

# GISBORNE INTERMEDIATE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2566

**Principal:** Andy Hayward

**School Address:** 156 Roebuck Road

**School Postal Address:** Roebuck Road, Gisborne, 4010

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**Accountant / Service Provider:**

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# GISBORNE INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2023

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## Gisborne 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.

Tanya Hinekino Rangihope  
Full Name of Presiding Member

Andy Hayward  
Full Name of Principal

J. H. S.  
Signature of Presiding Member  
31 May 2024  
Date:

[Signature]  
Signature of Principal  
31 May 2024  
Date:

# Gisborne Intermediate

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	7,718,118	5,661,699	6,234,103
Locally Raised Funds	3	667,727	248,500	690,477
Interest		43,683	15,000	39,115
<b>Total Revenue</b>		<b>8,429,528</b>	<b>5,925,199</b>	<b>6,963,695</b>
<b>Expense</b>				
Locally Raised Funds	3	478,396	122,600	464,375
Learning Resources	4	5,117,386	4,450,371	4,217,351
Administration	5	1,116,144	340,461	1,014,826
Interest		2,375	2,020	2,610
Property	6	1,376,254	1,021,828	1,118,725
Loss on Disposal of Property, Plant and Equipment		-	-	156
<b>Total Expense</b>		<b>8,090,555</b>	<b>5,937,280</b>	<b>6,818,043</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>338,973</b>	<b>(12,081)</b>	<b>145,652</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>338,973</b>	<b>(12,081)</b>	<b>145,652</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.

**Gisborne Intermediate**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,635,249	5,164,602	1,410,249
Total comprehensive revenue and expense for the year		338,973	(12,081)	145,652
Contributions from / (Distributions to) the Ministry of Education		-	-	48,481
Contribution - Furniture and Equipment Grant		58	-	30,867
<b>Equity at 31 December</b>		1,974,280	5,152,521	1,635,249
Accumulated comprehensive revenue and expense		1,974,280	5,152,521	1,635,249
<b>Equity at 31 December</b>		1,974,280	5,152,521	1,635,249

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,313,637	1,764,203	1,316,684
Accounts Receivable	8	392,202	463,102	337,797
GST Receivable		17,565	88,920	35,823
Prepayments		15,935	36,726	14,183
Inventories	9	-	52,834	4,197
Investments	10	-	-	436,897
Funds Receivable for Capital Works Projects	17	522,706	-	277,022
		2,262,045	2,405,785	2,422,603
<b>Current Liabilities</b>				
Accounts Payable	12	476,994	825,458	661,255
Revenue Received in Advance	13	62,957	83,318	25,719
Provision for Cyclical Maintenance	14	157,813	30,369	335,258
Finance Lease Liability	15	14,641	72,290	14,246
Funds held in Trust	16	4,095	-	1,000
Funds held for Capital Works Projects	17	-	-	192,482
		716,500	1,011,435	1,229,960
<b>Working Capital Surplus/(Deficit)</b>		1,545,545	1,394,350	1,192,643
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	793,144	3,817,868	716,680
		793,144	3,817,868	716,680
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	356,888	-	259,097
Finance Lease Liability	15	7,521	59,697	14,977
		364,409	59,697	274,074
<b>Net Assets</b>		1,974,280	5,152,521	1,635,249
<b>Equity</b>		1,974,280	5,152,521	1,635,249

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 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,086,083	1,952,638	1,581,007
Locally Raised Funds		806,638	248,500	620,654
Goods and Services Tax (net)		18,258	-	(10,597)
Payments to Employees		(1,032,200)	(1,002,431)	(987,606)
Payments to Suppliers		(1,462,801)	731,575	(838,818)
Interest Paid		(2,375)	(2,020)	(2,610)
Interest Received		42,454	15,000	37,534
Net cash from/(to) Operating Activities		456,057	1,943,262	399,564
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(167,721)	(391,116)	(292,211)
Proceeds from Sale of Investments		436,897	-	858,720
Net cash from/(to) Investing Activities		269,176	(391,116)	566,509
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		58	-	30,867
Finance Lease Payments		(8,051)	(16,266)	(7,754)
Funds Administered on Behalf of Other Parties		(720,287)	-	162,372
Net cash from/(to) Financing Activities		(728,280)	(16,266)	185,485
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(3,047)</b>	<b>1,535,880</b>	<b>1,151,558</b>
Cash and cash equivalents at the beginning of the year	7	1,316,684	228,323	165,126
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,313,637</b>	<b>1,764,203</b>	<b>1,316,684</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.

# Gisborne Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 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 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 Uniform Trading. 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 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	8 years 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 and research expenditure 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. 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.

### **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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

#### **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 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.

#### **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 Expense.

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

#### **q) 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.

#### **r) 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.

#### **s) 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.

#### **t) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

#### **u) 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.

#### **v) 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.

#### **w) Budget Figures**

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

#### **x) 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	2,889,452	1,884,634	2,406,345
Teachers' Salaries Grants	3,860,345	3,178,460	3,105,569
Use of Land and Buildings Grants	939,510	565,605	674,386
Other Government Grants	28,811	33,000	47,803
	<u>7,718,118</u>	<u>5,661,699</u>	<u>6,234,103</u>

The school has opted in to the donations scheme for this year. Total amount received was \$106,651.

## 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	-	-	11
Fees for Extra Curricular Activities	383,168	9,000	408,767
Trading	530	-	2,045
Fundraising & Community Grants	273,391	238,000	277,595
Other Revenue	10,638	1,500	2,059
	<u>667,727</u>	<u>248,500</u>	<u>690,477</u>
<b>Expense</b>			
Extra Curricular Activities Costs	470,533	102,600	441,343
Trading	4,197	20,000	6,694
Fundraising & Community Grant Costs	3,666	-	16,338
	<u>478,396</u>	<u>122,600</u>	<u>464,375</u>
<i>Surplus for the year Locally raised funds</i>	<u>189,331</u>	<u>125,900</u>	<u>226,102</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	235,357	327,410	162,080
Employee Benefits - Salaries	4,571,621	3,796,264	3,781,523
Staff Development	31,519	87,000	19,771
Depreciation	156,856	114,197	135,227
Classroom Budgets	69,184	67,000	59,376
Information And Communication Technology	52,849	58,500	59,374
	<u>5,117,386</u>	<u>4,450,371</u>	<u>4,217,351</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,932	7,562	7,342
Board Fees	3,765	3,300	8,275
Board Expenses	13,024	11,688	22,699
Communication	2,067	7,000	3,266
Consumables	18,758	17,500	11,827
Legal Fees	3,035	5,000	870
Other	48,147	95,350	56,267
Employee Benefits - Salaries	179,973	176,061	185,061
Insurance	13,992	5,000	2,508
Service Providers, Contractors and Consultancy	16,296	12,000	13,416
Healthy School Lunch Programme	810,155	-	703,295
	<b>1,116,144</b>	<b>340,461</b>	<b>1,014,826</b>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	31,479	19,500	1,427
Consultancy and Contract Services	6,222	-	16,023
Cyclical Maintenance Provision	(77,279)	64,577	87,705
Grounds	20,869	13,000	10,071
Heat, Light and Water	33,986	45,600	39,497
Rates	18,465	16,480	16,898
Repairs and Maintenance	209,580	114,500	89,568
Use of Land and Buildings	939,510	565,605	674,386
Security	9,166	9,000	9,800
Employee Benefits - Salaries	184,256	173,566	173,350
	<b>1,376,254</b>	<b>1,021,828</b>	<b>1,118,725</b>

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	442,321	1,764,203	1,316,684
Short-term Bank Deposits	871,316	-	-
Cash and cash equivalents for Statement of Cash Flows	<b>1,313,637</b>	<b>1,764,203</b>	<b>1,316,684</b>

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

## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	12,321	-	18,409
Receivables from MOE	70,682	-	-
Interest Receivable	5,520	-	4,291
Banking Staffing Underuse	-	-	33,659
Teacher Salaries Grant Receivable	303,679	463,102	281,438
	<u>392,202</u>	<u>463,102</u>	<u>337,797</u>
Receivables from Exchange Transactions	17,841	-	22,700
Receivables from Non-Exchange Transactions	374,361	463,102	315,097
	<u>392,202</u>	<u>463,102</u>	<u>337,797</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery Trading	-	50,651	-
Lunches	-	2,183	-
Uniform Trading	-	-	4,197
	<u>-</u>	<u>52,834</u>	<u>4,197</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	-	-	436,897
Total Investments	<u>-</u>	<u>-</u>	<u>436,897</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	40,881	-	-	-	(1,157)	39,724
Building Improvements	301,118	-	-	-	(16,065)	285,053
Furniture and Equipment	207,653	182,276	-	-	(66,286)	323,643
Information and Communication Technology	88,465	41,705	-	-	(39,978)	90,192
Motor Vehicles	37,398	-	-	-	(16,096)	21,302
Leased Assets	26,018	8,516	-	-	(15,279)	19,255
Library Resources	15,147	823	-	-	(1,995)	13,975
<b>Balance at 31 December 2023</b>	<b>716,680</b>	<b>233,320</b>	<b>-</b>	<b>-</b>	<b>(156,856)</b>	<b>793,144</b>

The net carrying value of equipment held under a finance lease is \$19,255 (2022: \$26,018)

### 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	46,284	(6,560)	39,724	46,284	(5,403)	40,881
Building Improvements	496,187	(211,134)	285,053	496,187	(195,069)	301,118
Furniture and Equipment	1,087,443	(763,800)	323,643	905,168	(697,515)	207,653
Information and Communication Technology	286,432	(196,240)	90,192	244,727	(156,262)	88,465
Motor Vehicles	128,455	(107,153)	21,302	128,455	(91,057)	37,398
Leased Assets	93,481	(74,226)	19,255	84,965	(58,947)	26,018
Library Resources	92,268	(78,293)	13,975	91,445	(76,298)	15,147
<b>Balance at 31 December</b>	<b>2,230,550</b>	<b>(1,437,406)</b>	<b>793,144</b>	<b>1,997,231</b>	<b>(1,280,551)</b>	<b>716,680</b>

## 12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	135,164	321,297	339,251
Accruals	16,147	7,586	16,630
Banking Staffing Overuse	2,537	-	-
Employee Entitlements - Salaries	303,679	463,102	273,582
Employee Entitlements - Leave Accrual	19,467	33,473	31,792
	<u>476,994</u>	<u>825,458</u>	<u>661,255</u>
Payables for Exchange Transactions	476,994	825,458	661,255
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>476,994</u>	<u>825,458</u>	<u>661,255</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income in Advance	28,413	83,318	149
Grants in Advance - Ministry of Education	9,067	-	-
Revenue Received In Advance	25,477	-	25,570
	<u>62,957</u>	<u>83,318</u>	<u>25,719</u>

## 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	594,355	(34,208)	548,467
Increase to the Provision During the Year	60,346	64,577	62,051
Use of the Provision During the Year	(2,375)	-	(81,296)
Other Adjustments	(137,625)	-	65,133
Provision at the End of the Year	<u>514,701</u>	<u>30,369</u>	<u>594,355</u>
Cyclical Maintenance - Current	157,813	30,369	335,258
Cyclical Maintenance - Non current	356,888	-	259,097
	<u>514,701</u>	<u>30,369</u>	<u>594,355</u>

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	16,038	72,290	16,266
Later than One Year and no Later than Five Years	7,931	59,697	15,917
Future Finance Charges	(1,807)	-	(2,960)
	<u>22,162</u>	<u>131,987</u>	<u>29,223</u>

### Represented by

Finance lease liability - Current	14,641	72,290	14,246
Finance lease liability - Non current	7,521	59,697	14,977
	<u>22,162</u>	<u>131,987</u>	<u>29,223</u>

## 16. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	4,095	-	1,000
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>4,095</u>	<u>-</u>	<u>1,000</u>

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 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 \$
AMS only Project - Hall		218937	(244,899)	250,000	(378,691)	-	(373,590)
Cladding Repairs, Roofing & Maintenance		216102	192,482	43,474	(464,463)	133,871	(94,636)
Air Conditioning Units		216103	(3,472)	-	-	-	(3,472)
Pool Strengthening		216107	(28,651)	-	(20,363)	-	(49,014)
Burst Fire Main		241930	-	31,909	(31,909)	-	-
Music Room Power/Sewer Pump		243586	-	9,929	(9,929)	-	-
L Block Roof Replacement/UNC Cyclone Eve		243811	-	61,463	(61,463)	-	-
Block B Replace Unsafe Lighting		244329	-	5,196	(5,196)	-	-
Special Needs Fencing		240821	-	-	(1,994)	-	(1,994)
Totals			(84,540)	401,971	(974,008)	133,871	(522,706)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

(522,706)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS only Project - Hall		218937	(1,185)	750,000	(993,714)	-	(244,899)
Cladding Repairs, Roofing & Maintenance		216102	35,758	642,496	(485,772)	-	192,482
Air Conditioning Units		216103	3,138	-	(6,610)	-	(3,472)
Pool Strengthening		216107	8,102	209,640	(246,393)	-	(28,651)
Totals			45,813	1,602,136	(1,732,489)	-	(84,540)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

192,482

(277,022)

## 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, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,765	8,275
<i>Leadership Team</i>		
Remuneration	969,440	845,579
Full-time equivalent members	8.00	7.78
Total key management personnel remuneration	973,205	853,854

There are 6 members of the Board excluding the Principal. The Board has held 7 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 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	80 - 90
Benefits and Other Emoluments	4 - 5	2 - 3
Termination Benefits	-	-

### Principal 2

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

Salary and Other Payments	-	40 - 50
Benefits and Other Emoluments	-	1 - 2
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	7.00	5.00
110 - 120	4.00	-
120 - 130	1.00	1.00
	12.00	6.00

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

## 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	-	\$9,000
Number of People	-	1

## 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: the same).

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

### 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 \$556,794 (2022: \$-1,936,934) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS only Project - Hall	1,656,328	1,541,457	114,871
Cladding Repairs, Roofing & Maintenance	1,026,234	1,025,164	1,070
Air Conditioning Units	73,187	68,340	4,847
Pool Strengthening	556,214	286,109	270,105
Special Needs Fencing	167,895	1,994	165,901
<b>Total</b>	<b>3,479,858</b>	<b>2,923,064</b>	<b>556,794</b>

### (b) Operating Commitments

The School has entered into an agreement with Niven Painters Ltd for painting of the School's buildings. The amount committed on the contract is \$147,165

## 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	1,313,637	1,764,203	1,316,684
Receivables	392,202	463,102	337,797
Investments - Term Deposits	-	-	436,897
Total financial assets measured at amortised cost	1,705,839	2,227,305	2,091,378

### Financial liabilities measured at amortised cost

Payables	476,994	825,458	661,255
Finance Leases	22,162	131,987	29,223
Total financial liabilities measured at amortised cost	499,156	957,445	690,478

## 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 GISBORNE INTERMEDIATE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Gisborne Intermediate (the School). The Auditor-General has appointed me, Mark Fraser, 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 21, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 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 on pages 1, 25 to 34, 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.



**Mark Fraser**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**

## Gisborne Intermediate

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tanya Hohepa	Presiding Member	Elected	May 2025
Andy Hayward	Principal	ex Officio	
Ailsa Cuthbert	Parent Representative	Elected	Oct 2023
Grant Walsh	Parent Representative	Elected	Oct 2026
Grant Piggot	Parent Representative	Elected	May 2025
Kylee Poole	Parent Representative	Elected	Oct 2026
Jess McMillan	Staff Representative	Elected	May 2025

## **Gisborne Intermediate**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$10,138 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

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

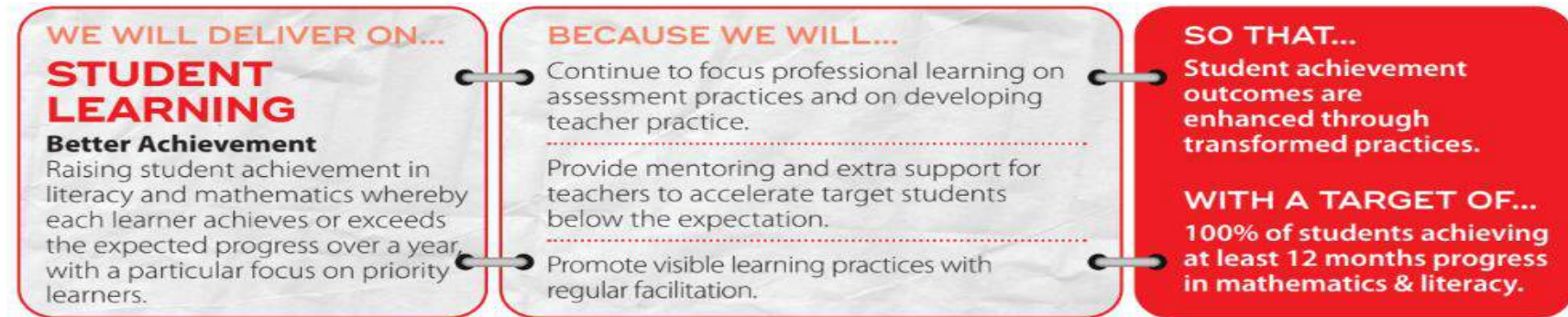
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements 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.

**Gisborne Intermediate School – 2566**

**2023 Analysis of Variance**

**And evaluation of school's students' progress and achievement**

## STRATEGIC GOAL 1 ANNUAL PLAN



### Measures for Tracking Student Achievement

The academic targets that will be tracked and reported in Reading, Writing and Maths are:

1. Attainment of all students - How did all of our students perform?
2. Attainment and progress of **cohorts** – (comparing apples with apples) What is our impact?
  - Progress -did our students make sufficient progress? Our goal is for all students to make at least half a curriculum level of progress to maintain their learning trajectory. (a year of learning)
  - Acceleration of target groups (students working below/ well below)
  - How many of our students working below or well below made accelerated progress?

# 1 Attainment of all students - How did all of our students perform?

Reading					Writing					Maths				
	Well Below	Below	At	Above		Well Below	Below	At	Above		Well Below	Below	At	Above
All	137	130	238	160	All	210	170	205	81	All	175	160	206	124
	21%	20%	36%	24%		32%	26%	31%	12%		26%	24%	31%	19%
Female	42	59	125	95	Female	65	77	124	56	Female	72	79	107	62
Male	95	71	113	65	Male	145	93	81	25	Male	103	81	99	62
Female	13%	18%	39%	30%	Female	20%	24%	39%	17%	Female	23%	25%	33%	19%
Male	28%	21%	33%	19%	Male	42%	27%	24%	7%	Male	30%	23%	29%	18%
Year 7	63	71	122	93	Year 7	98	103	105	44	Year 7	80	93	104	71
Year 8	74	59	116	67	Year 8	112	67	100	37	Year 8	95	67	102	53
Year 7	18%	20%	35%	27%	Year 7	28%	29%	30%	13%	Year 7	23%	27%	30%	20%
Year 8	23%	19%	37%	21%	Year 8	35%	21%	32%	12%	Year 8	30%	21%	32%	17%
Asian	58%	17%	8%	17%	Asian	42%	25%	33%	0%	Asian	17%	58%	25%	0%
Maori	27%	20%	34%	19%	Maori	39%	24%	26%	11%	Maori	34%	25%	26%	15%
MELAA	0%	0%	100%	0%	MELAA	0%	0%	100%	0%	MELAA	0%	0%	100%	0%
NZ European	11%	19%	40%	30%	NZ European	22%	28%	36%	14%	NZ European	17%	22%	37%	24%
Other	33%	0%	33%	33%	Other	33%	0%	67%	0%	Other	33%	33%	33%	0%
Pacific Peoples	45%	25%	15%	15%	Pacific Peoples	55%	25%	15%	5%	Pacific Peoples	57%	19%	14%	10%
Attendance					Attendance					Attendance				
10% - 20%	100%	0%	0%	0%	10% - 20%	100%	0%	0%	0%	10% - 20%	100%	0%	0%	0%
20% - 30%	100%	0%	0%	0%	20% - 30%	100%	0%	0%	0%	20% - 30%	100%	0%	0%	0%
30% - 40%	83%	17%	0%	0%	30% - 40%	100%	0%	0%	0%	30% - 40%	100%	0%	0%	0%
40% - 50%	40%	40%	20%	0%	40% - 50%	70%	20%	10%	0%	40% - 50%	50%	30%	10%	10%
50% - 60%	48%	24%	19%	10%	50% - 60%	76%	14%	10%	0%	50% - 60%	65%	20%	15%	0%
60% - 70%	19%	45%	29%	7%	60% - 70%	52%	29%	17%	2%	60% - 70%	49%	23%	26%	2%
70% - 80%	29%	19%	34%	19%	70% - 80%	41%	19%	30%	11%	70% - 80%	34%	27%	21%	18%
80% - 90%	15%	19%	38%	27%	80% - 90%	26%	25%	35%	14%	80% - 90%	20%	25%	36%	19%
90% - 100%	18%	14%	39%	29%	90% - 100%	21%	30%	33%	15%	90% - 100%	19%	23%	33%	25%



## 2. Attainment and progress of cohorts – (comparing apples with apples) What is our impact?

All students	Reading	%	Writing	%	Maths	%
Acceleration	140	22	134	21	104	16
Expectation	335	52	322	50	393	61
Insufficient	166	26	184	29	146	23
Total	641		640		643	

### Progress Māori

Māori	Reading	%	Writing	%	Maths	%
Acceleration	76	25	71	24	61	20
Expectation	144	48	129	43	166	55
Insufficient	81	27	101	33	75	25
Total	301	0	301	0	302	0

### Progress Non Māori 2023

Non Māori	Reading	%	Writing	%	Maths	%
Acceleration	64	19	63	19	43	13
Expectation	191	56	193	57	227	66
Insufficient	85	25	83	24	71	21
Total	340	0	339	0	341	0

### Progress by Gender

Girls	Reading	%	Writing	%	Maths	%
Acceleration	73	24	60	19	50	16
Expectation	157	51	173	56	192	62
Insufficient	80	25	79	25	70	22
Total	310	0	312	0	312	0

Boys	Reading	%	Writing	%	Maths	%
Acceleration	67	20	74	23	54	16
Expectation	178	54	149	45	201	60
Insufficient	86	26	105	32	76	23
Total	331	0	328	0	331	0

### Term 1 OTJ compared with Term 4 OTJ.

**Acceleration** = A student has moved a full curriculum level in their OTJ (made 2 years of progress)

**Expectation** = The student has moved ½ a curriculum level (made a year of progress)

**Insufficient** = The student has not made the equivalent of a year of learning



## Attainment and progress of cohorts – Term 1 2022 vs Term 4 2023 (apples with apples)

All students	Reading	%	Writing	%	Maths	%
Acceleration	45	16	42	15	39	14
Expectation	123	44	118	42	121	43
Insufficient	111	40	119	43	120	43
Total	279		279		280	

### Progress Māori

Māori	Reading	%	Writing	%	Maths	%
Acceleration	12	10	16	13	16	13
Expectation	61	48	52	41	44	35
Insufficient	53	42	58	46	66	52
Total	126		126		126	

### Progress Non Māori 2023

Non Māori	Reading	%	Writing	%	Maths	%
Acceleration	33	22	26	17	23	15
Expectation	62	40	66	43	77	50
Insufficient	58	38	61	40	54	35
Total	153		153		154	

### Progress by Gender

Girls	Reading	%	Writing	%	Maths	%
Acceleration	23	16	21	15	22	16
Expectation	62	44	61	43	55	39
Insufficient	56	40	59	42	64	45
Total	141		141		141	

Boys	Reading	%	Writing	%	Maths	%
Acceleration	22	16	21	15	17	12
Expectation	61	44	57	41	66	48
Insufficient	55	39	60	43	56	40
Total	138		138		139	

### Term 1 OTJ compared with Term 4 OTJ.

**Acceleration** = A student has moved more than a curriculum level in their OTJ (made over 2 years of progress)

**Expectation** = The student has moved a full curriculum level (made a year of progress)

**Insufficient** = The student has not made the equivalent of a year of learning

## Discussion – What does the data tell us.

The attainment levels in table 1 does not paint a picture of the successes we make with our students. Of course, we want all our students to be working at the correct level at the end of each year, however, this data does not show the levels they started with us. We place more weighting by monitoring progress and celebrating the value added the students make. In this data we use overall teacher judgment as the basis. The OTJ can be a bit of a blunt tool and does not show the incremental progress that some students make. However, this gives us trends and patterns from a big picture perspective.

It is important to have alongside the statistics that the learning of these students would have been deeply affected during the Covid period of 2020 and 2021. Also, along with this, we must remember the impact the Cylone had on our community in 2023.

### Attainment (Table 1)

The most important stat from the attainment information is that **attendance makes a difference**. A key piece of information from the data shows clearly that the more you are at school, the better learning outcomes the students are likely to have. The tipping point seems to be about the 80% mark with more students working at the correct curriculum level.

In attainment, the gender stats show that, as a percentage, our females are performing better than our males, this is particularly evident in writing.

When we look at the attainment of our different ethnicities, there are more NZE students working at or above the correct curriculum level. This is followed by our Māori students and then our smaller cohorts of students.

### Progress – 1 year Term 1 OTJ v Term 4 OTJ (Table 2)

Comparing the progress of students gives us a better picture of the impact our teaching and support programmes are having.

In all subjects it was pleasing that over 70% of students were able to maintain their learning trajectory and that a good percentage of students were able to achieve accelerated progress. (22% Reading, 21% Writing and 16% Maths.) This is significant as to move a whole curriculum level within one year is exceptional.

It is pleasing that the percentage of students making at least a year of progress is similar for Māori and non Māori. Progress for girls is marginally better but it was interesting to note that more boys made accelerated progress in writing (a small %)

### **Progress – Our year 8's that we've had for the full two years. Term 1 2022 v Term 4 2023 (Table 3)**

This is the best reflection on how our programmes support students. This data reflects our impact on the students over a two year period. It is pleasing to reflect that in all subjects the majority of our students have maintained their learning trajectory while a smaller percentage of students have made accelerated progress across reading, writing and maths.

Males and females had similar levels of acceleration. A slightly higher percentage of non Māori made accelerated progress when compared with Māori.

### **So now what...**

The school is trialling a number of changes to influence learning outcomes for the students. The number of students in classes has been reduced, the break times have been organised differently, and the tech cycle has been structured differently.

We recognise that OTJ's only tell part of the story and many students are making incremental progress to improve their learning trajectory. We are looking at ways to use assessment to better inform us of this progress and to identify the next steps for our students to keep pushing them along.

We also acknowledge the need for ensuring our moderation processes are robust so our OTJ's are accurate. We will continue to refine our processes as part of our internal review.

Professional learning will continue to be provided to teachers on tools that support learning and pedagogical practices that accelerate learning.

## Statement on giving effect to Te Tiriti o Waitangi:

Gisborne Intermediate School ensures local tikanga Māori, mātauranga Māori and te ao Māori are evident in our school plans and are visible through our local curriculum and day to day classroom programmes.

As part of our commitment to grow Te Reo Māori, Gisborne Intermediate has a bilingual, level 2 reo class that learns through Te Ao Māori. Along with this, Te Reo Māori is used regularly across the school. We have schoolwide haka and haka extension groups to build on this too.

We have specific targets that are focused on our Māori having comparable outcomes to non-Māori.

The school has a good relationship with Te Runanga o Turanganui a Kiwa and work alongside them to learn and deliver local pūrākau and visit sites of significance.