

HIGHLANDS INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2172
Principal: Mark Luff
School Address: 260a Coronation Avenue, Welbourn, New Plymouth
School Postal Address: 260a Coronation Avenue, Welbourn, New Plymouth, 4312
School Phone: 06 758 4162
School Email: office@highlands.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Toni Ramage	Presiding Member	Elected	Sept 2022
Adrian Hogwood	Presiding Member	Elected	Sept 2025
Mark Luff	Principal	ex Officio	
Tim Swain	Parent Representative	Elected	Sept 2022
Trudi Baker	Parent Representative	Selected	Sept 2022
Esme Reid	Parent Representative	Elected	Sept 2025
Melaine Rigby	Parent Representative	Elected	Sept 2025
Steven Venables	Parent Representative	Elected	Sept 2025
Julie-Ann Jameson	Staff Representative	Elected	July 2022
Ayla Adlam	Staff Representative	Elected	Sept 2025
Accountant / Service Provider:		In School	



HIGHLANDS INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 17	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	Statement of Compliance with the Employment Policy



Highlands Intermediate School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Adrian Hoggwood

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

10 May 2023

Date:

Mark Luff

Full Name of Principal

[Signature]

Signature of Principal

10 May 2023

Date:



Highlands Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
Revenue				
Government Grants	2	5,097,419	5,346,321	4,860,456
Locally Raised Funds	3	281,613	197,800	252,838
Interest Income		12,653	13,300	15,984
Total Revenue		5,391,685	5,557,421	5,129,278
Expenses				
Locally Raised Funds	3	213,780	210,400	217,613
Learning Resources	4	3,762,890	3,941,191	3,541,139
Administration	5	401,440	359,879	325,150
Finance		5,899	3,200	4,631
Property	6	1,002,960	1,007,087	888,046
Loss on Disposal of Property, Plant and Equipment		4,153	-	4,932
		5,391,122	5,521,757	4,981,511
Net Surplus / (Deficit) for the year		563	35,664	147,767
Total Comprehensive Revenue and Expense for the Year		563	35,664	147,767

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



Highlands Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,118,965	2,118,965	1,958,794
Total comprehensive revenue and expense for the year		563	35,664	147,767
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,753	15,000	12,404
Equity at 31 December		2,129,281	2,169,629	2,118,965
Accumulated comprehensive revenue and expense		2,129,281	2,169,629	2,118,965
Equity at 31 December		2,129,281	2,169,629	2,118,965

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.



Highlands Intermediate School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	488,826	419,717	544,228
Accounts Receivable	8	268,578	261,085	253,592
GST Receivable		14,040	24,684	63,408
Prepayments		17,429	22,145	26,861
Inventories	9	11,659	12,785	13,912
Investments	10	506,105	506,105	506,105
Funds Receivable for Capital Works Projects	16	64,778	-	-
		<u>1,371,415</u>	<u>1,246,521</u>	<u>1,408,106</u>
Current Liabilities				
Accounts Payable	12	354,566	377,247	399,927
Revenue Received in Advance	13	31,209	6,000	7,480
Provision for Cyclical Maintenance	14	40,463	29,740	179,585
Finance Lease Liability	15	33,157	29,218	25,280
Funds held for Capital Works Projects	16	29,734	-	(47,475)
		<u>489,129</u>	<u>442,205</u>	<u>564,797</u>
Working Capital Surplus/(Deficit)		882,286	804,317	843,309
Non-current Assets				
Investments	10	200,000	200,000	200,000
Property, Plant and Equipment	11	1,228,705	1,211,527	1,194,349
		<u>1,428,705</u>	<u>1,411,527</u>	<u>1,394,349</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	158,035	15,231	80,400
Finance Lease Liability	15	23,675	30,984	38,293
		<u>181,710</u>	<u>46,215</u>	<u>118,693</u>
Net Assets		<u><u>2,129,281</u></u>	<u><u>2,169,629</u></u>	<u><u>2,118,965</u></u>
Equity		<u><u>2,129,281</u></u>	<u><u>2,169,629</u></u>	<u><u>2,118,965</u></u>

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



Highlands Intermediate School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,464,158	1,716,252	1,328,734
Locally Raised Funds		286,047	251,764	237,403
International Students		-	-	15,545
Goods and Services Tax (net)		36,295	(25,000)	(28,697)
Payments to Employees		(689,408)	(653,600)	(633,549)
Payments to Suppliers		(1,039,233)	(793,450)	(660,680)
Interest Paid		(99)	(4,000)	(4,631)
Interest Received		12,653	21,300	25,612
Net cash from/(to) Operating Activities		70,413	513,266	279,737
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	5,000	16,753
Purchase of Property Plant & Equipment (and Intangibles)		(127,606)	(134,906)	(345,800)
Net cash from/(to) Investing Activities		(127,606)	(129,906)	(329,047)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,753	15,000	12,404
Finance Lease Payments		(20,393)	(19,478)	(16,731)
Funds Administered on Behalf of Third Parties		12,431	-	55,421
Net cash from/(to) Financing Activities		1,791	(4,478)	51,094
Net increase/(decrease) in cash and cash equivalents		(55,402)	378,882	1,784
Cash and cash equivalents at the beginning of the year	7	544,228	40,835	542,444
Cash and cash equivalents at the end of the year	7	488,826	419,717	544,228

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

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



Highlands Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.



Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

c) 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.

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) 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.



i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10 -75 years
Board Owned Buildings	10-75 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

Software costs

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.



n) 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.

o) Provision for Cyclical Maintenance

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

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

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

p) 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.

q) 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.

r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Government Grants - Ministry of Education	1,455,941	1,277,321	1,341,032
Teachers' Salaries Grants	3,025,379	3,380,000	2,964,305
Use of Land and Buildings Grants	616,099	689,000	555,119
	5,097,419	5,346,321	4,860,456

The school has opted in to the donations scheme for this year. Total amount received was \$107,100.00.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Revenue			
Donations & Bequests	7,807	15,800	17,033
Fees for Extra Curricular Activities	100,239	48,000	55,445
Trading	84,992	90,000	84,084
Fundraising & Community Grants	75,009	29,000	68,426
Other Revenue	13,175	15,000	12,305
International Student Fees	391	-	15,545
	281,613	197,800	252,838
Expenses			
Extra Curricular Activities Costs	139,119	133,000	118,301
Trading	74,334	77,200	99,139
International Student - Other Expenses	327	200	173
	213,780	210,400	217,613
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	67,833	(12,600)	35,225

During the year the School hosted 0 International students (2021:1)

4. Learning Resources

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Curricular	90,573	101,300	70,920
Information and Communication Technology	36,344	48,140	36,849
Employee Benefits - Salaries	3,501,046	3,667,451	3,319,831
Staff Development	13,807	26,300	11,956
Depreciation	121,120	98,000	101,583
	3,762,890	3,941,191	3,541,139



5. Administration

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Audit Fee	10,075	6,593	6,593
Board Fees	2,450	3,240	2,450
Board Expenses	13,201	5,200	3,099
Communication	10,260	9,800	8,406
Consumables	32,882	40,288	36,007
Other	37,401	42,841	29,470
Employee Benefits - Salaries	280,413	231,527	221,384
Insurance	14,023	15,000	14,524
Service Providers, Contractors and Consultancy	735	5,390	3,217
	<u>401,440</u>	<u>359,879</u>	<u>325,150</u>

6. Property

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Caretaking and Cleaning Consumables	87,346	97,500	91,319
Cyclical Maintenance Provision	88,358	-	68,218
Grounds	23,751	31,580	26,543
Heat, Light and Water	42,288	40,000	38,478
Rates	14,356	15,500	13,865
Repairs and Maintenance	32,512	38,000	28,164
Use of Land and Buildings	616,099	689,000	555,119
Security	11,532	7,500	5,257
Employee Benefits - Salaries	86,718	88,007	61,083
	<u>1,002,960</u>	<u>1,007,087</u>	<u>888,046</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	488,826	419,717	544,228
Cash and cash equivalents for Statement of Cash Flows	<u>488,826</u>	<u>419,717</u>	<u>544,228</u>

Of the \$488,826 Cash and Cash Equivalents, \$29,734 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



8. Accounts Receivable

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Receivables	5,026	3,520	13,531
Receivables from the Ministry of Education	886	-	-
Teacher Salaries Grant Receivable	262,666	257,565	240,061
	<u>268,578</u>	<u>261,085</u>	<u>253,592</u>
Receivables from Exchange Transactions	5,026	3,520	13,531
Receivables from Non-Exchange Transactions	263,552	257,565	240,061
	<u>268,578</u>	<u>261,085</u>	<u>253,592</u>

9. Inventories

	2022 Actual \$	2022 Budget \$	2021 Actual \$
School Uniforms	11,659	12,785	13,912
	<u>11,659</u>	<u>12,785</u>	<u>13,912</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	506,105	506,105	506,105
Non-current Asset			
Long-term Bank Deposits	200,000	200,000	200,000
Total Investments	<u>706,105</u>	<u>706,105</u>	<u>706,105</u>

11. Property, Plant and Equipment

2022	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	736,322	32,402			(36,977)	731,747
Furniture and Equipment	264,646	78,505			(36,450)	306,701
Information and Communication Technology	62,770	17,395			(16,376)	63,789
Leased Assets	62,420	23,654	(4,153)		(22,026)	59,895
Library Resources	68,178	7,687			(9,291)	66,574
Balance at 31 December 2022	<u>1,194,336</u>	<u>159,642</u>	<u>(4,153)</u>	<u>-</u>	<u>(121,120)</u>	<u>1,228,705</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of equipment held under a finance lease is \$59,895 (2021: \$62,420)



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book Value
	Valuation	Depreciation	Value	Valuation	Depreciation	
	\$	\$	\$	\$	\$	\$
Building Improvements	793,507	(61,761)	731,746	761,106	(24,784)	736,322
Furniture and Equipment	371,430	(64,730)	306,701	298,086	(33,440)	264,646
Information and Communication Tech	95,800	(32,011)	63,789	78,405	(15,635)	62,770
Leased Assets	85,672	(25,777)	59,895	78,162	(15,742)	62,420
Library Resources	85,604	(19,031)	66,574	77,931	(9,740)	68,191
Balance at 31 December	1,432,013	(203,310)	1,228,705	1,293,690	(99,341)	1,194,349

12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	\$	\$
Creditors	34,664	100,935	135,115
Accruals	7,810	7,582	7,582
Employee Entitlements - Salaries	298,829	253,450	242,305
Employee Entitlements - Leave Accrual	13,263	15,280	14,925
	354,566	377,247	399,927
Payables for Exchange Transactions	354,566	377,247	399,927
	354,566	377,247	399,927

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance - Ministry of Education	18,409	-	-
International Student Fees in Advance	12,800	-	-
Other revenue in Advance	-	6,000	7,480
	31,209	6,000	7,480



14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Provision at the Start of the Year	259,985	259,985	199,320
Increase to the Provision During the Year	88,358	(35,015)	67,345
Use of the Provision During the Year	(149,845)	(180,000)	(6,680)
Provision at the End of the Year	<u>198,498</u>	<u>44,970</u>	<u>259,985</u>
Cyclical Maintenance - Current	40,463	29,740	179,585
Cyclical Maintenance - Non current	158,035	15,230	80,400
	<u>198,498</u>	<u>44,970</u>	<u>259,985</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the school 10 Year Property Plan painting quotes.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget \$	2021 Actual \$
No Later than One Year	29,837	29,218	21,257
Later than One Year and no Later than Five Years	22,433	30,984	35,861
Future Finance Charges	4,563	-	6,454
	<u>56,833</u>	<u>60,202</u>	<u>63,572</u>
Represented by			
Finance lease liability - Current	33,157	29,218	25,279
Finance lease liability - Non current	23,676	30,984	38,293
	<u>56,833</u>	<u>60,202</u>	<u>63,572</u>

16. Funds Held for Capital Works Projects

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	Closing Balances \$
The Village 212392	(47,475)		(17,303)	-	(64,778)
Property Modifications 232280	-	32,712	(2,978)	-	29,734
Totals	<u>(47,475)</u>	<u>32,712</u>	<u>(20,281)</u>	<u>-</u>	<u>(35,044)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	29,734
Funds Receivable from the Ministry of Education	64,778

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	Closing Balances \$
The Village 212392	(37,480)	831,747	(1,091,741)	250,000	(47,475)
Carpark Seal 212391	5,184		(5,184)	-	-
Totals	<u>(32,296)</u>	<u>831,747</u>	<u>(1,096,925)</u>	<u>250,000</u>	<u>(47,475)</u>

Represented by:

Funds Receivable from the Ministry of Education	(47,475)
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17. 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.

Angela Richards is an employee of Highlands Intermediate School. During the 2022 year the school contracted her ex husband Kevin Richards to undertake some building maintenance at the school. The total value of all transactions for the year was \$1,210 (2021: \$2,360). Because this amount is less than \$25,000 (excl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,450	2,450
<i>Leadership Team</i>		
Remuneration	632,747	608,006
Full-time equivalent members	6	6
Total key management personnel remuneration	635,197	610,456

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	160 - 170
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	2022 FTE Number	2021 FTE Number
100 - 110	4.00	4.00
	4.00	4.00

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



19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	\$11,172	\$0
Number of People	1	Nil

20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

(a) \$1,223,655 contract to build the Village as agent for the Ministry of Education. This project is funded by the MOE \$989,731 and the BOT \$250,000 of which \$886,718 has been received by the MOE of which \$1,201,495 has been spent.

(b) \$32,712 contract to have Property Modifications completed for our 2 x Vision Impaired Students. This project is fully funded by the Ministry and \$32,712 has been received of which \$2,978 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$1,223,655)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget	2021 Actual
Cash and Cash Equivalents	\$ 488,826	\$ 419,717	\$ 544,228
Receivables	268,578	261,085	253,592
Investments - Term Deposits	706,105	706,105	706,105
Total Financial assets measured at amortised cost	1,463,509	1,386,907	1,503,925

Financial liabilities measured at amortised cost

Payables	354,566	377,247	399,927
Finance Leases	56,832	60,202	63,573
Total Financial Liabilities Measured at Amortised Cost	411,398	437,449	463,500



23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HIGHLANDS INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Highlands Intermediate School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 10 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

-18-

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

Other information

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

-20-

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

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

Independence

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

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



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

SCHOOL CHARTER

STRATEGIC and ANNUAL PLAN

HIGHLANDS INTERMEDIATE TE KURA TAKAWAENGA O PUKEKURA

2023 - 2025

RAWE - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

In our safe and caring community we promote the values of:

RESPECT	MANAAKITANGA	PEOPLE
RESPONSIBILITY	KAITIAKITANGA	PLACE
LEADERSHIP	RANGATIRATANGA	SELF

These values together with:

WHAKAMANA - Empowering all learners to reach their potential by providing high-quality teaching and leadership

MANAAKITANGA - Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity

PONO - Showing integrity by acting in ways that are fair, honest, ethical and just

WHANAUNGATANGA - Engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community

SPECTEMUR AGENDO - BY OUR DEEDS WE ARE KNOWN - INA TE MAHI, HE TINO RANGATIRA

SCHOOL CONTEXT

Highlands Intermediate School is situated in the north-eastern end of New Plymouth city in an attractive park-like environment, with well-maintained grounds and buildings. All facilities are a mixture of modern and traditional learning spaces which are well resourced. Ongoing review and redevelopment of facilities ensures a pleasant and positive learning environment for students.

In 2007 the Ministry of Education implemented an Enrolment Scheme. There are seven main contributing schools within the zone. There is considerable emphasis given to student transition to Highlands and having them involved in a range of school wide activities. Highlands Intermediate is a Decile seven with a cross section of students from all socioeconomic levels, the current roll is students made up of:

- 13% Maori
- 76% New Zealand European
- 11% Other

The school has a good mix of staff in terms of experience, age and gender. The staff have a strong spirit of loyalty and cooperation. They support each other in professional and personal terms.

With the goals of the school clearly identified, on-going provision is made for staff to be involved in targeted professional development. The staff is organised in four teaching iwi and a Matanga or specialist subjects iwi. These groups are under the umbrella of a leadership group consisting of a Principal and four Deputy Principals. Support staff are employed to support teaching and learning and accelerate children's learning progress and there is access to programmes for the gifted and talented.

The Matanga Programme comprises Visual Arts, Performing Arts (music, dance, drama), Materials and Electronic Technology, Food and Biotechnology and Science. These programmes provide all students with a range of 'design and make' learning experiences to equip them with technological skills for the future.

The school promotes, and has established, a very strong cultural and musical emphasis. Private music tuition is available and conducted beyond the school day. The students also enjoy considerable success and personal achievement through a strong organisation of sport and physical education. We send a number of children to compete successfully at the AIMs games and during the year children experience a range of EOTC activities.

The wider curriculum is delivered through a weekly programme of instruction centred round the 'Term Inquiries' and we offer a wide range of extracurricular activities including but not limited to; Debating, Speech making, Art, Dance, Drama, Inter-school and weekend sport and Kapa Haka

An incentive scheme 'Merit Badges & Spectemur Agendo' is aimed at student participation with excellence as a strong feature of the school. This is supported with a behavioural management programme designed to encourage students to make good choices. We encourage students to take responsibility for their learning and behaviour as part of the PB4L programme.

The school maintains close contact with outside agencies and monitors and supports 'at risk' students through the necessary agencies. The school also has a shared RTLB teacher for behavioural and learning support. 'At risk' meetings, involving our behavioural team and support agencies, are held each week to consider the kinds of support best suited to the needs of particular students.

Recognition of New Zealand's Cultural Diversity and the Providing of Learning Opportunities in Tikanga Māori and Te Reo Māori.

1. Te Ao Māori is provided on a weekly basis for students.
2. All classes are expected to integrate aspects of Te Reo Māori and Tikanga Māori in the day-to-day classroom programme.
3. Ongoing professional development for teachers is provided to progressively improve the level of instruction provided.
4. Parents requesting instruction in Te Reo Māori will be advised that we consider the request in line with resourcing available.
5. Te Ara Poutama - The role of this group is to strengthen opportunities for Māori Learners and monitor Māori Achievement throughout the school - to ensure Māori are achieving success as Māori.

NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

<u>Learners at the Centre</u>	<u>Barrier Free Access</u>	<u>Quality Teaching and Leadership</u>	<u>Future of learning and work</u>	<u>World class inclusive public Education</u>
Learners with their whānau are at the centre of Education	Great education, opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
<ul style="list-style-type: none"> - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. 	<ul style="list-style-type: none"> - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. 	<ul style="list-style-type: none"> - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. 	<ul style="list-style-type: none"> - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 	<ul style="list-style-type: none"> - Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

At our kura, we exemplify and value these five objectives, with a focus on the first three, and they are implicit throughout our Vision, Values, and Annual Plan. The Vision of the NELPS Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality, mirrors our own school vision of RAWE - Strive for excellence - Be Great. Both visions encourage and awahi (support) akonga (learners) to do the best they can and strive to reach their goals.

The NELPS also align with our Highlands Intermediate Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Highlands Intermediate Te Kura Takawaenga O Pukekura our five current Strategic goals are:

- Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO
- The Teachers at Highlands Intermediate have and are building their professional capability and collective capacity - TANGATA WHENUATANGA
- Highlands Intermediate promotes powerful connections and relationships with parents and whanau - WHANAUNGATANGA
- Effective Leadership is a characteristic across the school and is focussed on student outcomes that are equitable and where excellence is expected - WANANGA
- Stewardship - the Board of Trustees support student learning and achievement - MANAAKITANGA

These Highlands Intermediate Strategic Goals are also aligned to:

Education and Training Act 2020:

In line with the Tomorrow School's recommendations, clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are for schools to ensure that:

1. Every student is able to attain their highest possible standard in educational achievement;
2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school;
3. The school is inclusive and caters for students with differing needs;
4. The school gives effect to Te Tiriti o Waitangi by:
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - b. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori and
 - c. Achieving equitable outcomes for Māori students.

STRATEGIC GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>1. Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn AKO</p> <p>INDICATORS OF SUCCESS</p> <p>a. Students learn, achieve and progress in relation to Te Mataiaho / Matairea</p> <p>b. Caring, collaborative, and inclusive learning environments</p> <p>c. Effective, and equitable opportunities to learn</p> <p>d. Effective, culturally responsive pedagogy</p> <p>e. Assessment for learning and learning to learn</p>	<p>PB4L - implementing actions and programme Tier 1, Tier 2 and Tier 3</p> <p>Kahui Ako</p> <ul style="list-style-type: none"> - Attendance and engagement - Transition - Emotional Wellbeing <p>Success for Māori as Māori</p> <ul style="list-style-type: none"> - Māori Achievement Collaborative - Te Ara Poutama. - Providing learning opportunities in Te Ao Māori, for students and staff, strengthen engagement for all learners, specifically Māori learners. <p>Classroom environments as part of the learning process</p>	<ul style="list-style-type: none"> - Targeted PB4L interventions are successfully implemented whilst strengthening classroom practices. Visible in ongoing planning documentation - Data is tracked and shared including Term by term comparisons - Data shows ongoing results of 90% plus at Tier 1 - PB4L data reported at Board hui - Kahui Ako plans for achievement challenges are completed and shared with school Staff and Board - See 2023 Charter Target Māori Engagement for detail - Highlands classrooms are rich in quality learning through display, feedback given to staff as part of PGC 	<p>PB4L - implementing actions and programme Tier 2 and Tier 3</p> <p>Kahui Ako</p> <p>Attendance and engagement</p> <p>Transition</p> <p>Emotional Wellbeing</p> <p>Success for Māori as Māori</p> <p>Outcome/recommendations from 2023 CHARTER TARGET</p> <p>Classroom environment expectations fully embedded</p>	<p>PB4L - implementing actions and programme Tier 3</p> <p>Kahui Ako</p> <p>Attendance and engagement</p> <p>Transition</p> <p>Emotional Wellbeing</p> <p>Success for Māori as Māori</p> <p>Review of progress</p>

	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh) and the Understand, Know, Do components of the Social Sciences, English and Maths Curriculum</p> <p>Maths PLD</p> <ul style="list-style-type: none"> - Use of deeper assessment to drive mathematics programmes <p>Writing assessment process embedded</p> <ul style="list-style-type: none"> - Use of writing progressions as per Highlands model and Curriculum refresh - Ongoing collection of boys writing using the progressions <p>Healthy Active Learning - Partnership with Sport Taranaki</p>	<ul style="list-style-type: none"> - Understand - Know - Do, will be visible in as part of school wider planning processes. - Progressions are a part of new curriculum documents and will be used as part of writing assessment - CHARTER TARGET maths will reflect engagement with the Maths curriculum - See Maths CHARTER TARGET in this document - 18% movement of children to at or above in maths data - Progressions used for planning and articulating next steps, and data collection - Staff and learners will refer to these steps/goals at learning conferences - Summative data based on progressions - Staff can speak anecdotally about engagement of all children in healthy active learning 	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh)</p> <p>Maths PLD</p> <p>Investigate appropriate Reading progressions / measures - via Curriculum refresh 'A deep dive into Reading and how it links to Inquiry and flexible grouping'</p> <p>Healthy Active Learning Partnership with Sport Taranaki</p>	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh)</p> <p>Maths systems embedded</p> <p>Reading outcomes put in place</p> <p>Healthy Active Learning - Partnership with Sport Taranaki</p>
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GOAL	2023- ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>2. The Teachers at Highlands Intermediate have and are building their professional capability and collective capacity</p> <p>TANGATA WHENUATANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. Quality recruitment</p> <p>b. Systematic, collaborative inquiry process and challenging professional learning</p> <p>c. Processes and practices enable and sustain collaborative learning and decision making</p> <p>d. Leaders of learning and distributed leadership of supports continuity and learning</p>	<p>Teacher Professional Growth Cycle (PGC)</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - CHARTER TARGET - Annual planning <p>Across team sharing - Use of release for PD and school visits</p>	<ul style="list-style-type: none"> - <u>All</u> staff at Highlands actively engaged in the PGC model - Staff will complete PD in <ul style="list-style-type: none"> - Mathematics - PB4L - Writing <p>This PD will be reflected in PGC documentation with reflective comments and plans</p> <ul style="list-style-type: none"> - Teaching staff will complete observations on other teachers <ul style="list-style-type: none"> - Two at Highlands - Two in year 6 classes of contributing schools - This will be reflected in their PGC documentation - 	<p>PGC format - reviewed</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - Charter Target - And annual planning <p>Across team sharing - Use of release for PD and school visits</p>	<p>PGC</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - Charter Target - And annual planning <p>Across team sharing - Use of release for PD and school visits</p>

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>3. Highlands Intermediate promotes powerful connections and relationships with parents and whanau</p> <p>WHANAUNGATANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. Actively engaging in respectful working relationships</p> <p>b. School and community engaged in reciprocal learning-centred relationships</p> <p>c. Communications support above</p>	<p>Engagement with Whanau at Highlands Intermediate</p> <ul style="list-style-type: none"> - Review of Learning hui process - Restructure of Learning hui timeframe - New reporting to parents model trialled and reviewed <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T2/3 - 	<p>Develop then review the preschool hui</p> <ul style="list-style-type: none"> - Share review information with whanau - Contact is made with all whanau at all learning hui (meeting)and aspirations gathered - New two year reporting document developed with staff, trialled in 2023 and first review at the end of 2023 <p>Term 2 share with whanau the aspirational information and the data as part of the Māori engagement CHARTER TARGET</p> <ul style="list-style-type: none"> - Add this feedback to the engagement document - Part of planning T4 and 2024 <p>This is a two CHARTER TARGET to track a cohort through</p>	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T3/4 - Part of planning T4 and 2025 	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T3/4 - Part of planning T4 and 2026

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>4. Effective Leadership is a characteristic across the school and is focussed on student outcomes that are equitable and where excellence is expected WANANGA</p> <p>INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> collaboratively develops and pursues the school's vision, goals, and targets ensures there is an environment conducive to learning and wellbeing ensures effective planning, coordination and evaluation of the school's curriculum, and teaching professional development evaluation and inquiry for sustained improvement builds relational trust 	<p>Akoranga Strategic Planning and Review - Linking Akoranga with Charter Strategic Goals and annual plan</p> <p>Support for developing 'Leadership;' and career pathways for staff Highlands Aspiring Leaders programme</p>	<p>Each Akoranga group will develop a strategic plan, goals and actions.</p> <ul style="list-style-type: none"> They will review these goals annually <p>Reviewed from 2021 and developed again for 2023</p> <ul style="list-style-type: none"> To enable approx. 6/7 staff to be involved in a leadership programme to continue to grow leaders within the school To set up opportunities for staff on release to come to and be part of the Leadership hui 	<p>Akoranga Strategic Planning and Review -</p> <p>Highlands Aspiring Leaders programme</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>	<p>Highlands Aspiring Leaders programme</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>

RAWA - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>5. Stewardship - the Board of Trustees support student learning and achievement MANAAKITANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. The BoT actively represents and serves the school community</p> <p>b. The BoT monitors progress against plans and targets</p> <p>c. The BoT is active in self review</p>	<p>Ongoing review of policy and procedural information</p> <p>Collection of strategic information from community as part of new Board</p> <p>Complete updated property plan - Condition and assessment</p> <p>Through Governance and Management, develop connections both personal and commercial with our community including strengthening our relationships internationally</p>	<p>Policy information is reviewed by Board, staff, community as appropriate.</p> <ul style="list-style-type: none"> - Schooldoc information shared via Board reporting and in Panui as needed - Board develop a process for collecting data from the community - 2024 strategic planning document developed <p>In 2023</p> <ul style="list-style-type: none"> - The new 5YA Property Plan completed - The first property projects to start in June/July 	<p>Ongoing review of policy and procedural information</p> <p>Implementing information collected Strategic Plans Reporting on Strategic Goals</p> <p>Implement new 5 year property plan</p> <p>Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>	<p>Ongoing review of policy and procedural information</p> <p>Implementing information collected Strategic Plans Reporting on Strategic Goals</p> <p>Property plan - ongoing</p> <p>Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>

REVIEW OF CHARTER AND CONSULTATION			
2023 - ACTIONS	2024- ACTIONS	2025- ACTIONS	2026
Consultation of Health curriculum Pubertal Change Community Consultation - Strategic Board	Implement Strategic Actions	Consultation of Health curriculum BoT Election	Community Consultation - Strategic Board
REPORTING TO SCHOOL BOARD			
TERM 1	TERM 2	TERM 3	TERM
<ul style="list-style-type: none"> - End of year assessment data - Analysis of variance - CHARTER - CHARTER TARGETS - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - Term 1 data - Literacy and Numeracy - Priority Learners - Whakapiki identified - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - End of Term 2 data - Literacy and Numeracy - Whakapiki - ongoing - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - Budget - Whakapiki - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance
REPORTING TO WHANAU			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> - Aspirational hui (meeting) with whanau before school starts - Week 8/9 Learning Conference Reporting on aspirations and sharing data and learning plans - Reporting document sent home electronically 	<ul style="list-style-type: none"> - Ongoing whanau communication as needed 	<ul style="list-style-type: none"> - Week 1/2 Learning Conference Reporting on aspirations. Sharing data, progress, and learning plans - Reporting document sent home electronically - Ongoing whanau communication as needed 	<ul style="list-style-type: none"> - Summative documentation of the year sent home - Last week of term - Ongoing whanau communication as needed

CHARTER TARGET 2023 - MATHEMATICS

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO	
ANNUAL OBJECTIVE: To introduce teachers to a wider range of mathematical tasks and pedagogy across all classes and Whanau To accelerate both our lower achieving and higher achieving students across the school	
TARGET: To further student engagement, enjoyment and achievement in mathematics through a wider range of mathematical tasks, pedagogy and intervention programs. In 2023 there will be a 20% shift of learners from below expected level of learning , to at and/or above as evidenced in the Term 1 data to Term 4	
<p>BASELINE DATA</p> <p>Three years ago we introduced PR1ME mathematics into Highlands Intermediate. The aim of this intervention was to provide a structured maths learning programme and to use it as a tool to strengthen teacher knowledge in mathematics.</p> <p>As a kura we are now wanting to evolve our maths programmes further. The aim being to look at how we can keep our structured basic facts, maintenance, and learning and also integrate maths into our wider curriculum.</p> <p>We have seen some great evidence and feedback from students, teachers and parents through the introduction to the MST(Maths Support Teacher) Program at Highlands in 2021. The programme targets many of our at risk and lower achieving students who exhibit a lack of motivation, engagement and participation in mathematics. The MST program moves away from much of the content of our current maths programme and engages students through collaborative group activities and rich problem solving tasks, opening up the participation and dialogue between students. Many teachers and parents noted a huge shift in their students’ attitude, engagement, participation and achievement in Maths at the conclusion of the MST programme. Much of the professional development of the MST programme has been delivered from Cognition Education who will be providing the professional development for the school. We want to build on our teachers' skills, knowledge and confidence around a wider variety of content, pedagogies and assessment practices so they can implement the type of responsive, engaging and effective maths programme the MST students have had the opportunity to experience schoolwide.</p> <p>Also how can we measure and foster a love of maths beyond getting the ‘right answer’?</p> <p>Nb. See Numeracy report to Highlands School Board as a supporting document</p>	
What	Indicators of progress/reporting
<p>All staff involved with PLD to:</p> <ul style="list-style-type: none"> - strengthen pedagogy in math - use the assessment tools for to drive formative assessment - Understanding what the assessment/data is saying - Clearly identifying gaps in learning for individual and groups of children 	<ul style="list-style-type: none"> - All staff will use the data (not PR1ME) and have clearly identified priority learners - This will be evident when shared at whanau hui and in assessment documentation - All staff will use the assessment tools to identify and plan learning based around the Year 7 and 8 curriculum

<ul style="list-style-type: none"> - develop an understanding of the new math curriculum with a focus on the Understand - Know - Do aspects for year 7 and 8 learners <p>Continue with M.S.T and use aspects of the model as part of the classroom math programme For M.S.T kaiako (teachers) will identify priority learners from the data collected and collated M.S.T to target and accelerate progress of identified priority learners</p>	<ul style="list-style-type: none"> - Planning for math will reflect there will be evidence of the Understand - Know - Do as per the curriculum refresh - The target of 20% movement will be shown in the Term 1, Term 2/3 (formative data),and Term 4 (summative data) - Priority learners will be part of the M.S.T programme, their data will be tracked and reported. Data collection week 6 of Terms 1,2, and 3
<p>Who</p> <ul style="list-style-type: none"> - Cognition will provide the PLD support - we have hours of PLD support for 2023 - Each staff member will <ul style="list-style-type: none"> - commit to growing their math pedagogy - respond to learners math data - Identify priority learners - Contribute and engage collaboratively with staff and leaders to plan for needs - Whanau leaders will <ul style="list-style-type: none"> - include math as an area of discussion re best practice at whanau hui - engage in PLD and support the growth of the teaching staff - as part of the PLG process, meet with each staff member individually and go over their use of assessment in math - will review data and work with teaching staff in identifying priority learners - Identify gaps with staff and work with staff to plan effectively for needs across the whanau - The M..S.T will <ul style="list-style-type: none"> - provide leadership across the school and support staff - lead the Math Ako group (math leaders from each whanau) - be released three days a week to work with priority learners identified by staff and whanau leaders - report on progress of the priority learners identified 	

CHARTER TARGET 2023 - MAORI ENGAGEMENT

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO	
ANNUAL OBJECTIVE: Success for Māori as Māori - The school will be part of the Māori Achievement Collaborative and provide learning opportunities in Te Ao Māori, for students and staff, and strengthen engagement for all learners, specifically Māori learners. NELP - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning, reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs, and ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	
TARGET: To gather base line data in Term one of 2023 and then measure progress in Term 4 Including - Aspirational information, attendance, school leadership, receipt of badges and spectemur agendo, PB4L, Literacy and Numeracy, connection with school That Maori representation in areas of our school mentioned become more representative of the % of Maori students at our kura	
BASELINE DATA: Our Maori students make up % of our school population. We do not believe this percentage is represented positively in the following aspects of our kura; attendance, school leadership, receipt of badges/spectemur agendo, PB4L, and Literacy and Numeracy, In 2023 we collected the aspirational information of our learners ' What is it you want from your time at Highlands Intermediate. We will collate this information and identify trends. This will give us an indicator of what success looks like for these learners	
What	Indicators of progress/reporting
<p>Collect and collate</p> <ul style="list-style-type: none"> - Aspirational information - Attendance data from 2022 to use as a base, - Collect the historic information of our school student leaders - Collect the historic information in relation to badge work and Spectemur Agendo - Collect PB4L data from 2022 to use as a starting point - Collect Literacy and Numeracy data <p>Interview students about the above and the why including</p> <ul style="list-style-type: none"> - What is success for you at Highlands? Is it these things? - What are the most important things for you about school? - Connection with adults at school - What would make school better for you? <p>Interview them again at the end of the year</p>	<p>Information collected, and collated</p> <ul style="list-style-type: none"> - information is in a format that can be tracked three times a year - information is monitored and shared <p>Whanau hui is planned and takes place and the outcomes are shared and acted upon</p> <p>That our students experience success and are engaged in our school as measured in the data</p> <p>Changes are made that reflect the outcomes</p>

<p>Term 2/3 whanau hui to share information and get whanau feedback</p> <p>To be flexible and adapt. We see this evolving and what comes out of the data and the student and whanau voice may mean changes to process</p>	
<p>Who</p> <ul style="list-style-type: none"> - Each staff member will <ul style="list-style-type: none"> - identify and collect and collate data of students - respond to feedback and outcomes as they become available - engage in learning opportunities through readings, PD etc - contribute and engage collaboratively with staff and leaders to plan for needs - engage in all aspects of Te Reo, Tikanga, and Te Ao Maori at our kura - Whanau leaders will <ul style="list-style-type: none"> - be aware of learners and be tracking their progress - respond to feedback and outcomes as they become available - engage in learning opportunities through readings, PD etc - contribute and engage collaboratively with staff to plan for needs - engage in all aspects of Te Reo, Tikanga, and Te Ao Maori at our kura - as part of the PLG process, meet with each staff member individually and go over Te Ao Maori as per the Teachers professional standards and as built in to the Highlands PGC document - wil review data and work with teaching staff in identifying priority learners - Identify gaps with staff and work with staff to plan effectively for needs across the whanau - Principal, Te Ara Poutama rōpu, and whanau leaders will <ul style="list-style-type: none"> - be actively involved in the success of reaching this target - provide leadership and enthusiasm - complete documentation as needed 	

ANALYSIS of VARIANCE 2022

MATHEMATICS ANALYSIS OF VARIANCE 2022

STRATEGIC AIM:

Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO

ANNUAL OBJECTIVE:

To introduce teachers to a wider range of mathematical tasks and pedagogy across all classes and Whanau
To accelerate both our lower achieving and higher achieving students across the school

TARGET:

To further student engagement, enjoyment and achievement in mathematics through a wider range of mathematical tasks, pedagogy and intervention programs.

BASELINE DATA: 2021 data Maths

Term 4 2021: Percentage of Students At/ Above Expected Curriculum level	
All Students	63%
Māori	45%
NZ European/ Pakeha	66%
Pasifica	50%
Male	61%
Female	58%
Year 7	67%
Year 8	59%

Three years ago we introduced PR1ME mathematics into Highlands Intermediate. The aim of this intervention was to provide a structured maths learning programme and to use it as a tool to strengthen teacher knowledge regarding mathematics.

As a kura we are now wanting to evolve our maths programmes further. The aim being to look at how we can keep our structured basic facts, maintenance, and learning and also integrate maths into our wider curriculum.

We have seen some great evidence and feedback from students, teachers and parents through the introduction to the MST (Maths Support Teacher) Programme at Highlands in 2021. The programme targets many of our at-risk and lower achieving students who exhibit a lack of motivation, engagement and participation in mathematics. The MST programme moves away from much of the content of our current maths programme and engages students through collaborative group activities and rich problem solving tasks opening up the participation and dialogue between students. Many teachers and parents noted a huge shift in their students' attitude, engagement, participation and achievement in Maths at the conclusion of the MST programme. Much of the professional development of the MST programme has been delivered from Cognition Education who will be providing the professional development for the school. We want to build on our teachers' skills, knowledge and confidence around a wider variety of content, pedagogies and assessment practices so they can implement the type of responsive, engaging and effective maths programme the MST students have had the opportunity to experience schoolwide. Teachers placed further emphasis on identifying, tracking and monitoring the progress and achievement of 'at risk' or priority learners. Target cohorts identified included our Year 7s group-ensuring they began High School with mathematical confidence, and females- as we identified a trend of females not achieving at the same rates compared to males, and our Maori student cohort. Rates of achievement in maths are much lower than non-Maori. Teaching staff shared key strategies for learning. This continued approach to collaboration enabled a greater understanding of maths pedagogy.

Also how can we measure and foster a love of maths beyond getting the 'right answer'?

ACTION - What we did	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION - Where to next
<p>Collect data from a range of assessment items (Stage Basic Facts, PAT, Prime Summative tests)</p> <p>Teachers use a range of assessment data to form OTJ's (end of term 1). Stage Basic Facts "areas of focus" can be used for goals set by teacher/student and can be shared at learning</p>	<p>Administer PAT, Prime Summative tests beginning of Term 1 and Stage Basic Facts each term. Data to go on to PAT website and schoolwide Stage Basic Facts spreadsheet. Maths Akoranga team to review data and look for trends and major areas of misconceptions across school.</p> <p>Discuss and moderate a range of assessment items during whanau meetings to ensure consistency in OTJ's. Co-construct assessments/goals with students to allow ownership - students to share information.</p>	<p>Data collated from standardised testing, class learning and teacher discussions/ observations of students.</p> <p>Not all teachers using data as intended or unsure of how to use assessment resources or tools.</p> <p>Moderate success. Done at team level- some inconsistency, however there was some improved understanding of student achievement</p>	<p>Improve understanding and evaluation of assessment tools and the data they provide. This will provide Data from PATs- Scale scores, to measure achievement, track progress over a two year period. Identify emerging, developing learners (priority learners) from data.</p> <p>Identify, plan, assess and respond to learning needs for individuals and trends across the class, whanau, and school.</p> <p>Teacher inquiry into delivery and pedagogical understanding of maths teaching. This will provide greater consistent and inclusive maths programme and develop an understanding of the new maths curriculum with a focus on the Understand - Know - Do aspects for year 7 and 8 learners</p> <p>MST teacher- learning opportunities- shared development of plans/ resources and strategies. Expertise of PLD. Small group sessions intensive maths for those students identified as benefiting from this initiative.</p>

<p>conferences.</p> <p>Priority students identified by and MST and Extension Math groups are selected.</p> <p>Professional Development begins for all classroom teachers by Cognition Education to introduce range of tasks and pedagogy.</p>	<p>Student Disposition Data collected at beginning and end of intervention programmes to see shifts in students' confidence, enjoyment, engagement and participation. Teachers / Whanau voice gathered.</p> <p>Teachers are interviewed before and after an intervention programme by Cognition Education to assess Teachers knowledge, confidence and skills on a range of tasks and pedagogy.</p>	<p>and corresponding curriculum level.</p> <p>Priority learners identified from data, specific goals and learning initiatives/ support in place. Benefit a number of our At risk learners (number at MST) Extension programme- MST/ whanau leaders worked alongside more able learners.</p> <p>Teachers involved in PLD- teacher PD valuable, provided clarity and formed specific expectations.</p>	
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SUPPORTING DATA

2022 End of year Data- Percentage of students achieving at or above expected curriculum levels:

All Students	73%
Māori	58%
NZ European/ Pakeha	74%
Pasifica	50%
Male	73%
Female	73%
Year 7	70%

Year 8	76%
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Overall positive shift with mathematics achievement levels. 10% increase in meeting/ exceeding curriculum expectations from previous year. This improvement included our Year 8 cohort making pleasing progress, compared with their Year 7 data from the previous year. This 9% increase indicates the contribution MST made to overall maths achievement. Also saw a good increase of students making progress- 2 years below to 1 year below- accelerated progress for our priority learners. Although yet to achieve the expected curriculum level, this group made progress. Māori students showed a 13% increase overall during the Year period. A number of students within this cohort, particularly boys, made shifts from *Well Below* to *Below*, as well as those now achieving the expected curriculum level. We continue to work towards increased progress- and our Māori Akonga achieving at similar rates/ achievement levels as Non- Māori. We also had a 7% increase for those students *Above* the expected level from the previous year's results. Females had a 15% increase with this result being the best achievement rate for females for a number of years. This cohort results matched our male cohort. This indicates a shift in positive dispositions and a target of female priority learners within the MST programme. Must be noted, achievement rates are significantly higher than the previous 2 disrupted years, and similar to pre covid data.

WRITING ANALYSIS OF VARIANCE 2022

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO	
ANNUAL OBJECTIVE: Implement the use of the Highlands Writing Progressions across all classes in the school.	
TARGET: To accelerate the progress of students Writing by implementing and using the Highlands Writing Progressions as a tool to assess and recognise next steps.	
BASELINE DATA: 2021 End of Year data, Percentage of students achieving At or Above the expected curriculum level.	
All Students	52%
Māori	35%
NZ European/ Pakeha	56%
Pasifica	45%
Male	50%
Female	78%
Year 7	60%
Year 8	44%
<p>Our ongoing longitudinal data for 'All Students' in Writing at Highlands Intermediate shows that in previous years, our students made progress in Writing but potentially not at the rate or to the level expected.</p> <p>Our longitudinal data is based on curriculum levels. In Term 1, a Year 7 student is considered At or Above if they are at Level 3 Achieved or higher. In order to remain At or Above at the end of the year (Term 4) they must be at Early Level 4 or higher. Year 8 students need to be Early Level 4 or higher at the beginning of the year to be considered At or Above. Our highest achievers in writing are our female and NZ European students. In 2020, teachers showed that they were able to use the Progressions to assess writing accurately. We need to move into giving more ownership to the students.</p> <p>As a kura, we ensure our curriculum levels are marked accurately. Often our Kaiako err on the side of caution and mark students lower as they have not seen their students write across a range of genres. However, the data is still reliable as the same Kaiako assess their students at the start and end of the year. In order to ensure we have comparative data we have moderated e-asTTle samples of our identified Maori boys.</p>	

<p>We will continue to e-asttle our Maori Boys as our school-wide sample to monitor progress. This will be moderated / marked by the same teachers/ako to ensure consistency. We recognise the need to have a standardised testing to ensure our longitudinal data is true and correct.</p>			
ACTION - What we did	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION - Where to next
<p>Collect Maori Boys e-asttle samples and moderate them</p> <ul style="list-style-type: none"> - Writing Akoranga team to moderate samples - review discrepancies. <p>Writing sample assessment undertaken by all students and marked by teachers to assist in forming OTJs (End of Term 1).</p> <p>Goals set in collaboration between teacher and student and shared with parents at learning conferences.</p> <p>SF (leader of writing) to write Board Report. SF to present to the board</p> <p>Writing ako to support teachers to enable them to use the Progressions effectively in classes to support learning.</p>	<p>Using progressions - discuss and moderate pieces of writing in Whanau meetings to ensure consistency. Leading to improved teacher understanding of achievement.</p> <p>Co-construct assessments/goals with students to allow ownership - students to share information. These next learning steps were discussed and used to inform teaching.</p> <p>Model lessons / give suggestions / support and guidance / observations. Moderate pieces of writing using exemplars to ensure they line up with Curriculum Levels.</p> <p>Maori Boys to complete e-asttle and have moderated data entered onto the website for longitudinal data.</p> <p>On the walls - examples. Visible in books. Used to track learning- incorporate writing into the inquiry- creating richer, authentic writing opportunities.</p>	<p>We have created an Ako group; Writing. This Ako group has an ongoing strategic plan and has made significant progress in changing attitudes to writing. This gives writing a specific focus of teaching and learning / moderating. This Ako group has a representative from each whanau who presents back at whanau meetings.</p> <p>We have explicit writing progressions which are displayed - this means learners can follow the progressions and know next steps. This has been teacher driven, and continues to be a focus within class. Further support regarding implementation to continue.</p> <p>As a school we collected ongoing data on Maori boys writing. (Maori boy writers - Have been identified as the lowest performing group across all curriculum areas and cohorts). In addition, research states what is good for Maori learners is good for all learners, but what is good for pakeha learners is not good for all learners.</p>	<p>The NZC Curriculum Refresh - Understanding principles, the progressions at each level; we are “noticing the data and responding” - support for staff to understand and are supported to implement into their teaching.</p> <p>Mātauranga Māori weaved into curriculum which will mean a more “progressed-focussed framework” - this will allow teachers to offer rich writing experiences. Continue using our inquiry approach to our writing. Highlands progressions are reported on and shared at whanau hui. Teachers and students will report on progressions specifically and identify next steps. Aspects of this will be evident in the written reporting document.</p> <p>Continue Māori boys data collection.</p> <p>Include this data as part of the information for the 2023 Charter Target along with the level information gathering student voice around writing and how to engage boys and especially Māori boys with writing.</p> <p>Marking and moderation of writing. This currently happens within the Writing Ako. In 2023 teachers will use progressions to gather information, then pass this data to the Writing Ako to moderate. The Writing Ako will moderate against the aSTTL (The aSTTL writing is an assessment tool designed to assess students' progress in writing from Years 1–10. It assesses students' ability to independently write continuous text across a variety of purposes - describe, explain, recount, narrate, persuade) writing tool to ensure accuracy of levelling and use of the progressions.</p> <p>Investigate the research on the new literacy standards at Secondary School NCEA to ensure our learners can be transitioned to these NCEA assessments in later years.</p>

<p>Teachers to assess writing of classroom students (End of Term 2)</p> <p>Progressions alive in the classroom.</p> <p>Kaiawhina/ Literacy specialists to support literacy learners.</p>		<p>Another reason for variance could be down to the fact that in COVID times our data shows that writing was not a priority in the household and devices were used for teaching and learning. Therefore writing decreased.</p> <p>Many of our priority learners- especially <i>Well Below</i> learners were part of initiatives and intensive programmes with our literacy expert or supportive teaching programmes with Kaiawhina.</p>	
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SUPPORTING DATA: 2022 End of Year data, percentage of students at or above the expected curriculum levels.

All Students	66%
Māori	47%
NZ European/ Pakeha	68%
Pasifica	67%

Male	56%
Female	77%
Year 7	66%
Year 8	65%

Writing results showed good progress, after covid affected years. This had an impact on data over the previous year (s).

Overall there was a 14% increase in students achieving at or above the expected NZ curriculum level. This was a positive outcome, indicating improved teaching and learning.

Our Māori students made similar progress to the overall school, and although 47% of this cohort achieved at/ above expected curriculum level, this is a significant improvement on previous years data.

Our Māori boys cohort- target group, continued to be a priority focused group. Using E Asttle to moderate and identify specific writing needs allowed specific teaching to take place. Although many of this cohort were yet to achieve expected curriculum levels, progress from Well Below was made and many of this cohort also showed great improvement with their functional written skills. Large jump with the Pasifica cohort an impressive 22% improvement.

Males and females cohorts both improved, with females achieving at far greater rates than males. We were pleased with the progress our 2022 Year 8 cohort made, however, still feel improvement can be made with our Year 8 learners.

KIWISPORT GRANT 2022 – HIGHLANDS INTERMEDIATE SCHOOL

Funding allocation from MOE - \$10,011.13

The focus for 2022 was to increase student involvement in sport and recreation. To provide more opportunities for students to get involved and create more varied involvements.

Year 8 and Year 7 EOTC Camps	As per MOE policies, as the school cannot ask for payment for camp from parents, the school paid for all students to participate in the camps that we were able to hold this year giving them a vital EOTC experience.
Inter-school Sports	The school offset the cost of travel to inter school events around Taranaki. This enabled any student who was interested in participating the chance to do so.
Sporting Equipment	The school purchased varied types of sports equipment to restock/replace our student PE Shed and also classroom PE equipment. This equipment is used daily by students at interval and lunchtime as well as during curriculum PE sessions. We also purchased specific equipment to assist in various sports.
School Van Expenses	The school has leased a van in which to transport students to various sporting/EOTC events around the province/country. We have offset/paid the travel costs for our students to enable them to participate.

STATEMENT OF COMPLIANCE WITH THE EMPLOYMENT POLICY 2022 – HIGHLANDS INTERMEDIATE SCHOOL

For the year ended 31st December 2022 the Highlands Intermediate Board:

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