267	5,000	18,607
Communication	12,535	7,000	12,766
Consumables	13,201	2,500	2,210
Legal Fees	4,585	5,000	67,982
Other	38,616	15,500	14,451
Employee Benefits - Salaries	171,444	211,000	204,623
Insurance	3,243	10,000	7,351
Healthy School Lunch Programme	593,336	550,000	134,113
	<u>853,690</u>	<u>817,480</u>	<u>472,213</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	17,835	14,000	14,191
Cyclical Maintenance Provision	(25,699)	60,000	66,949
Grounds	6,455	4,000	1,523
Heat, Light and Water	42,925	35,000	38,279
Rates	11,533	23,000	7,147
Repairs and Maintenance	74,054	86,500	78,412
Use of Land and Buildings	565,605	640,606	640,606
Security	7,412	9,000	9,432
Employee Benefits - Salaries	170,280	175,000	169,469
	<u>870,400</u>	<u>1,047,106</u>	<u>1,026,008</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	165,141	140,000	379,818
Cash and cash equivalents for Statement of Cash Flows	<u>165,141</u>	<u>140,000</u>	<u>379,818</u>

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

Of the \$165,141 Cash and Cash Equivalents \$86,998 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.



8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	21,842	33,000	5,901
Receivables from the Ministry of Education	7,485	-	5,734
Banking Staffing Underuse	-	-	125,026
Interest Receivable	2,710	2,000	2,542
Teacher Salaries Grant Receivable	248,164	225,000	224,728
	<u>280,201</u>	<u>260,000</u>	<u>363,931</u>
Receivables from Exchange Transactions	32,037	35,000	8,443
Receivables from Non-Exchange Transactions	248,164	225,000	355,488
	<u>280,201</u>	<u>260,000</u>	<u>363,931</u>

9. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery Trading	2,424	-	1,770
Uniform Trading	7,292	-	8,002
	<u>9,716</u>	<u>-</u>	<u>9,772</u>

10. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,546,615	1,023,000	825,760
Non-current Asset			
Long-term Bank Deposits	-	-	314,027
Total Investments	<u>1,546,615</u>	<u>1,023,000</u>	<u>1,139,787</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	32,664	10,297	-	-	(923)	42,038
Building Improvements	141,494	-	-	-	(7,324)	134,170
Furniture and Equipment	118,756	117,228	-	-	(42,691)	193,293
Information and Communication Technolog	43,693	31,528	-	-	(44,995)	30,226
Motor Vehicles	57,235	11,635	-	-	(15,375)	53,495
Leased Assets	17,531	8,800	-	-	(16,093)	10,238
Library Resources	15,957	1,430	-	-	(2,173)	15,214
Balance at 31 December 2021	427,330	180,918	-	-	(129,574)	478,674

The net carrying value of equipment held under a finance lease is \$10,238 (2020: \$17,531)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	46,284	(4,246)	42,038	35,987	(3,323)	32,664
Building Improvements	364,900	(230,730)	134,170	364,900	(223,406)	141,494
Furniture and Equipment	1,039,800	(846,507)	193,293	985,060	(866,304)	118,756
Information and Communication Technolog	645,658	(615,432)	30,226	614,130	(570,437)	43,693
Motor Vehicles	128,455	(74,960)	53,495	116,820	(59,585)	57,235
Leased Assets	104,055	(93,817)	10,238	95,255	(77,724)	17,531
Library Resources	89,353	(74,139)	15,214	87,923	(71,966)	15,957
Balance at 31 December	2,418,505	(1,939,831)	478,674	2,300,075	(1,872,745)	427,330

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	30,410	62,000	63,792
Accruals	16,487	7,000	7,453
Employee Entitlements - Salaries	251,856	225,000	228,002
Employee Entitlements - Leave Accrual	28,086	20,000	30,615
	326,839	314,000	329,862
Payables for Exchange Transactions	326,839	314,000	329,862
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	326,839	314,000	329,862

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	69,055	-	2,400
Revenue Received In Advance	93,674	20,000	139,755
	<u>162,729</u>	<u>20,000</u>	<u>142,155</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	500,330	500,330	433,381
Increase to the Provision During the Year	121,973	(11,330)	66,949
Use of the Provision During the Year	(73,836)	-	-
Provision at the End of the Year	<u>548,467</u>	<u>489,000</u>	<u>500,330</u>
Cyclical Maintenance - Current	317,437	252,000	263,668
Cyclical Maintenance - Term	231,030	237,000	236,662
	<u>548,467</u>	<u>489,000</u>	<u>500,330</u>

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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	8,755	16,000	15,589
Later than One Year and no Later than Five Years	5,408	6,000	6,489
Future finance charges	(1,070)	(1,000)	(1,577)
	<u>13,093</u>	<u>21,000</u>	<u>20,501</u>
Represented by			
Finance lease liability - Current	7,994	16,000	15,589
Finance lease liability - Term	5,099	5,000	4,912
	<u>13,093</u>	<u>21,000</u>	<u>20,501</u>



16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	1,000	404
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	1,000	404

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

17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Blocks B,C,D,L,IC	205374 & 206405	(35,108)	120,667	(85,559)	-	-
Blk L Toilets	216101	1,359	20,010	(21,369)	-	-
Upgrade to Hall-multipurpose facility	219560	-	40,000	-	-	40,000
Blks B - DQLS & ILE Upgrade	218937	41,718	-	(82,904)	-	(41,186)
Cladding Repairs, Roofing & Maintenance	216105 & 216102	(22,068)	67,457	(9,631)	-	35,758
Plumbing & Drainage Upgrade	216106	102,144	28,113	(130,257)	-	-
Air Conditioning Units	216103	3,138	-	-	-	3,138
Electrical Upgrade	216104	(5,585)	6,509	(924)	-	-
Pool Strengthening	216107	24,266	-	(16,164)	-	8,102
Totals		109,864	282,756	(346,808)	-	45,812

Represented by:

Funds Held on Behalf of the Ministry of Education	86,998
Funds Due from the Ministry of Education	(41,186)
	45,812

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Blocks B,C,D,L,IC	205374 & 206405	(15,582)	-	(19,526)	-	(35,108)
Blk L Toilets	216101	194,108	185,215	(377,964)	-	1,359
Blks B - DQLS & ILE Upgrade	218937	15,389	107,867	(81,538)	-	41,718
Cladding Repairs, Roofing & Maintenance	216105 & 216102	43,230	-	(65,298)	-	(22,068)
Plumbing & Drainage Upgrade	216106	-	135,043	(32,899)	-	102,144
Air Conditioning Units	216103	-	64,868	(61,730)	-	3,138
Electrical Upgrade	216104	-	31,500	(37,085)	-	(5,585)
Pool Strengthening	216107	-	27,455	(3,189)	-	24,266
Totals		237,145	551,948	(679,229)	-	109,864



18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,335	3,630
<i>Leadership Team</i>		
Remuneration	958,673	1,066,921
Full-time equivalent members	9.00	10.10
Total key management personnel remuneration	962,008	1,070,551

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (1 members) that met 11 and 11 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	170 - 180
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	7.00	4.00
110 - 120	1.00	-
	8.00	4.00

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:

	2021 Actual	2020 Actual
Total	\$3,595	\$27,500
Number of People	1	1

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$368,750 contract for the AMS only Project - Hall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$127,867 has been received of which \$169,052 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$840,359 contract for the Cladding Repairs, Roofing & Maintenance as agent for the Ministry of Education. This project is fully funded by the Ministry and \$110,687 has been received of which \$74,929 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$72,076 contract for the Air Conditioning Units as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,868 has been received of which \$61,730 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$274,550 contract for the Pool Strengthening as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,455 has been received of which \$19,353 has been spent on the project to balance date. This project has been approved by the Ministry.

\$400,000 contract for the Upgrade to Hall-multipurpose facility as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,000 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020: Nil)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	165,141	140,000	379,818
Receivables	280,201	260,000	363,931
Investments - Term Deposits	1,546,615	1,023,000	1,139,787
Total Financial assets measured at amortised cost	<u>1,991,957</u>	<u>1,423,000</u>	<u>1,883,536</u>

Financial liabilities measured at amortised cost

Payables	326,839	314,000	329,862
Finance Leases	13,093	21,000	20,501
Total Financial Liabilities Measured at Amortised Cost	<u>339,932</u>	<u>335,000</u>	<u>350,363</u>

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.

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.



Gisborne Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tanya Hohepa	Presiding Member	Elected	May 2022
Johnny Moetara	Parent Representative	Elected	May 2022
Ailsa Cuthbert	Parent Representative	Elected	Dec 2023
Grant Walsh	Parent Representative	Elected	Dec 2023
Glen Undall	Principal		
Kaytlin Walters	Staff Representative	Elected	Dec 2023

Gisborne Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$8,603 (excluding GST). The funding was spent on sporting endeavours.

Analysis of Variance Reporting

FOCUS: READING

STRATEGIC GOAL

To raise student achievement in literacy and numeracy whereby each learner exceeds the expected progress over a year, with a particular focus on Māori learners.

ANNUAL GOAL

A schoolwide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to exceed a years' progress in reading. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

READING BASELINE DATA

At the end of the 2020 Academic year 217 students (Year 7 and Year 8's) were below or well below expected levels in reading. This included 115 Māori and 9 Pasifika students.

YEAR 7 STUDENTS END OF YEAR 2020

- ❖ **Total below:** 71 (Māori 33, Pasifika 3, NZ European 34)
- ❖ **Total well below:** 49 (Māori 26, Pasifika 0, NZ European 21)

ACADEMIC TARGETS 2021

- The 71 Year 8 students who are below expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- The 49 Year 8 students who are working at well below expectation in reading will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at below expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at well below expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

AGGREGATION OF READING DATA

2021	Year 7 - All Ethnicities - Reading			
	Well Below	Below	At	Above
Term 1	46 (17%)	39 (14%)	132 (49%)	54 (20%)
Term 4	57 (19%)	66 (23%)	93 (33%)	70 (25%)

2021	Year 7 - Māori - Reading			
	Well Below	Below	At	Above
Term 1	33 (26%)	33 (26%)	49 (39%)	12 (9%)
Term 4	31 (22%)	38 (27%)	44 (32%)	26 (19%)

2021	Year 8 - All Ethnicities - Reading			
	Well Below	Below	At	Above
Term 1	40 (13%)	69 (23%)	101 (34%)	92 (30%)
Term 4	62 (20%)	51 (17%)	125 (41%)	69 (22%)

2021	Year 8 - Māori - Reading			
	Well Below	Below	At	Above
Term 1	35 (29%)	23 (19%)	31 (27%)	29 (25%)
Term 4	40 (32%)	20 (16%)	48 (38%)	16 (13%)

Actions <i>(What did we do?)</i>	Outcomes <i>(What happened?)</i>	Reasons for Variance <i>(Why did it happen?)</i>	Evaluation <i>(Where to next?)</i>
Professional Development for Sharp Reading - a high quality programme that supports all readers of all levels	Reading team provided a high focus on supporting Teachers who had access to online learning modules. Video tutorials, modeling of sessions, and co coaching in classrooms	Those teachers that engaged became more confident in taking Sharp reading lessons - supporting students in reading comprehension.	Not all teachers were engaged - need to monitor more effectively in 2022 what programmes are being used in classrooms and if Teachers are fully utilising the Professional Development the school is providing.
TAI - targeted Reading groups	At the end of Nov 2021 <ul style="list-style-type: none"> ● 66 (23%) Year 7 Students were identified as Below the expected curriculum level ● 20 (16%) Year 8 Students were identified as Below the expected curriculum level.. ● 57 (19%) Year 7 Students were identified as Well Below the expected curriculum level ● 62 (20%) Year 8 Students were identified as Well Below the expected curriculum level. 	Teachers focused on the highest need in their learning hubs for targeting students, so not all students needing extra support in Reading were targeted.	Provide professional development for teachers around targeted learners. Support teachers with Teaching as Inquiry with professional learning conversations The 66 (23%) Year 7 Students identified as Below the expected curriculum level will be targeted as year 8 students next year. The 57 (19%) Year 7 Students identified as Well Below the expected curriculum level will be monitored and tracked with teachers being supported by the newly appointed Learning Support teacher Frances.
Assessment Schedule The assessment schedule was refined following feedback from teachers.	Less compulsory assessments were required from teachers. .	Assessments were to be teacher driven to meet classroom needs and to provide worthwhile and usable data.	For a more robust tracking and monitoring system for student learning it was identified that we needed to reintroduce compulsory assessments and to have data entered onto EDGE to allow for monitoring and tracking purposes. <ul style="list-style-type: none"> ● Compulsory PROBE testing for all incoming year 7 students. ● All year 8's reading at one year below must be PROBEd.
PAT Reading Comprehension Assessment was online this year	Data for some students was not as good as in previous years.	Some teachers expressed that the online assessment was more difficult than using a paper copy.	Teachers will have the option of online/ paper copy or a mixture of both next year.
Reading Extension workshops have been held for Year 7 and Year 8 students. Targeted at the higher achieving students working at Level 4 or Level 5 of the curriculum with a passion for reading and a desire to be involved in discussion and sharing of ideas.	These were run over Term 3 using one block a week to support and engage in learning. A group of 12 Year 7 students were managed by Barry Huhu and 18 Year 8's were supported by Shawn Norris.	Students read a novel that pushed their understanding and thinking around text and the power of an author's message. Positive response from the students.	Continue with Reading extension workshops next year

<p>Booster Groups Literacy and math support was timetabled for 6-8 students from each team for those that were working below the expected curriculum level.</p>	<p>These students were withdrawn from class and worked in small groups with a teacher aide.</p> <p>Student response was positive and students were engaged and happy learning.</p>	<p>These sessions did not gather the momentum we had envisioned. Our Learning support teacher had health concerns and passed away during the year which had an impact on follow up. Sessions were disrupted due to Lockdown. On return to school the T/A had to provide sessions based more on well being. Many of the students were often absent. There was a large number of absences from the teacher aide.</p>	<p>Reintroduce the booster groups again next year.</p> <p>Identify those students that are working at below the expected curriculum level and provide them with booster sessions. We have employed a new learning support teacher who will put systems in place for more effective tracking and monitoring. Employ new teacher aids.</p>
<p>STEPS STEPS - an online programme that was originally designed to support dyslexic learners, however has progressive learning stages that will support students at every curriculum level .</p>	<p>Level one and two students are enrolled on the programme and some teachers have opted to have their whole class on the programme. During lockdown. STEPs made the programme available for the whole school to use to support online learning.</p>	<p>Students who reach 1000 Gold coins gain a Steps badge, this amount was justified and calculated using time spent on the platform.</p>	<p>Continue using the STEPs programme to provide online learning. Those classes that choose to use the programme will be monitored to ensure the programme is being consistently used</p>
<p>Online learning due to lockdown</p>	<p>Students without access to the internet were sent home learning resources including school journal stories to keep up their reading mileage.</p>	<p>Those students who had access to the internet and online learning were able to engage in Zoom class lessons. High functioning students were the most effective at continuing their learning / reading, whereas the more challenged learners did not cope so well.</p>	<p>Along with deliberate acts of teaching continue to support students to be self-directed in their learning so that they understand their learning pathways and next steps.</p>

FOCUS: WRITING

GOAL 1 - STUDENT LEARNING

STRATEGIC GOAL

To raise student achievement in literacy and numeracy whereby each learner exceeds the expected progress over a year, with a particular focus on Māori learners.

ANNUAL GOAL

A schoolwide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to exceed a year's progress in writing. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

WRITING BASELINE DATA

At the end of the 2020 Academic year 303 students (Year 7 and Year 8's) were below or well below expected levels in writing. This included 139 Māori and 9 Pasifika students.

YEAR 7 STUDENTS END OF YEAR 2020

- ❖ **Total below:** 67 (Māori 23, Pasifika 3, NZ European 38)
- ❖ **Total well below:** 84 (Māori 46, Pasifika 1, NZ European 35)

ACADEMIC TARGETS 2021

- The 67 Year 8 students who are below expectation in writing, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- The 84 Year 8 students who are working at well below expectation in writing will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at below expectation in writing, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at well below expectation in writing, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- All students with special learning needs and those who require learning support will make accelerated progress.

AGGREGATION OF WRITING DATA

2021	Year 7 - All Ethnicities - Writing			
	Well Below	Below	At	Above
Term 1	62 (23%)	66 (24%)	103 (38%)	40 (15%)
Term 4	83 (29%)	87 (30%)	81 (28%)	35 (13%)

2021	Year 7 - Māori - Writing			
	Well Below	Below	At	Above
Term 1	33 (26%)	33 (26%)	49 (39%)	12 (9%)
Term 4	48 (35%)	45 (32%)	28 (20%)	18 (13%)

2021	Year 8 - All Ethnicities - Writing			
	Well Below	Below	At	Above
Term 1	67 (22%)	65 (22%)	101 (34%)	68 (23%)
Term 4	94 (30%)	57 (19%)	107 (35%)	49 (16%)

2021	Year 8 - Māori - Writing			
	Well Below	Below	At	Above
Term 1	35 (29%)	23 (19%)	31 (27%)	29 (25%)
Term 4	52 (42%)	23 (19%)	36 (29%)	12 (10%)

<p>Actions (What did we do?)</p>	<p>Outcomes (What happened?)</p>	<p>Reasons for Variance (Why did it happen?)</p>	<p>Evaluation (Where to next?)</p>
<p>WRITE THAT ESSAY - Quality programme that supports teacher pedagogy, student learning</p> <p>Professional Development was scheduled twice a term with WTE.</p>	<p>Write That Essay was embraced by classroom teachers who opted in to having the programme in their learning hubs this year.</p> <p>Professional development was provided by the writing team and WTE facilitators including workshops and in class support. The writing team also supported comprehensive and sustainable practice through coaching sessions, video modelling and classroom modelling sessions.</p> <p>Professional development sessions continued as usual through lock down with all teachers engaging and learning. The Writers' Toolbox provided an excellent platform to support distance learning in writing for students.</p>	<p>Teachers were fully engaged and immersed in the writing workshops. There was an overall positive energy and response to the workshops with teachers keen to share and work on their new knowledge. This knowledge however needs consolidating and teachers would benefit from having time to observe other teachers and to practice their new learning.</p> <p>Those students who had access to the internet and online learning were able to continue and monitor their own learning using the WTE tool.</p> <p>High functioning students were the most effective at continuing their learning, whereas the more challenged learners did not cope so well.</p>	<p>Next year the teams have been set up to allow for teachers to receive three blocks of release each week. Teachers will be expected to utilise this time to develop their pedagogy through teacher observations and consolidating their learning around delivering an effective writing programme.</p>
<p>Writing Moderation: to mark e - AsTTle writing and gain continuity across the school.</p>	<p>Moderation was held at syndicate team meetings and also across the whole school.</p> <p>Conduct meaningful moderation sessions to create an Overall Teacher Judgement for students across all curriculum levels in Writing.</p>	<p>The writing leader Kaytlin facilitated writing moderation with the whole staff and also supported teachers in how to use their data to make effective OTJ's. Teachers have become more confident using the e-asTTle rubric and shared their knowledge or gained a greater understanding of OTJ.</p>	<p>Continue supporting staff in their understanding of OTJ's and analysing results to identify next learning steps.</p>
<p>TAI - targeted Writing groups</p>	<p>At the end of Nov 2021</p> <ul style="list-style-type: none"> ● 87 (30%) Year 7 Students were identified as Below the expected curriculum level. ● 57 (19%) Year 8 Students were identified as Below the expected curriculum level ● 83 (29%) Year 7 Students were identified as Well Below the expected curriculum level. ● 94 (30%) Year 8 Students were identified as Below the expected curriculum level. 	<p>Teachers focused on the highest need in their learning hubs for targeting students, so not all students needing extra support in Writing were targeted.</p>	<p>Provide professional development for teachers / targeted learners.</p> <p>Support teachers with Teaching as Inquiry with professional learning conversations. DP to oversee.</p> <p>The 87 (30%) Yr 7 Students identified as Below the expected curriculum level will be targeted as year 8 students next year.</p> <p>The 83 (29%) Yr 7 Students identified as Well Below the expected curriculum level will be monitored and tracked with teachers being supported by the newly appointed Learning Support teacher</p>

<p>BOOSTER GROUPS</p> <p>During term 2 and 3, each team has nominated 6-8 students per term that are well below or below to attend two sessions per week. The main focus is on writing.</p>	<p>This provided students with intensive, low ratio teaching that focuses on key foundations in writing and re-ignited engagement in writing. Student feedback from these sessions are positive.</p>	<p>These sessions did not gather the momentum we had envisioned. Our Learning support teacher had health concerns and passed away during the year which had an impact on follow up. Sessions were disrupted due to Lockdown. On return to school the T/A had to provide sessions based more on well being. Many of the students were often absent. There was a large number of absences from the teacher aide.</p>	<p>Reintroduce the booster groups again next year. Identify those students that are working at below the expected curriculum level and provide them with booster sessions. We have employed a new learning support teacher who will put systems in place for more effective tracking and monitoring. Employ new teacher aids.</p>
<p>WRITING EXTENSION</p> <p>Writing extension workshops were held for both Year 7 and Year 8 students. These workshops were targeted at the higher achieving students working at Level 4 or Level 5 of the curriculum with a passion for writing and a desire to learn.</p>	<p>These lessons were taken by Kaytlin Walters in Term 3. The focus of these sessions is to extend student knowledge of high level sentence structure and punctuation such as complex sentences joined with semicolons and explore the subject sentences that show the reader how much we know about the subject. These skills are considered to be level 5 and 6 of the New Zealand Curriculum. Students were asked to show a deep level of self reflection in these sessions when writing.</p>	<p>Quality writing</p>	

FOCUS: MATHS

STRATEGIC GOAL

To raise student achievement in literacy and numeracy whereby each learner exceeds the expected progress over a year, with a particular focus on Māori learners.

ANNUAL GOAL

A schoolwide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to exceed a year's progress in maths. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

MATHS BASELINE DATA

At the end of the 2020 Academic year 217 students (Year 7 and Year 8's) were below or well below expected levels in maths. This included 115 Māori and 9 Pasifika students.

YEAR 7 STUDENTS END OF YEAR 2020

- ❖ **Total below:** 60 (Māori 33, Pasifika 3, NZ European 55)
- ❖ **Total well below:** 90 (Māori 27, Pasifika 0, NZ European 25)

ACADEMIC TARGETS 2021

- The 60 Year 8 students who are below expectation in maths, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- The 90 Year 8 students who are working at well below expectation in maths will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at below expectation in maths, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- Year 7 students who are identified as working at well below expectation in maths, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.
- All students with special learning needs and those who require learning support will make accelerated progress.

AGGREGATION OF MATHS DATA

2021	Year 7 - All Ethnicities - Maths			
	Well Below	Below	At	Above
Term 1	58 (22%)	59 (22%)	112 (41%)	42 (15%)
Term 4	77 (27%)	88 (30%)	76 (27%)	45 (16%)

2021	Year 7 - Māori - Maths			
	Well Below	Below	At	Above
Term 1	30 (24%)	31 (24%)	57 (45%)	9 (7%)
Term 4	44 (32%)	42 (30%)	37 (27%)	16 (11%)

2021	Year 8 - All Ethnicities - Maths			
	Well Below	Below	At	Above
Term 1	49 (16%)	88 (29%)	91 (30%)	74 (25%)
Term 4	73 (25%)	80 (26%)	105 (34%)	49 (16%)

2021	Year 8 - Māori - Maths			
	Well Below	Below	At	Above
Term 1	28 (23.5%)	28 (23.5%)	38 (32%)	25 (21%)
Term 4	42 (34%)	30 (24%)	41 (33%)	10 (9%)

Actions <i>(What did we do?)</i>	Outcomes <i>(What happened?)</i>	Reasons for Variance <i>(Why did it happen?)</i>	Evaluation <i>(Where to next?)</i>
TAI - targeted Maths groups	These were not an expectation across the school in 2021 so not all teachers had specified targeted groups for those learners who were not meeting the expected curriculum level	Changed the way we undertook our TAI and Professional Learning Goals	Have conversations at leadership level in how we can build on our knowledge about the positive results we get when students are in a targeted learning group and what the requirements around these are. Provide professional development for teachers around targeted learners Professional learning conversations (PLCs)
'At Risk' student monitoring	This was not established in 2021 for mathematics	Our Learning support teacher had health concerns and passed away during the year which had an impact on follow up.	Work alongside the learning support coordinator to ensure students that are "at risk" are getting identified and the right support is wrapped around them
Tracking and monitoring of school wide learning sites such as Mathletics	Students have used Mathletics as a learning tool	We have had an increase from 68% to 90% in Activity improvement 272 Gold Certificates which is students gaining 1000 points each week for 40 weeks An average of 39h 38m online for each student 74% of time was in school hours 26% of time was out of school hours	Maths leader to continue to monitor and have conversations with teachers around the use and tracking of Mathletics
PAT Maths Assessment was online this year	Data for some students was not as good as in previous years.	Some teachers expressed that the online assessment was more difficult than using a paper copy.	Teachers will have the option of online/ paper copy or a mixture of both next year.
Maths Extension for our Year 7 and 8 students	In term 4 Carrie Johnston had a group of 15 of our most talented mathematicians for an extension classes	Planned and timetabled	Students get to work alongside other mathematicians from across the school and be exposed to a range mathematical concepts and work collaboratively
Otago Problem Solving Opportunity	156 students were part of the challenge in 2021	19 students gained Merit 1 student gained excellence	Continue with this opportunity in 2022 to ensure problem solving skills are developed alongside of mathematics programmes
Literacy and math support was timetabled for 10	These students were withdrawn from class and worked in small	These sessions did not gather the momentum we had envisioned.	Reintroduce the booster groups again next year. Identify those students that are working at below the

students from each team for those that were working below the expected curriculum level.

groups with a teacher aide.
Student response was positive and students were engaged and happy learning.

Our Learning support teacher had health concerns and passed away during the year which had an impact on follow up. Sessions were disrupted due to Lockdown. On return to school the T/A had to provide sessions based more on well being. Many of the students were often absent.
There was a large number of absences from the teacher aide.

expected curriculum level and provide them with booster sessions.
We have employed a new learning support teacher who will put systems in place for more effective tracking and monitoring.
Employ new teacher aids.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GISBORNE INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Gisborne Intermediate School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 2021, 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 2021; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 28 October 2022. 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.

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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

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

Independence

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

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



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand