

# MAIDSTONE INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# MAIDSTONE INTERMEDIATE SCHOOL

## Statement of Responsibility

For the year ended 31 December 2023


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

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

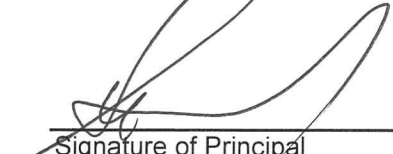
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Anka Browne  
Full Name of Presiding Member

  
Signature of Presiding Member

Wikus Swanepoel  
Full Name of Principal

  
Signature of Principal

31 May 2024  
Date:

31 May 2024  
Date:

# MAIDSTONE INTERMEDIATE SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	4,670,831	4,590,332	4,176,834
Locally Raised Funds	3	350,952	66,000	337,359
Interest		27,259	800	2,621
<b>Total Revenue</b>		<b>5,049,042</b>	<b>4,657,132</b>	<b>4,516,814</b>
<b>Expenses</b>				
Locally Raised Funds	3	270,476	40,000	215,682
Learning Resources	4	3,027,013	3,100,885	2,844,161
Administration	5	277,840	287,500	257,720
Property	6	1,153,273	1,297,249	1,086,497
Interest		2,651	2,750	2,516
Loss on Uncollectable Accounts Receivable		174	-	-
<b>Total Expense</b>		<b>4,731,427</b>	<b>4,728,384</b>	<b>4,406,576</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>317,615</b>	<b>(71,252)</b>	<b>110,238</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>317,615</b>	<b>(71,252)</b>	<b>110,238</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.

# MAIDSTONE INTERMEDIATE SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Balance at 1 January</b>	359,189	359,189	248,951
Total comprehensive revenue and expense for the year	317,615	(71,252)	110,238
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	59,628	-	-
<b>Equity at 31 December</b>	<b>736,432</b>	<b>287,937</b>	<b>359,189</b>
Accumulated comprehensive revenue and expense	736,432	287,937	359,189
<b>Equity at 31 December</b>	<b>736,432</b>	<b>287,937</b>	<b>359,189</b>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# MAIDSTONE INTERMEDIATE SCHOOL

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	215,255	272,319	295,055
Accounts Receivable	8	176,507	185,350	188,239
GST Receivable		15,228	10,000	10,914
Investments	9	421,628	-	-
Prepayments		28,516	12,500	15,595
		<u>857,134</u>	<u>480,169</u>	<u>509,803</u>
<b>Current Liabilities</b>				
Accounts Payable	11	227,218	230,000	242,415
Revenue Received in Advance	12	82,022	20,000	43,852
Provision for Cyclical Maintenance	13	55,153	-	-
Finance Lease Liability	14	15,401	15,000	16,069
		<u>379,794</u>	<u>265,000</u>	<u>302,336</u>
<b>Working Capital Surplus/(Deficit)</b>		477,340	215,169	207,467
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	390,334	312,768	376,115
		<u>390,334</u>	<u>312,768</u>	<u>376,115</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	115,019	230,000	215,128
Finance Lease Liability	14	16,223	10,000	9,265
		<u>131,242</u>	<u>240,000</u>	<u>224,393</u>
<b>Net Assets</b>		<u>736,432</u>	<u>287,937</u>	<u>359,189</u>
<b>Equity</b>		<u>736,432</u>	<u>287,937</u>	<u>359,189</u>

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

# MAIDSTONE INTERMEDIATE SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2023

	2023	2023	2022
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,223,164	1,155,812	1,166,870
Locally Raised Funds	389,119	43,808	356,792
International Students	1,483	-	-
Goods and Services Tax (net)	(4,315)	908	21,573
Payments to Employees	(559,432)	(627,570)	(514,125)
Payments to Suppliers	(689,307)	(566,478)	(687,236)
Interest Paid	(2,651)	(2,750)	(2,516)
Interest Received	20,094	521	2,550
Net cash from / (to) the Operating Activities	378,155	4,251	343,908
<b>Cash flows from Investing Activities</b>			
Purchase of PPE (and Intangibles)	(102,245)	(26,653)	(46,366)
Purchase of Investments	(421,628)	-	-
Net cash from / (to) the Investing Activities	(523,873)	(26,653)	(46,366)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	59,628	-	-
Finance Lease Payments	6,290	(334)	(22,655)
Funds on behalf of Third Parties	-	-	(6,317)
Net cash from Financing Activities	65,918	(334)	(28,972)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(79,800)</b>	<b>(22,736)</b>	<b>268,570</b>
Cash and cash equivalents at the beginning of the year	7 295,055	295,055	26,485
<b>Cash and cash equivalents at the end of the year</b>	<b>7 215,255</b>	<b>272,319</b>	<b>295,055</b>

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

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

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

The financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 13.

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

#### *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.



# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### ***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 comprise 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.

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### 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.

Property, plant and equipment acquired with individual values under \$300 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	50 years
Furniture and equipment	5 - 15 years
Information and communication technology	4 - 25 years
Leased Assets	3 - 5 years
Library resources	12.5% Diminishing value
Other Equipment	5 - 20 years

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### k) 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)]

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

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

#### l) Accounts Payable

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

#### m) Employee Entitlements

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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.

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 international students, should the School be unable to provide the services to which they relate.

#### o) Funds held for Capital works

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

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

#### p) 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.

#### q) 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 schools 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.

#### r) Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### s) 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.

#### t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### u) 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.

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,223,164	1,155,812	1,154,670
Other Government Grants	-	-	12,200
Teachers' Salaries Grants	2,475,918	2,462,771	2,256,119
Use of Land and Buildings Grants	971,749	971,749	753,845
	<u>4,670,831</u>	<u>4,590,332</u>	<u>4,176,834</u>

The school has opted in to the donations scheme for this year. Total amount received was \$81,992 (2022: \$80,700).

### 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>			
Fees for Extra Curricular Activities	217,228	12,000	183,222
Fundraising & Community Grants	78,757	41,000	109,997
Other Revenue	32,889	13,000	38,031
Trading	20,595	-	6,109
International student fees	1,483	-	-
	<u>350,952</u>	<u>66,000</u>	<u>337,359</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	225,785	1,000	209,954
Fundraising and Community Grant Costs	29,265	37,000	400
Trading	14,932	2,000	5,328
International Student - Other Expenses	494	-	-
	<u>270,476</u>	<u>40,000</u>	<u>215,682</u>
<i>Surplus for the year Locally raised funds</i>	<u>80,476</u>	<u>26,000</u>	<u>121,677</u>

### 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	59,137	77,400	109,322
Employee Benefits - Salaries	2,830,586	2,870,485	2,597,280
Information and Communication Technology	21,721	30,000	18,663
Library Resources	362	500	1,810
Other	3,962	4,000	3,621
Staff Development	23,219	28,500	24,001
Depreciation	88,026	90,000	89,464
	<u>3,027,013</u>	<u>3,100,885</u>	<u>2,844,161</u>

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,560	8,600	8,311
Board of Trustees Expenses	2,634	4,000	8,254
Board of Trustees Fees	2,745	3,500	4,119
Communication	15,821	15,500	11,616
Consumables	28,629	36,050	44,123
Employee Benefits - Salaries	161,496	156,200	156,776
Insurance	9,188	8,800	8,468
Other	45,542	50,850	6,853
Service Providers, Contractors and Consultancy	3,225	4,000	9,200
	<u>277,840</u>	<u>287,500</u>	<u>257,720</u>

### 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,406	15,000	12,835
Consultancy and Contract Services	65,122	65,000	53,251
Cyclical Maintenance Provision	(44,956)	60,000	107,059
Employee Benefits - Salaries	52,399	55,000	52,934
Grounds	24,318	23,000	21,433
Heat, Light and Water	39,769	40,000	36,796
Rates	6,290	8,500	4,005
Repairs and Maintenance	19,148	43,000	29,836
Security	8,028	16,000	14,503
Use of Land and Buildings	971,749	971,749	753,845
	<u>1,153,273</u>	<u>1,297,249</u>	<u>1,086,497</u>

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

### 7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	500	-	500
Bank Current Account	52,003	100,000	172,401
Bank Call Account	162,752	172,319	122,154
Net cash and cash equivalents for Cash Flow Statement	<u>215,255</u>	<u>272,319</u>	<u>295,055</u>

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	3,006	3,000	4,660
Interest Receivable	7,236	350	71
Teacher Salaries Grant Receivable	166,265	182,000	183,508
	<u>176,507</u>	<u>185,350</u>	<u>188,239</u>
Receivables from Exchange Transactions	10,242	3,350	4,731
Receivables from Non-Exchange Transactions	166,265	182,000	183,508
	<u>176,507</u>	<u>185,350</u>	<u>188,239</u>

### 9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	421,628	-	-

### 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	92,445	8,697	-	-	(6,055)	95,087
Furniture and Equipment	136,005	14,601	-	-	(31,248)	119,358
Information Technology	79,821	37,425	-	-	(22,423)	94,823
Leased Assets	23,140	26,748	-	-	(19,985)	29,903
Library Resources	27,970	1,491	-	-	(3,601)	25,860
Other Equipment	16,734	13,283	-	-	(4,714)	25,303
<b>Balance at 31 December 2023</b>	<u>376,115</u>	<u>102,245</u>	<u>-</u>	<u>-</u>	<u>(88,026)</u>	<u>390,334</u>

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	157,350	(62,263)	95,087	148,653	(56,208)	92,445
Furniture and Equipment	543,145	(423,787)	119,358	528,544	(392,539)	136,005
Information Technology	515,075	(420,252)	94,823	477,649	(397,828)	79,821
Leased Assets	98,941	(69,038)	29,903	119,097	(95,957)	23,140
Library Resources	123,647	(97,787)	25,860	122,156	(94,186)	27,970
Other Equipment	155,646	(130,343)	25,303	143,058	(126,324)	16,734
<b>Balance at 31 December</b>	<u>1,593,804</u>	<u>(1,203,470)</u>	<u>390,334</u>	<u>1,539,157</u>	<u>(1,163,042)</u>	<u>376,115</u>

The net carrying value of equipment held under a finance lease is \$29,903 (2022: \$23,140).

#### 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.



# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 11. Accounts Payable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	16,632	10,000	23,938
Accruals	8,560	20,000	8,311
Employee Entitlements - salaries	189,495	190,000	198,814
Employee Entitlements - leave accrual	12,531	10,000	11,352
	<u>227,218</u>	<u>230,000</u>	<u>242,415</u>
Payables for Exchange Transactions	214,687	220,000	231,063
Payables for Non-exchange Transactions - Other	12,531	10,000	11,352
	<u>227,218</u>	<u>230,000</u>	<u>242,415</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grant in Advance - Ministry of Education	28,647	10,000	31,909
Community Grants in Advance	14,922	-	6,165
Student Fees in advance	38,453	10,000	5,778
	<u>82,022</u>	<u>20,000</u>	<u>43,852</u>

### 13. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	215,128	215,128	138,069
Increase to the Provision During the Year	40,906	60,000	55,841
Adjustment to the Provision	(85,862)	-	51,218
Use of the Provision During the Year	-	(45,128)	(30,000)
Provision at the End of the Year	<u>170,172</u>	<u>230,000</u>	<u>215,128</u>
Cyclical Maintenance - Current	55,153	-	-
Cyclical Maintenance - Non current	115,019	230,000	215,128
	<u>170,172</u>	<u>230,000</u>	<u>215,128</u>

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

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	17,257	16,500	17,574
Later than One Year and no Later than Five Years	17,911	11,000	9,688
Future Finance Charges	(3,544)	(2,500)	(1,928)
	<u>31,624</u>	<u>25,000</u>	<u>25,334</u>
<b>Represented by</b>			
Finance lease liability - Current	15,401	15,000	16,069
Finance lease liability - Non current	16,223	10,000	9,265
	<u>31,624</u>	<u>25,000</u>	<u>25,334</u>

### 15. Funds Held for Capital Works Projects

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

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals	-	-	-	-	-

#### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 10 MLE Upgrade - Project No 215060	(937)	-	-	937	-
Replace Carpet & Vinyl - Project No 229354	(1,077)	-	-	1,077	-
SIP Project - Project Number 220811	6,002	4,225	(9,227)	(1,000)	-
LSC Project - Project Number 220472	2,329	-	-	(2,329)	-
Totals	<u>6,317</u>	<u>4,225</u>	<u>(9,227)</u>	<u>(1,315)</u>	<u>-</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 16. Related Party Transactions

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

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

### 17. Remuneration

#### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,745	4,119
<i>Leadership Team</i>		
Remuneration	397,625	380,925
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	400,370	385,044

There are 6 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 (2 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5

#### 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
120 - 130	2	-
110 - 120	2	2
100 - 110	1	2
	5	4

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

# MAIDSTONE INTERMEDIATE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 18. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023. (Contingent liabilities and assets at 31 December 2022: nil).

#### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

### 19. Commitments

#### (a) Capital Commitments

At 31 December 2023, the Board did not have any capital commitments (2022: \$nil).

#### (b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts (2022: \$nil).

### 20. Financial Instruments

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

#### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	215,255	272,319	295,055
Receivables	176,507	185,350	188,239
Investments - Term Deposits	421,628	-	-
Total Financial assets measured at amortised cost	813,390	457,669	483,294

#### Financial liabilities measured at amortised cost

Payables	227,218	230,000	242,415
Finance Leases	31,624	25,000	25,334
Total Financial Liabilities Measured at Amortised Cost	258,842	255,000	267,749

### 21. Events After Balance Date

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

### 22. Comparatives

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

# MAIDSTONE INTERMEDIATE SCHOOL

Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Anka Browne	Presiding Member	Elected	July 2025
Wikus Swanepoel	Principal	Appointed October 2021	
Cameron Thayer	Parent Rep	Elected	July 2025
Ana Nicholls	Parent Rep	Elected	July 2025
Onour Murray	Parent Rep	Elected	July 2025
Anthony Nickel	Parent Rep	Elected on July 2023	July 2025
Vacant	Staff Rep		

# MAIDSTONE INTERMEDIATE SCHOOL

## Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2023, the school received total Kiwisport funding of \$7,222 (2022: \$7,530).

This fund provided funding for sports equipment as well as participation in different sports opportunities for our students.

Our aim is to have as many students as possible involved in sport in some form or another. Therefore, it is imperative that the organisation of these opportunities be recognised and funded.

Maidstone Intermediate fielded 9 Netball teams in the local Saturday competitions. The Kiwisport fund funded a parent to coordinate this Netball programme. The ability to fund a coordinator to have oversight of Netball has been invaluable.

We bought a large number of sports equipment which included Padder Tennis, Basketball, Athletics and Touch Rugby

The school registered to participate in the AIMS Games in Tauranga. The Kiwisport fund provided funds for a Coordinator (a Teacher Aide on staff) for these events.

Our student teams participated in all of the local WRISSA Intermediate School events. The balance of the Kiwisport fund was used to release teachers to coach and attend these events.

Maidstone Intermediate values the continues support of Sport opportunities through the Kiwisport funding.

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

For the year ended 31 December 2023 the Maidstone Intermediate School Board:

- Has developed and implemented personnel polices, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 an complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

# Independent auditor's report

## To the readers of the financial statements of Maidstone Intermediate School for the year ended 31 December 2023

The Auditor-General is the auditor of Maidstone Intermediate School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2023, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

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 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, pages 20 to 22 and pages 25 to 49 but does not include the financial statements, and our auditor's report thereon.

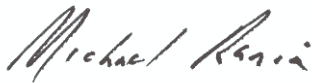
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): 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.



Michael Rania | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand



<b>School Name:</b>	Maidstone Intermediate	<b>School Number:</b>	2893
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<b>2023 Strategic Aim:</b>	<p>Goal #2: Ako</p> <p><b>A pedagogically rich curriculum informs the learning programmes of all students.</b></p>
<b>2023 Annual Aims:</b>	<ol style="list-style-type: none"> <li>1. The local curriculum is complete and begins an ongoing process of review and development</li> <li>2. Cultural competencies are embedded within the local curriculum</li> <li>3. Quality classroom pedagogy and practice is consistent and embedded across learning programmes</li> </ol>
<b>2023 Targets:</b>	<p><b>Each Rōpū looked at their ākonga and each created their target foci:</b></p> <p><b>Year 8s only:</b></p> <p><b>Remutaka</b> - Year 8 ākonga at level 3.1 in maths</p> <p><b>Akatarawa</b> - Year 8 ākonga working at Level 2 and below</p> <p><b>Pakuratahi</b> - Year 8 tama (boys) working at Level 2.3</p> <p><b>Year 7s only:</b></p> <p><b>Tararua</b> - Year 7 Māori and Pasifika ākonga who are level 3.1 for maths.</p> <p><b>Mangaroa</b> - Year 7 Māori kōtiro (girls) at curriculum level 2.2/2.3 for maths</p>

## Baseline Data:

### Year 8 Math Targets:

#### Akatarawa

At the start of the year nine tama me ngā kōtiro working at Level 2 and below

At the end of the year to move 2 sub levels

#### Remutaka

Ten Year 8-Boys and girls - maths at level 3.1 based on initial data. Our goal is to get these learners to Level 3.3 or Level 4.1

Moving the group by 2 or 3 sub-levels in 2023.

#### Pākuratahi

Six Year 8 tama working at - Level 2.3 at the start of the year.

Achieving at Level 3.2 at the end of the year

### Year 7 Math Targets:

#### Tararua:

Nine Māori and pacifica ākonga who are level 3.1 for math. Ideally we would like them to move two sub levels throughout.

#### Mangaroa:

14 Māori kōtiro Year 7 - start of year curriculum level - 2.2/2.3

Achieving level at end of year - 3.1 / 3.2

#### Term 1 Baseline Initial Data - year 7 Māori kōtiro:

- 64% of Māori kōtiro in Te Rōpū Mangaroa are achieving below or well below
- Move two sublevels within the year

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Initial data from the end of 2022, was collected, collated and analysed. Teachers worked in Syndicate (Rōpū) teams to identify the students.</p> <p>PLD in DMIC math was provided throughout the year</p> <p>DMIC provided hands on learning, culturally appropriate and engaging activities in authentic learning</p> <p>In a number of rōpū there was a need to build ākongā confidence, use contextual activities, and be flexible with grouping and skills focus. Within these groups there was still the need to differentiate, and constant review of progress.</p> <p>In most rōpū teacher support was sought - Teacher Aides and learning support staff, working with individuals and small groups or monitoring the class while the teacher worked with the target ākongā.</p> <p>Many areas of math were specifically taught ie. basic facts, just in time math and online math</p> <p>The approaches used needed to be in keeping with the priorities and the specific needs identified and these were varied and different in each environment.</p> <p>Opportunities were sought that were authentic and aligned with learning across the curriculum where possible</p>	<p>All rōpū recorded improvements and progress.</p> <p>There was a noticeable increase in engagement as ākongā became more aware of both the practical and usefulness of the learning eg being able to access information they needed or wanted - financial literacy skills used in a 'market day' and the profits went towards a fun day for the ākongā</p> <p>A number of ākongā were more willing to learn math through money activities</p> <p>Ākongā gained confidence and were more willing to engage in maths activities especially when they were related to practical and relevant needs</p>	<p>We cannot discount the ongoing influence that Covid has on the health, wellbeing, security and stability of our community, and the learning capacity of some of our ākongā because of this.</p> <p>We had our first year of split year 7 and year 8 classes and overall there were 9 year 7 classes and 8 year 8 classes</p> <p>This year each Rōpū team worked hard to address the very specific needs identified in their own rōpū and many of the initiatives and strategies positively impacted on the improved outcomes.</p> <p>While this was a successful way of ensuring that ākongā at risk are supported successfully - by rōpū instead of across the kura, the data generated is more challenging to report due to the extent and detail.</p>	<p><b><u>Rōpū Evaluations</u></b></p> <p><b><u>YEAR 8s</u></b></p> <p>Akatarawa has had improvement in moving their tamariki through the curriculum levels. They have moved 30% of their ākongā within a curriculum level. 47% of the rōpū is working within the expected level and 10% above.</p> <p>Remutaka has moved some of their target students from well below to working within the expected level. They have had success with their Māori females moving from working below to within the expected level. Overall females are doing better than males. They noted small structured instructional groups in numeracy have certainly shown benefits to low learners.</p> <p>Pākūratahi has equal NZEuropean achievement at or above expected level.</p> <p><b><u>YEAR 7s</u></b></p> <p>Mangaroa has identified there is 75% of the cohort working below the expected level. It appears boys are achieving higher than girls overall in Maths. The target group they identified working at well below has decreased by 60%. Meaning the explicit teaching of Māori kōtiro has improved their achievement.</p> <p>Tararua identified Majority of the ākongā who are at or above are male. 22% of the ākongā are operating just under the expected level for where they should be achieving. They stated the girls lack confidence in their own mathematical ability, and often opt out of sharing or contributing within groups - Social dynamics can also impact involvement in group work</p>

## Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

Being an intermediate where ākonga are here for only two years means our Year 8 cohort move on to college so we will not readdress their targets next year. The Year 8 cohort have identified that the girls require further attention and kaiako have decided to continue to focus on DMIC to support their learning in this area. Overall DMIC has done well for teaching mathematics. This has resulted in their being a pedagogy which is conscious for the ākonga and it is documented through research. The ākonga know the process of what they are expected to do. This also has resulted in improvements where the ākonga are more confident to share their ideas and thoughts when working together. The use of talk moves can have ways of getting the ākonga to expand upon their thinking.

In 2024 Maidstone Intermediate kaiako will continue to evaluate their initial data to identify the needs of ākonga and set target groups accordingly. The target groups will address the biggest need within the school and this may or may not be a continuation of this year's targets. Regardless, the needs of the Year 7 girls this year will be addressed accordingly in everyday classroom practice.



## END OF YEAR DATA 2023 - ANALYSIS

### Discussion:

We made it a focus in 2023 to provide honest and robust data to the board. The reason for this is we want to get out of the cycle where:

- Secondary kura (school) do not trust the data we send to them with our Year 8 cohort
- We do not trust the data coming from the primary kura
- We have to show progress otherwise it is seen as a failure of teaching and learning. National Standards only focused on the levels the ākonga are at.
- In the past the kura data showed progress nationwide, but compared to other OECD countries we as a country are far below.

At the start of the year each rōpū looked at their data and decided on their target ākonga for the year.

Mangaroa	Year 7 Māori kōtiro (girls) at curriculum level 2.2/2.3 for maths	<p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>• 38% moved to 3.1</li> <li>• 38% moved to 3.2</li> <li>• 23% moved to 3.3</li> <li>• 7% moved to 4.1</li> </ul> <p><i>The ākonga confidence to contribute in DMIC lessons has increased significantly. This has led to gains in engagement of all ākonga in the sessions. Our DMIC strategies are being used outside of DMIC lessons e.g. literacy as well. We have seen improved assessment results. 2024 and new initiatives we will bring in Move n Prove, Rich warm up activities and Look at ways to give students more agency e.g. leading launch</i></p>
Tararua	Year 7 Māori and Pasifika ākonga who are level 3.1 for maths.	<p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>• 62% moved to 3.2</li> <li>• 37.5% remained the same level</li> </ul> <p><i>A big impact for the data, especially in the areas of mathematics this year has been the changes we have had in our rōpū team. This has had some flow on</i></p>

		<p><i>effects for teaching mathematics, especially when they are learning a new pedagogy. Six of the ākonga have been in a class where there has been a change of kaiako. In the case of Rm 5 they had experienced a term without the consistency. The ākonga in Rm 5 have also displayed a range of challenging behaviour since the new kaiako has taken over.</i></p>
Akatarawa	Year 8 ākonga working at Level 2 and below	<p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>● 1 moved down to</li> <li>● 55% achieved the next sublevel 3.1</li> <li>● 1 stayed the same</li> <li>● 1 progressed to 3.3</li> </ul> <p><i>What we did; explicit teaching of basic facts. Raising status of ākonga during DMIC. Introduce booster session - focusing on specific skills these ākonga need to develop.</i></p>
Remutaka	Year 8 ākonga at level 3.1 in maths	<p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>● 27% remained at the same level</li> <li>● 54% increased and achieved 3.2</li> <li>● 18% achieved 3.3</li> </ul> <p><i>Small structured instructional groups in numeracy have certainly shown benefits to low learners. Providing material to pique interests with both boys and girls is also important. We have moved a majority of the target kids, but are still achieving below. 4 have not moved due to learning behaviour and long periods of being away. Our female cohort are working well towards achieving our goal.</i></p>
Pakuratāhi	Year 8 tama (boys) working at Level 2.3	<p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>● 50% of the target students moved one sub level</li> </ul> <p><i>Smaller groups in maths are benefiting some of our students. Many students find it more beneficial to be given the work and do it independently, with some input from the teacher as they go.</i></p>

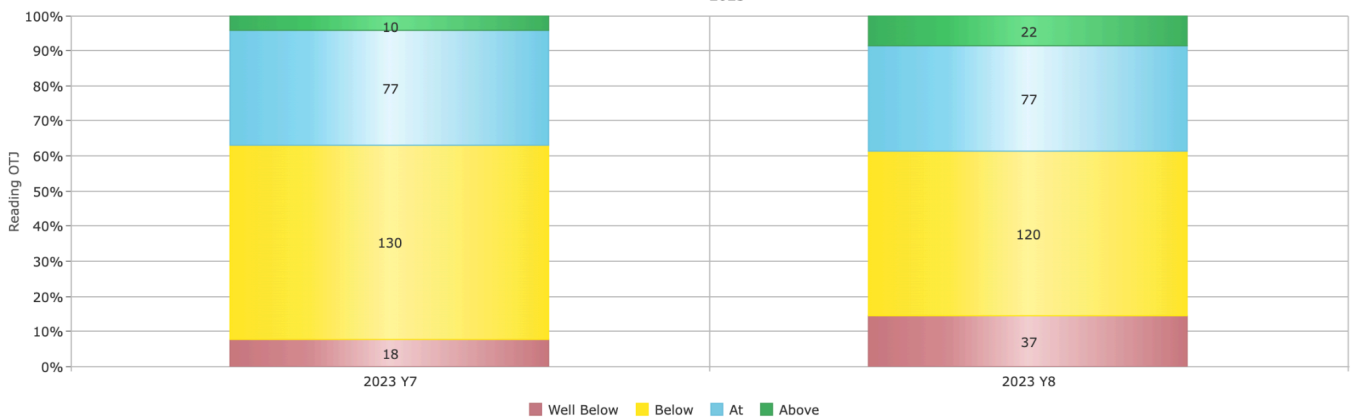


## Reading

### MAIDSTONE INTERMEDIATE OTJS FOR REPORT READING OTJ END REPORT 2023 WHOLE SCHOOL

	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>	1% (2)	0% (1)		1% (3)	0% (1)	5% (11)	14% (32)	16% (37)	25% (58)	19% (43)	14% (33)	4% (10)				8% (18)	55% (127)	33% (76)	4% (10)	47% (231)
<b>Y8</b>		0% (1)			2% (4)	4% (11)	8% (21)	13% (32)	15% (38)	20% (50)	16% (40)	14% (37)	7% (19)	1% (2)	0% (1)	14% (37)	47% (120)	30% (77)	9% (22)	53% (256)
<b>Total pupils</b>	0% (2)	0% (2)		1% (3)	1% (5)	5% (22)	11% (53)	14% (69)	20% (96)	19% (93)	15% (73)	10% (47)	4% (19)	0% (2)	0% (1)	11% (55)	51% (247)	31% (153)	7% (32)	487

Reading OTJ Achievement By year Level  
2023



## Overall Teacher Judgement Summary

Reading OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	<u>2</u>	7%	<u>10</u>	37%	<u>11</u>	41%	<u>4</u>	15%	<u>27</u>
MELAA	<u>4</u>	25%	<u>8</u>	50%	<u>4</u>	25%			<u>16</u>
Maori	<u>20</u>	13%	<u>90</u>	57%	<u>42</u>	26%	<u>7</u>	4%	<u>159</u>
NZ/European	<u>28</u>	11%	<u>121</u>	47%	<u>88</u>	34%	<u>19</u>	7%	<u>256</u>
Other			<u>1</u>	25%	<u>3</u>	75%			<u>4</u>
Pasifika	<u>1</u>	3%	<u>20</u>	69%	<u>6</u>	21%	<u>2</u>	7%	<u>29</u>
<b>Total</b>	<u>55</u>	11%	<u>250</u>	51%	<u>154</u>	31%	<u>32</u>	7%	491

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	<u>23</u>	10%	<u>122</u>	51%	<u>82</u>	34%	<u>14</u>	6%	<u>241</u>
Male	<u>32</u>	13%	<u>128</u>	51%	<u>72</u>	29%	<u>18</u>	7%	<u>250</u>
<b>Total</b>	<u>55</u>	11%	<u>250</u>	51%	<u>154</u>	31%	<u>32</u>	7%	491

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Y7	<u>18</u>	8%	<u>130</u>	55%	<u>77</u>	33%	<u>10</u>	4%	<u>235</u>
Y8	<u>37</u>	14%	<u>120</u>	47%	<u>77</u>	30%	<u>22</u>	9%	<u>256</u>
<b>Total</b>	<u>55</u>	11%	<u>250</u>	51%	<u>154</u>	31%	<u>32</u>	7%	491



**(10314) Reading OTJ 2023 Whole school  
Uses Ethnic 1 Only**

		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	
NZ Maori	Male					<u>1</u>	<u>5</u>	<u>8</u>	<u>11</u>	<u>15</u>	<u>13</u>	<u>9</u>	<u>4</u>			<u>1</u>	67
	Female	<u>1</u>	<u>1</u>		<u>1</u>	<u>1</u>	<u>5</u>	<u>7</u>	<u>14</u>	<u>16</u>	<u>16</u>	<u>13</u>	<u>7</u>	<u>5</u>			87
NZ European	Male		<u>1</u>		<u>1</u>		<u>6</u>	<u>17</u>	<u>15</u>	<u>23</u>	<u>22</u>	<u>20</u>	<u>10</u>	<u>5</u>			120
	Female				<u>1</u>	<u>2</u>	<u>1</u>	<u>10</u>	<u>17</u>	<u>18</u>	<u>16</u>	<u>17</u>	<u>13</u>	<u>4</u>	<u>1</u>		100
Samoan	Male						<u>1</u>	<u>1</u>			<u>2</u>						4
	Female								<u>1</u>	<u>4</u>	<u>2</u>						7
Tongan	Male																0
	Female																0
Cook Isl	Male	<u>1</u>								<u>2</u>	<u>2</u>	<u>1</u>					6
	Female								<u>1</u>		<u>1</u>	<u>1</u>		<u>1</u>			4
Other P Isl	Male								<u>1</u>	<u>1</u>	<u>2</u>		<u>1</u>				5
	Female									<u>1</u>	<u>2</u>						3
Asian	Male					<u>1</u>		<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>		<u>5</u>	<u>2</u>			15
	Female							<u>1</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>3</u>				<u>1</u>	11
Other	Male						<u>2</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>2</u>			33
	Female						<u>2</u>	<u>3</u>	<u>4</u>	<u>7</u>	<u>6</u>	<u>4</u>	<u>3</u>				29
<b>Total</b>		<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>22</b>	<b>53</b>	<b>71</b>	<b>97</b>	<b>94</b>	<b>73</b>	<b>47</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>491</b>

**Main things we noticed in the data**

- Almost half of our tamariki are reading where they should be or above. This has improved since the MOY data as we have improved by 10%.
- We have managed to decrease the tamariki reading at a low level (curriculum level 2) by 50% since the MOY. This means their reading has improved within less than two terms and that they are reading at a higher age.
- 14 new tamariki to the kura since the middle of the year.
- There is a large chunk of our kura working just below the reading level they need to be, this is one fifth of the school.
- More than half of our current Y7s heading into Y8s aren't achieving where they should be. This is a concern as the gap between where they should be as a Y7 and Y8 increases and they are on the back foot heading into Y8.
- Our Māori achievement in reading is 10% less than NZ Europeans.
- 41% of our Y7 cohort who will be Y8 next year, are working just below. Of this 41%, 25% are in a position to be moved if they receive explicit teaching of what they need to do to progress.
- 21% of our Y7 cohort are far below almost out of our control. Contributing factors here



are some of our low level learners who have learning or behavioural needs.

- 4 of our ākonga are working at Level 1 of the curriculum; which means they should get ICN (In Class Support). Our reality is that although we applied for funding for all 4 only one of our ākonga received ICN funding for 2024.

**Total**

- 37% of Y7 cohort are at or above
- 39 % of the Y8 cohort are at or above
- 63% of Y7 cohort are working below or well below
- 61% of Y8 cohort are working below or well below

**Overall strengths**

- Since the MOY of the year data, 5.49% of our tamariki have successfully moved out of just below. They are now reading at a level where Y7 and 8 readers need to be.
- The lower level cohort has made progress. 4.4% have moved out of well below the reading level to just below since the MOY.
  - Support these tamariki received was; access to StepsWebs, Parent Tutor Reading and Early Words. They were also able to use Fraser Crescent Resources (lower level texts to support their ākonga). When completing their independent or guided reading ākonga were able to listen and follow along with the text to model fluency in reading.
- ⅓ of the kura is working at curriculum level 3.3 - just below. This must be a huge focus next year because these tamariki are in reach of where they need to be as of Y7 and Y8.
  - This could be a school wide focus, using explicit teaching to focus on what do these tamariki need to move. One option to identify what specifically these 3.3 learners need is to do an E Asttle assessment to look at what comprehension skills are their strengths and weaknesses.
- Tamariki working well below the reading level has decreased by half, 7.6% to 4.4%. This could be due to factors such as focussing on one specific learning intention, what is the comprehension question asking and where do I find the answer in the text. A lot of modeling is done at this level to support learners and follow up to see that the tamariki are learning what the kaiako is modeling, practicing it independently in the follow up work and then proving what they have learnt in the next reading session or follow up activity.

### ***Groups needing further attention***

- There is a slight plateau in one aspect of our data that tamariki working at curriculum level 3.2 is the same as the MOY data (14.4%). This needs addressing as we don't want the group well below where they should be to increase.
- 70% of Māori tamariki are reading below the expected level. This needs addressing as our education system should be ensuring equity. Furthermore 72% Pasifika tamariki are reading below the expected level.
- There is almost a 20% difference in Māori and NZ European well below readers. 58% NZ European tamariki are reading below the expected level.

### ***Māori ākongā progress***

- 40% of Māori tama are achieving at or above the expected level as opposed to 25% MOY Data (and that is with losing 2 Māori tama off of the roll)
- 47% of Māori kotiro are achieving at or above the expected level as opposed to 35% MOY Data (and gained 2 Māori kōtiro on the roll)
- There has been a decrease in Māori readers who are below. 9.74% of Māori tamariki are reading below opposed to 14% MOY Data.

### ***Gender differences***

- Interestingly there is no major difference between gender achievement EOY Data
  - Below or well below girls 61%
  - Below or well below boys 64 %
  - At or above girls 40%
  - At or above boys 36%

### ***Cohort***

#### ***Y7***

- 55% of Y7 tamariki are working just below the curriculum level they should be reading at.
- 37% of Y7 tamariki are working within the curriculum level they should be reading at.

#### ***Y8***

- 36% of Y8 tamariki are working below the curriculum level they should be reading at.
- 50% of Y8 tamariki are working within the curriculum level they should be reading at.

### ***Rōpū:***

- Akatarawa have increased their reading achievement. The EOY data shows 59% of the rōpū working within the reading level they should be with 10% above level 4.
- Remutaka had success with their Maori females who have shifted up to 2 sublevels in Reading. They noted that there has generally been an overall shift by up to 2 sublevels in Remutaka this year.



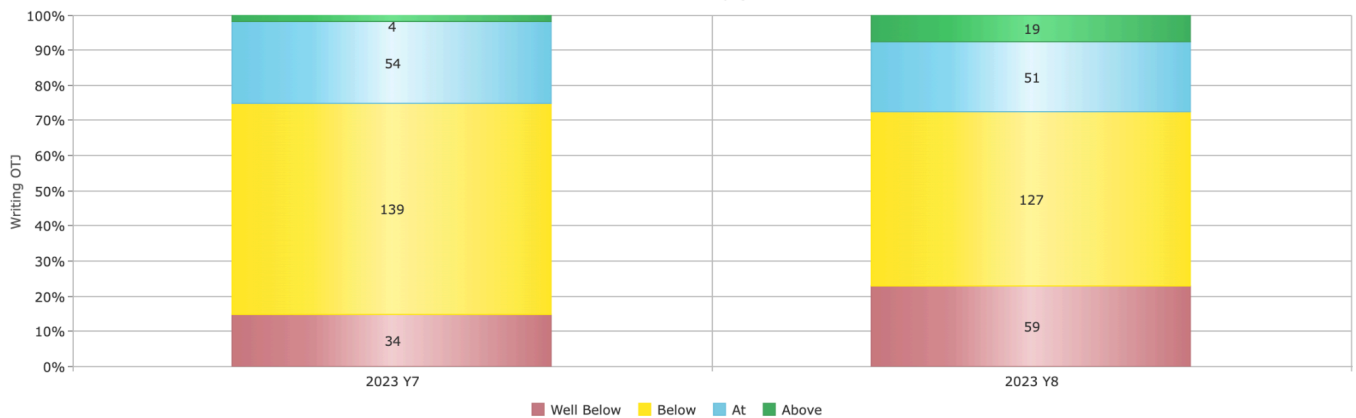
- Pākuratahi has moved 40 students who are achieving at or above the expected level for reading, this is a slight increase from MOY. This is almost half of their rōpū. They have moved 13% of Māori tamariki to reading at the expected level.
- Mangaroa has decreased their well below readers by 66% this means the readers fall into the category below. They have also increased their numbers reading at the expected level by 50%.
- Tararua stated that 67% of their ākonga are operating below the expected level. 26% of the ākonga are operating at curriculum level 3.3 so they are not significantly below the expected level. It appears that their māori ākonga have made progress for where they have improved one sub level.

## Writing

### MAIDSTONE INTERMEDIATE OTJS FOR REPORT WRITING OTJ END REPORT 2023 WHOLE SCHOOL

	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>	1% (2)		0% (1)	2% (4)	3% (7)	9% (20)	17% (40)	21% (48)	22% (51)	16% (38)	7% (16)	2% (4)				15% (34)	60% (139)	<b>23%</b> (54)	2% (4)	47% (231)
<b>Y8</b>	0% (1)	0% (1)	0% (1)	0% (1)	4% (9)	7% (17)	11% (28)	9% (24)	20% (52)	20% (51)	14% (35)	6% (16)	4% (9)	4% (9)	0% (1)	23% (59)	50% (127)	<b>20%</b> (51)	7% (19)	53% (256)
<b>Total pupils</b>	1% (3)	0% (1)	0% (2)	1% (5)	3% (16)	8% (37)	14% (69)	15% (72)	21% (103)	18% (89)	10% (51)	4% (20)	2% (9)	2% (9)	0% (1)	19% (93)	55% (266)	22% (105)	5% (23)	(487)

Writing OTJ Achievement By year Level  
2023



## Overall Teacher Judgement Summary

Writing OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	<u>2</u>	7%	<u>9</u>	33%	<u>14</u>	52%	<u>2</u>	7%	<u>27</u>
MELAA	<u>3</u>	19%	<u>9</u>	56%	<u>4</u>	25%			<u>16</u>
Maori	<u>34</u>	21%	<u>94</u>	59%	<u>27</u>	17%	<u>4</u>	3%	<u>159</u>
NZ/European	<u>51</u>	20%	<u>135</u>	54%	<u>52</u>	21%	<u>14</u>	6%	<u>252</u>
Other			<u>1</u>	25%	<u>2</u>	50%	<u>1</u>	25%	<u>4</u>
Pasifika	<u>3</u>	10%	<u>18</u>	62%	<u>6</u>	21%	<u>2</u>	7%	<u>29</u>
<b>Total</b>	<b><u>93</u></b>	<b>19%</b>	<b><u>266</u></b>	<b>55%</b>	<b><u>105</u></b>	<b>22%</b>	<b><u>23</u></b>	<b>5%</b>	<b>487</b>

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Female	<u>29</u>	12%	<u>135</u>	56%	<u>62</u>	26%	<u>13</u>	5%	<u>239</u>
Male	<u>64</u>	26%	<u>131</u>	53%	<u>43</u>	17%	<u>10</u>	4%	<u>248</u>
<b>Total</b>	<b><u>93</u></b>	<b>19%</b>	<b><u>266</u></b>	<b>55%</b>	<b><u>105</u></b>	<b>22%</b>	<b><u>23</u></b>	<b>5%</b>	<b>487</b>

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Y7	<u>34</u>	15%	<u>139</u>	60%	<u>54</u>	23%	<u>4</u>	2%	<u>231</u>
Y8	<u>59</u>	23%	<u>127</u>	50%	<u>51</u>	20%	<u>19</u>	7%	<u>256</u>
<b>Total</b>	<b><u>93</u></b>	<b>19%</b>	<b><u>266</u></b>	<b>55%</b>	<b><u>105</u></b>	<b>22%</b>	<b><u>23</u></b>	<b>5%</b>	<b>487</b>

### (10315) Writing OTJ 2023 Whole school Uses Ethnic 1 Only

		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	
<b>NZ Maori</b>	<b>Male</b>				<u>2</u>	<u>10</u>	<u>12</u>	<u>10</u>	<u>16</u>	<u>12</u>	<u>3</u>	<u>1</u>		<u>1</u>			<b>67</b>
	<b>Female</b>	<u>1</u>		<u>1</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>9</u>	<u>11</u>	<u>20</u>	<u>19</u>	<u>13</u>	<u>3</u>	<u>1</u>			<b>87</b>
<b>NZ European</b>	<b>Male</b>	<u>1</u>	<u>1</u>		<u>2</u>	<u>7</u>	<u>12</u>	<u>21</u>	<u>18</u>	<u>22</u>	<u>16</u>	<u>10</u>	<u>4</u>	<u>3</u>	<u>1</u>		<b>118</b>
	<b>Female</b>				<u>1</u>	<u>3</u>	<u>3</u>	<u>12</u>	<u>17</u>	<u>20</u>	<u>21</u>	<u>11</u>	<u>5</u>	<u>3</u>	<u>3</u>		<b>99</b>
<b>Samoa</b>	<b>Male</b>								<u>1</u>	<u>2</u>	<u>1</u>						<b>4</b>
	<b>Female</b>								<u>2</u>	<u>4</u>	<u>1</u>						<b>7</b>
<b>Tongan</b>	<b>Male</b>																<b>0</b>
	<b>Female</b>																<b>0</b>
<b>Cook Isl</b>	<b>Male</b>	<u>1</u>							<u>2</u>	<u>1</u>	<u>2</u>						<b>6</b>
	<b>Female</b>							<u>1</u>		<u>1</u>				<u>2</u>			<b>4</b>
<b>Other P Isl</b>	<b>Male</b>						<u>1</u>	<u>1</u>		<u>1</u>	<u>1</u>	<u>1</u>					<b>5</b>
	<b>Female</b>									<u>1</u>		<u>1</u>	<u>1</u>				<b>3</b>
<b>Asian</b>	<b>Male</b>			<u>1</u>			<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>4</u>		<u>1</u>		<b>15</b>
	<b>Female</b>						<u>1</u>		<u>2</u>	<u>6</u>	<u>1</u>				<u>1</u>		<b>11</b>
<b>Other</b>	<b>Male</b>				<u>1</u>	<u>1</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>1</u>		<u>1</u>	<u>1</u>	<b>33</b>
	<b>Female</b>					<u>1</u>		<u>5</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>1</u>		<u>1</u>		<b>28</b>
<b>Total</b>		<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>16</b>	<b>37</b>	<b>69</b>	<b>72</b>	<b>103</b>	<b>89</b>	<b>51</b>	<b>20</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>487</b>

#### **Main things we noticed in the data**

- 21% of our kura is working just below the writing level expected for Y7 and 8.
- 36% of our kural is working at the expected writing level for Y7 and 8 or above.



- More ākonga in Y8 are working well below 23% compared to that of the Y7 Well below 15%. This has increased since the MOY Y8 Well below was 14% and Y7 Well below was 8%

### ***Overall strengths***

- Of our Asian tamariki 66% are writing at the expected level or above.
- With our genders;
  - 31% of our females are writing at or above the expected level. Compared to the of our males where, 21% are at or above the expected level
- Our kura has managed to decrease some of the tamariki writing well below the expected level by 6% since MOY
- There has been a slight increase in our tamariki writing at the expected level; within the level there is 3 sub levels that have all increased by 2% since MOY
- The tamariki working above the expected level has doubled by 50% since MOY

### ***Groups needing further attention***

- 50% of our tamariki are working at level 3 of the curriculum which is just below. Within this level is 3 sublevels we have seen slight shifts across which is pleasing;
  - Level 3.1 has decreased from 15.63% to 14.1%
  - Level 3.2 has decreased from 17.48% to 14.7%
  - Level 3.3 has increased from 19.54% to 21.14% this is the cohort we need to focus on as they have the realistic opportunity to move into the next curriculum level which is the expected writing level
- To compare our cohorts there is a 10% difference;
  - 60% of our Y7 are below in writing
  - 50% of our Y8 are below in writing

### ***Māori ākonga progress***

- Like the MOY data our EOY Māori cohort compared with Pākeha is quite similar
  - Below and well below Māori = 80%
  - Below and well below Pākeha = 74%
- We have seen success with our Māori tama who are working within the expected writing level. This has increased by 8%.
  - Our Māori girls have also had a slight increase with 5.83% moving into the

expected writing level.

- There has also been success with our well below Māori tama. A decrease in those writing well below the expected level. It has decreased by 5%

### **Gender differences**

- It is concerning that our writing achievement has dropped over both gender cohorts.
  - Females;
    - well below the expected level has increased by 6%
    - below the expected has increased by 7%
    - at the expected level has decreased by 12%
    - above the expected level has decreased by 1%
  - Males;
    - well below the expected level has increased by 11%
    - below the expected has increased by 3%
    - at the expected level has decreased by 7%
    - above the expected level has decreased by 1%

### **Rōpū:**

- Akatarawa's EOY data showed that there were 44% of the rōpū who were below the expected level. However, 51% of the rōpū are working within the expected level and 5% are above.
- Remutaka found the NZEuropean cohort is writing better than other cohorts, especially females.
- Pākuratahi found that their Māori writers are writing well below the expected level which is a concern heading off to college
- Mangaroa has decreased their well below cohort by 12%. Another improvement has been pushing 26% of the rōpū into the expected writing level or above. This is pleasing as these will be our Y8s in 2024. There was a 14% improvement in Māori writing achievement, within this movement 17% of Māori tama moved into the next curriculum level.
- Tararua identified the boys are performing better overall. Only 21% of the ākonga are currently achieving at or above the expected writing level. NZ European males have the highest achiever. They also identified that 66.6% of Asian students are at or above.

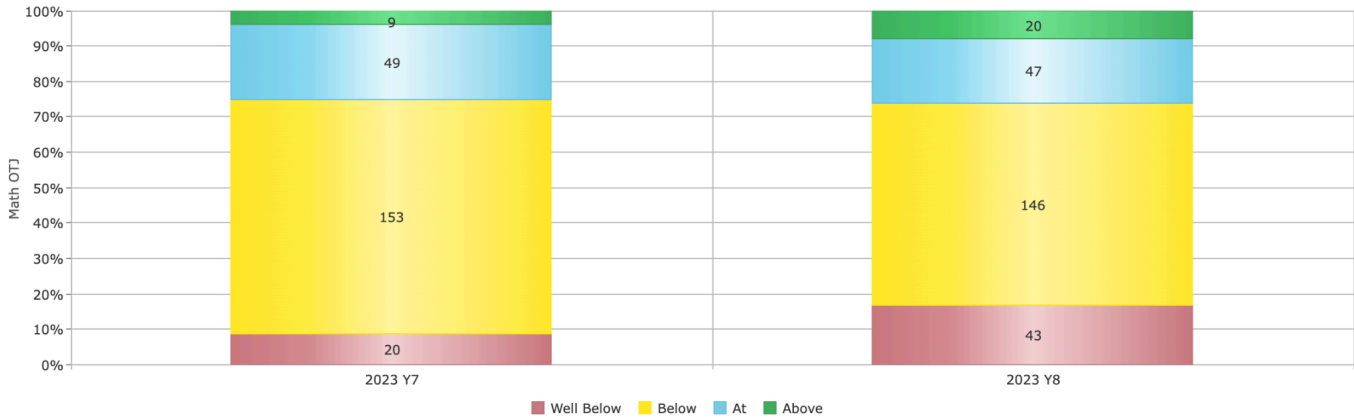
### **Maths**

**MAIDSTONE INTERMEDIATE OTJS FOR REPORT  
MATHS OTJ END REPORT 2023  
WHOLE SCHOOL**



	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>	0% (1)	0% (1)	0% (1)	2% (5)	1% (2)	4% (10)	20% (47)	26% (59)	20% (47)	17% (40)	4% (9)	2% (4)	2% (5)			9% (20)	66% (153)	21% (49)	4% (9)	47% (231)
<b>Y8</b>		0% (1)		1% (3)	1% (3)	5% (13)	9% (23)	16% (41)	21% (53)	20% (52)	12% (30)	7% (17)	4% (11)	2% (5)	2% (4)	17% (43)	57% (146)	18% (47)	8% (20)	53% (256)
<b>Total pupils</b>	0% (1)	0% (2)	0% (1)	2% (8)	1% (5)	5% (23)	14% (70)	21% (100)	21% (100)	19% (92)	8% (39)	4% (21)	3% (16)	1% (5)	1% (4)	13% (63)	61% (299)	20% (96)	6% (29)	487

**Math OTJ Achievement By year Level**  
2023



## Overall Teacher Judgement Summary

Math OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	<u>1</u>	4%	<u>16</u>	59%	<u>7</u>	26%	<u>3</u>	11%	<u>27</u>
MELAA	<u>1</u>	6%	<u>13</u>	81%	<u>2</u>	13%			<u>16</u>
Maori	<u>25</u>	16%	<u>105</u>	66%	<u>23</u>	14%	<u>6</u>	4%	<u>159</u>
NZ/European	<u>35</u>	14%	<u>138</u>	55%	<u>60</u>	24%	<u>19</u>	8%	<u>252</u>
Other			<u>3</u>	75%	<u>1</u>	25%			<u>4</u>
Pasifika	<u>1</u>	3%	<u>24</u>	83%	<u>3</u>	10%	<u>1</u>	3%	<u>29</u>
<b>Total</b>	<u>63</u>	13%	<u>299</u>	61%	<u>96</u>	20%	<u>29</u>	6%	487

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Female	<u>36</u>	15%	<u>156</u>	65%	<u>39</u>	16%	<u>8</u>	3%	<u>239</u>
Male	<u>27</u>	11%	<u>143</u>	58%	<u>57</u>	23%	<u>21</u>	8%	<u>248</u>
<b>Total</b>	<u>63</u>	13%	<u>299</u>	61%	<u>96</u>	20%	<u>29</u>	6%	487

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Y7	<u>20</u>	9%	<u>153</u>	66%	<u>49</u>	21%	<u>9</u>	4%	<u>231</u>
Y8	<u>43</u>	17%	<u>146</u>	57%	<u>47</u>	18%	<u>20</u>	8%	<u>256</u>
<b>Total</b>	<u>63</u>	13%	<u>299</u>	61%	<u>96</u>	20%	<u>29</u>	6%	487



**(10316) Math OTJ 2023 Whole school  
Uses Ethnic 1 Only**

		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	
NZ Maori	Male					<u>1</u>	<u>5</u>	<u>7</u>	<u>18</u>	<u>15</u>	<u>12</u>	<u>5</u>	<u>1</u>		<u>2</u>	<u>1</u>	<b>67</b>
	Female		<u>1</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>14</u>	<u>16</u>	<u>23</u>	<u>12</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>1</u>		<b>87</b>
NZ European	Male		<u>1</u>		<u>2</u>		<u>3</u>	<u>17</u>	<u>22</u>	<u>22</u>	<u>24</u>	<u>13</u>	<u>7</u>	<u>6</u>	<u>1</u>		<b>118</b>
	Female				<u>1</u>	<u>3</u>	<u>6</u>	<u>14</u>	<u>24</u>	<u>18</u>	<u>19</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>1</u>	<b>99</b>
Samoan	Male							<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>						<b>4</b>
	Female							<u>1</u>	<u>1</u>	<u>5</u>							<b>7</b>
Tongan	Male																<b>0</b>
	Female																<b>0</b>
Cook Isl	Male	<u>1</u>						<u>2</u>	<u>1</u>		<u>1</u>	<u>1</u>					<b>6</b>
	Female								<u>2</u>			<u>1</u>	<u>1</u>				<b>4</b>
Other P Isl	Male								<u>1</u>	<u>2</u>	<u>1</u>				<u>1</u>		<b>5</b>
	Female								<u>1</u>		<u>2</u>						<b>3</b>
Asian	Male						<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>2</u>			<b>15</b>
	Female								<u>2</u>	<u>4</u>	<u>4</u>				<u>1</u>		<b>11</b>
Other	Male						<u>2</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>2</u>		<u>2</u>	<b>33</b>
	Female				<u>1</u>		<u>1</u>	<u>8</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>3</u>	<u>1</u>				<b>28</b>
<b>Total</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>5</b>	<b>23</b>	<b>70</b>	<b>100</b>	<b>100</b>	<b>92</b>	<b>39</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>4</b>	<b>487</b>

**Main things we noticed in the data**

- A significant shift of tamariki into the expected curriculum level for Maths
- A 4.4.% decrease in the tamariki working well below the expected writing level. This movement could be due to the target groups that were identified in Term 2 of 2023. The Y7 cohort looked to move those tamariki working well below.
- We have identified that 41% of our tamariki are achieving just below the expected level. There is an opportunity here to identify this as a target group for 2024.

**Overall strengths**

- In our kura 53% of our Asian tamariki are achieving at or above the expected level
- Our boys are achieving higher in Maths 31% at or above as opposed to females 19%
- A large cohort sitting just below the expected level and we could move these tamariki to with explicit teaching or target groups in 2024.

**Cohorts needing further attention**

- There is 41% of our tamariki are achieving just below the expected level 3.3 - 3.2
  - A way in which we could identify their strengths and weaknesses is using an E Astle assessment. This gives individual information but also whole class data as well as year groups.
  - DF is also mentoring in DMIC he will be able to identify what the below target



group may need to move into the expected level. He could also observe our kaiako to promote best practice for our tamariki.

### ***Māori ākongā progress***

- 82% of our Māori tamariki are achieving below or well below the expected level compared to 69% of NZ European achieving below or well below the expected level

### ***Gender differences***

- 31% of our boys are achieving at or above the expected level
- 80% of our girls are achieving below or well below the expected level
- 69% of our boys are achieving below or well below the expected level

### ***Rōpū***

- Akatarawa has had improvement in moving their tamariki through the curriculum levels. They have moved 30% of their ākongā within a curriculum level.
- 47% of the rōpū is working within the expected level and 10% above.
- Remutaka has moved some of their target students from well below to working within the expected level. They have had success with their Māori females moving from working below to within the expected level. Overall females are doing better than males. They noted small structured instructional groups in numeracy have certainly shown benefits to low learners.
- Pākuratahi has equal NZ European achievement at or above expected level.
- Mangaroa has identified there is 75% of the cohort working below the expected level. It appears boys are achieving higher than girls overall in Maths. The target group they identified working at well below has decreased by 60%. Meaning the explicit teaching of Māori kōtiro has improved their achievement.
- Tararua identified Majority of the ākongā who are at or above are male. 22% of the ākongā are operating just under the expected level for where they should be achieving. They stated the girls lack confidence in their own mathematical ability, and often opt out of sharing or contributing within groups - Social dynamics can also impact involvement in group work
- Overall DMIC has done well for teaching mathematics. This has resulted in their being a pedagogy which is conscious for the ākongā and it is documented through research. The ākongā know the process of what they are expected to do. This also has resulted in improvements where the ākongā are more confident to share their ideas and thoughts when working together. The use of talk moves can have ways of getting the ākongā to

expand upon their thinking.



**ANNUAL PLAN 2023**

Goals	Specific Goals	Actions	Staffing	Resourcing
<b>Goal 1</b> Tangata  <b>Students and staff thrive in an inclusive learning environment and culture.</b>	<b>Cohorts of students at risk of not thriving are specifically targeted with well-informed initiatives</b>	<ul style="list-style-type: none"> <li>All at risks students identified and teachers work with all involved to address their needs</li> <li>Update Learning Register as new students are identified</li> <li>Syndicates develop and implement a set of norms and practices for behaviour, communication and interaction that are consistent across the school</li> <li>Identified ADHD as a barrier to learning for a substantial number - focus #1</li> <li>Identified that our very capable students are also at risk of not being challenged and extended - focus #2</li> </ul>	SLT - LSC Teachers and Teacher Aides  Classroom teachers LSC, SENCo  Teachers	Learning Needs register  RTLit involvement TOD - ADHD, Trauma, Anxiety
	<b>Wellbeing processes and strategies are embedded as 'what we do'</b>	Student Wellbeing <ul style="list-style-type: none"> <li>Student affirmations - these are identified and acknowledged weekly (at risk Students)</li> <li>Sharing student success - acknowledged weekly (students who are sometimes overlooked due to their consistently appropriate behaviours)</li> <li>Address and include wellbeing in the ILPs for each at risk student and link to initiatives</li> <li>Behaviour groups - for specific identified students</li> <li>Refresh PB4L - the link to calm, consistent strategies and practices to ensure well being of all stakeholders</li> <li>PD and strategies for teachers to work with at risk</li> </ul>	SLT  RK, Staff SENCo Teachers Specialist Teachers  PB4L team SLT and staff	Behaviour reports and analysis  EDGE incident reports  PB4L programme Planned lessons



		<p>students</p> <ul style="list-style-type: none"> <li>• PB4L approach reviewed - including the use of effective restorative practices</li> <li>• Focus on active teaching of school values - revisiting these as often as necessary</li> </ul> <p>Continuation and further enhancement of specific programmes catering for the wellbeing of Maori students</p> <p>Staff Wellbeing - following initiatives implemented:</p> <ul style="list-style-type: none"> <li>• "What's on top?" a start of meeting culture</li> <li>• Small actions to enhance positive wellbeing</li> <li>• Staffroom - space for relaxing with no work-related discussions</li> <li>• Weekly Morning teas</li> <li>• Establishment of an active Social club - providing a variety of activities that support staff to build positive relationships</li> <li>• Friday staff 'Chill' Sessions</li> <li>• Wellbeing goals for staff (start of the year)</li> <li>• Create a Wellbeing Treaty and check in at each Admin meeting</li> <li>• Wellbeing Motivation session at TOD to be followed up later in the year</li> </ul>	<p>Teachers Teachers  MW and PM  SLT All staff All staff students SLT  MW and staff  Lauren Parsons</p>	<p>Workshops &amp; staff  PD  UBRS PD LATT (PM) MAC PD  Staffroom (tidy space where everybody is welcome) Admin meetings  PLD</p>



<p><b>Goal 2</b> <b>Ako</b></p> <p><b>A pedagogically rich curriculum informs the learning programmes of all students.</b></p>	<p><b>Continuous development of the local curriculum framework through a collaborative process with aim to review the curriculum</b></p>	<p>Ongoing development of:</p> <ul style="list-style-type: none"> <li>Digital Technologies - through a new Leadership role and support group to ensure confident embedding of curriculum</li> <li>Trial a Sport Coordinator to ensure full implementation and further development of the HPE programmes across the school providing a variety of extra opportunities for students with capabilities in Sport</li> <li>Continue to build on collaborative practice using a 'Hybrid' Learning approach - incorporating Digital Learning formats alongside traditional practices and sustainable pedagogy.</li> <li>Introduce more opportunities through programmes for capable students who need extension like:                             <ul style="list-style-type: none"> <li>Academies - students with skills and high competency levels in Maths, Science and Literacy</li> <li>Enrichment - Engineering, construction, problem solving and focus on environmental issues</li> <li>Leadership - in the Arts, Technology, School Service</li> </ul> </li> </ul>	<p>DF, MLT Teachers SH All teachers</p> <p>SLT and MLT Teachers</p> <p>Classroom and Specialist Tchrs SLT</p>	<p>Aggressive search for funding &amp; support</p> <p>Budget</p> <p>PLD Budget</p> <p>Encourage sustainable resourcing for some of these</p>
	<p><b>Cultural competencies are embedded within the local curriculum</b></p>	<p>Further develop confidence in the use of Te Reo in everyday communications through weekly staff PD in Te Ao Maori. Also:</p> <ul style="list-style-type: none"> <li>PD with MAC</li> <li>Continuation and further enhancement of specific programmes catering for Maori students</li> </ul>	<p>Teachers MW, SH, PM</p>	<p>Kura Ahurea MAC Te Ao Maori PD UPCC Orongomai</p>



		<ul style="list-style-type: none"> <li>Focus: Maori succeeding as Maori</li> </ul>		Marae
	<p><b>Quality classroom pedagogy and practice is consistent and embedded across the learning programmes</b></p>	<p>Implementation of the MIS Curriculum and close collaboration of teaching teams will ensure:</p> <ul style="list-style-type: none"> <li>the pedagogy is effective and authentic and addresses the needs of every student</li> <li>Learning practices are consistent and appropriate</li> <li>Each end of the learning spectrum is addressed - ORS and L.1 students as well as those achieving at L. 5</li> </ul>	<p>Teachers</p> <p>RK</p> <p>ORS Teacher</p> <p>Teacher Aides</p>	<p>Use of outside agencies &amp; MOE funding as req</p> <p>Wednesday Workshops (PD)</p> <p>RTLB</p> <p>RTLit</p>
<p><b>Goal 3</b></p> <p>Whenua</p> <p><b>The local physical environs, and community, enhance learning, and honours the bi-cultural context of MIS.</b></p>	<p><b>Learning programmes use the local environment in an authentic context.</b></p>	<p>Teachers set up programmes that explore and utilise:</p> <ul style="list-style-type: none"> <li>local history and environs of Upper Hutt</li> <li>and are included in the Integrated programme planning</li> </ul> <p>Ensure:</p> <ul style="list-style-type: none"> <li>that teaching/learning programmes are structured to provide students with opportunities to identify and explore local issues and solutions</li> <li>classroom programmes link with local community organisations and businesses</li> <li>effective building of relationships through newsletters, local community open evenings - (inviting local businesses to school)</li> </ul>	<p>MW and Curr leaders</p> <p>Teachers</p> <p>Staff and community</p>	<p>MIS Curriculum</p> <p>Classroom learning</p> <p>Upper Hutt community</p>
	<p><b>Consultation takes a variety of forms</b></p>	<p>Programmes will be designed to:</p> <ul style="list-style-type: none"> <li>Strengthen our links with Orongomai Marae through our</li> </ul>	<p>SLT</p> <p>Teachers</p>	<p>Orongomai Marae</p>



	<p><b>and effectively informs development. The environment now reflects the bi-cultural context.</b></p>	<p>connections and interests, and through Cluster initiatives</p> <ul style="list-style-type: none"> <li>• incorporate “deeper thinking” ideas in planning and programmes.eg- local history</li> </ul> <p>The school environment reflects our bi-cultural context through:</p> <ul style="list-style-type: none"> <li>• Signage being bi-lingual</li> <li>• Renamed syndicates using local environs</li> <li>• Develop and display a kura whakatauki.</li> </ul>	<p>Teachers</p> <p>SLT, JW</p> <p>MW, PM</p>	<p>Budget</p>
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**Professional Learning and Development Streams:**

Review the set of norms and practices across the school.	Treaty of Waitangi - implications for practice at MIS.	Accurately identifying and meeting the needs of 'At risk' students at either end of the learning spectrum.
Understand and better address the needs of students at risk of being stood-down and implement alternative and effective strategies to ensure needs are met.	Develop an authentic understanding of tikanga Maori and the needs of Maori akonga through the PLD provided by MAC.	Consistently implementing the MIS Curriculum <ul style="list-style-type: none"> <li>- Incorporate integrated units</li> <li>- Embed elements and practice in Digital Technology to ensure 'Hybrid Learning' is developed</li> </ul>
PB4L Action Plan	Embedding Te Ao Maori learning and practice	NZ History Curriculum - continue developing and Keeping HPE at the core of Integrated Learning Programmes