

TOKOROA INTERMEDIATE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2037

Principal: Suzanne Mariassouce

School Address: Elizabeth Drive

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Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

TOKOROA INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2023

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Tokoroa Intermediate

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

TRACEY RANCIIMARIE RAMANUI
Full Name of Presiding Member

T.R.

Signature of Presiding Member

29.5.24
Date:

Suzanne Mantasouza
Full Name of Principal

[Signature]

Signature of Principal

29.5.24
Date:

Tokoroa Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	(Restated)
		\$	\$	\$
Revenue				
Government Grants	2	3,883,343	2,938,156	3,377,676
Locally Raised Funds	3	154,840	77,480	163,327
Interest		9,635	1,000	2,582
Total Revenue		4,047,818	3,016,636	3,543,585
Expense				
Locally Raised Funds	3	154,800	67,380	128,773
Learning Resources	4	2,525,749	1,792,837	2,254,690
Administration	5	638,101	89,187	645,751
Interest		8,815	5,879	8,856
Property	6	689,131	575,712	599,139
Loss on Disposal of Property, Plant and Equipment		34	-	-
Total Expense		4,016,630	2,530,995	3,637,209
Net Surplus / (Deficit) for the year		31,188	485,641	(93,624)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		31,188	485,641	(93,624)

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



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

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual (Restated) \$
Equity at 1 January		294,881	340,551	372,210
Total comprehensive revenue and expense for the year		31,188	485,641	(93,624)
Contribution - Furniture and Equipment Grant		27,050	-	16,295
Equity at 31 December		353,119	826,192	294,881
Accumulated comprehensive revenue and expense		353,119	826,192	294,881
Equity at 31 December		353,119	826,192	294,881

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.



Tokoroa Intermediate Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual (Restated) \$
Current Assets				
Cash and Cash Equivalents	7	175,282	615,397	140,942
Accounts Receivable	8	177,422	148,876	147,378
GST Receivable		14,659	15,660	-
Prepayments		14,116	9,829	19,168
Inventories	9	3,153	3,112	4,848
Investments	10	101,128	100,000	-
Funds Receivable for Capital Works Projects	18	2,520	-	48,819
		<u>488,280</u>	<u>892,874</u>	<u>361,155</u>
Current Liabilities				
GST Payable		-	-	293
Accounts Payable	12	213,767	173,280	194,882
Borrowings	13	13,671	13,671	13,671
Revenue Received in Advance	14	8,710	20,209	-
Provision for Cyclical Maintenance	15	24,771	9,778	52,778
Finance Lease Liability	16	49,628	38,035	55,838
Funds held in Kahui Ako Cluster	17	98,943	-	49,999
Funds held for Capital Works Projects	18	6,334	-	13,205
		<u>415,824</u>	<u>254,973</u>	<u>380,666</u>
Working Capital Surplus/(Deficit)		72,456	637,901	(19,511)
Non-current Assets				
Property, Plant and Equipment	11	401,606	319,099	423,102
		<u>401,606</u>	<u>319,099</u>	<u>423,102</u>
Non-current Liabilities				
Borrowings	13	23,924	51,266	37,595
Provision for Cyclical Maintenance	15	38,502	23,739	22,244
Finance Lease Liability	16	58,517	55,803	48,871
		<u>120,943</u>	<u>130,808</u>	<u>108,710</u>
Net Assets		<u>353,119</u>	<u>826,192</u>	<u>294,881</u>
Equity		<u>353,119</u>	<u>826,192</u>	<u>294,881</u>

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



Tokoroa Intermediate
Statement of Cash Flows
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	(Restated)
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,130,385	869,126	1,025,870
Locally Raised Funds		155,784	77,480	142,174
Goods and Services Tax (net)		(14,952)	-	15,953
Payments to Employees		(643,102)	-	(675,668)
Payments to Suppliers		(475,154)	(330,434)	(482,798)
Interest Paid		(8,815)	(5,879)	(8,856)
Interest Received		8,157	1,000	2,860
Net cash from/(to) Operating Activities		152,303	611,293	19,535
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(27,722)	-	(46,317)
Purchase of Investments		(101,128)	-	-
Proceeds from Sale of Investments		-	-	100,000
Net cash from/(to) Investing Activities		(128,850)	-	53,683
Cash flows from Financing Activities				
Furniture and Equipment Grant		27,050	-	16,295
Finance Lease Payments		(56,530)	(61,717)	(48,804)
Loans Received		-	(13,671)	-
Repayment of Loans		(13,671)	-	(13,671)
Funds Administered on Behalf of Other Parties		54,038	-	34,412
Net cash from/(to) Financing Activities		10,887	(75,388)	(11,768)
Net increase/(decrease) in cash and cash equivalents		34,340	535,905	61,450
Cash and cash equivalents at the beginning of the year	7	140,942	79,492	79,492
Cash and cash equivalents at the end of the year	7	175,282	615,397	140,942

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

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



Tokoroa Intermediate Notes to the Financial Statements For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

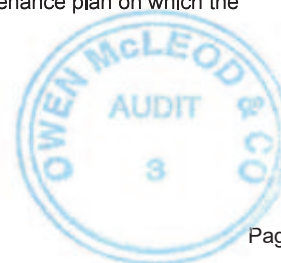
Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



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 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

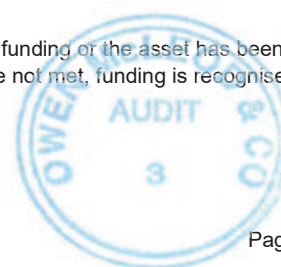
This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	10-15 years
Information and Communication Technology	3-5 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) Accounts Payable

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



n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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



s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

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

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual (Restated) \$
Government Grants - Ministry of Education	1,498,792	873,057	1,349,187
Teachers' Salaries Grants	1,858,106	1,686,997	1,589,173
Use of Land and Buildings Grants	510,771	378,102	409,443
Other Government Grants	15,674	-	29,873
	<u>3,883,343</u>	<u>2,938,156</u>	<u>3,377,676</u>

The school has opted in to the donations scheme for this year. Total amount received was \$48,085.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	3,892	-	9,402
Fees for Extra Curricular Activities	48,254	10,000	50,702
Trading	78,426	66,680	63,194
Fundraising & Community Grants	23,568	800	40,029
Other Revenue	700	-	-
	<u>154,840</u>	<u>77,480</u>	<u>163,327</u>
Expense			
Extra Curricular Activities Costs	61,726	-	66,077
Trading	79,227	67,380	62,696
Fundraising & Community Grant Costs	13,847	-	-
	<u>154,800</u>	<u>67,380</u>	<u>128,773</u>
<i>Surplus for the year Locally raised funds</i>	<u>40</u>	<u>10,100</u>	<u>34,554</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	86,771	-	61,599
Library Resources	2,039	-	1,342
Employee Benefits - Salaries	2,281,016	1,686,997	2,033,071
Staff Development	28,165	-	33,310
Depreciation	111,048	105,840	106,963
Ict	16,710	-	18,405
	<u>2,525,749</u>	<u>1,792,837</u>	<u>2,254,690</u>



5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fees	5,078	5,737	5,571
Board Fees	2,690	3,500	2,140
Board Expenses	2,981	6,150	7,460
Communication	6,372	6,550	5,913
Consumables	11,172	15,500	14,397
Operating Leases	153	-	1,290
Legal Fees	339	350	339
Other	22,347	26,000	29,206
Employee Benefits - Salaries	194,536	-	203,289
Insurance	8,295	7,900	8,821
Service Providers, Contractors and Consultancy	14,160	13,500	13,836
Healthy School Lunch Programme	366,418	-	350,327
Van	3,560	4,000	3,162
	638,101	89,187	645,751

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	8,102	7,600	7,492
Consultancy and Contract Services	95,378	90,000	88,645
Cyclical Maintenance Provision	(11,749)	18,660	17,557
Grounds	7,729	5,200	5,647
Heat, Light and Water	26,904	33,000	32,269
Rates	14,638	11,000	11,800
Repairs and Maintenance	30,982	27,150	21,786
Use of Land and Buildings	510,771	378,102	409,443
Security	6,376	5,000	4,500
	689,131	575,712	599,139

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	125,282	615,397	140,942
Short-term Bank Deposits	50,000	-	-
Cash and cash equivalents for Statement of Cash Flows	175,282	615,397	140,942

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

Of the \$175,282 Cash and Cash Equivalents \$6,334 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings. Of the the \$175,282 cash and cash Equivalents, \$98,943 is held by the school on behalf of the Kahui Ako cluster.

See note 17 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	-	4,673	944
Receivables from the Ministry of Education	14,769	-	-
Interest Receivable	1,478	278	-
Banking Staffing Underuse	-	4,400	4,911
Teacher Salaries Grant Receivable	161,175	139,525	141,523
	<u>177,422</u>	<u>148,876</u>	<u>147,378</u>
Receivables from Exchange Transactions	1,478	4,951	944
Receivables from Non-Exchange Transactions	175,944	143,925	146,434
	<u>177,422</u>	<u>148,876</u>	<u>147,378</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Book Room	1,454	2,240	3,719
Uniforms	504	457	394
Canteen	1,195	415	735
	<u>3,153</u>	<u>3,112</u>	<u>4,848</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	101,128	100,000	-
Total Investments	<u>101,128</u>	<u>100,000</u>	<u>-</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Land	5,000	-	-	-	-	5,000
Buildings	80,154	-	-	-	(4,580)	75,574
Building Improvements	30,908	-	-	-	(1,380)	29,528
Furniture and Equipment	110,284	3,853	-	-	(19,409)	94,727
Information and Communication Technology	35,823	22,413	-	-	(12,991)	45,245
Motor Vehicles	32,971	-	-	-	(9,597)	23,374
Leased Assets	107,348	74,556	(11,351)	-	(60,504)	110,049
Library Resources	20,614	81	-	-	(2,587)	18,109
Balance at 31 December 2023	423,102	100,903	(11,351)	-	(111,048)	401,606

The net carrying value of equipment held under a finance lease is \$110,049 (2022: \$107,348)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	5,000	-	5,000	5,000	-	5,000
Buildings	183,209	(107,635)	75,574	183,209	(103,055)	80,154
Building Improvements	55,204	(25,676)	29,528	55,204	(24,296)	30,908
Furniture and Equipment	886,203	(791,476)	94,727	882,349	(772,065)	110,284
Information and Communication Technology	260,968	(215,723)	45,245	238,555	(202,732)	35,823
Motor Vehicles	47,984	(24,610)	23,374	47,984	(15,013)	32,971
Leased Assets	209,964	(99,915)	110,049	199,650	(92,302)	107,348
Library Resources	170,298	(152,189)	18,109	170,217	(149,603)	20,614
Balance at 31 December	1,818,830	(1,417,224)	401,606	1,782,168	(1,359,066)	423,102



12. Accounts Payable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	41,742	19,579	36,450
Accruals	5,737	6,068	6,231
Employee Entitlements - Salaries	161,175	139,525	141,523
Employee Entitlements - Leave Accrual	5,113	8,108	10,678
	<u>213,767</u>	<u>173,280</u>	<u>194,882</u>
Payables for Exchange Transactions	213,767	173,280	194,882
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>213,767</u>	<u>173,280</u>	<u>194,882</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Loans due in one year	13,671	13,671	13,671
Loans due after one year	23,924	51,266	37,595
	<u>37,595</u>	<u>64,937</u>	<u>51,266</u>

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Fees In Advance	-	209	-
Grants in Advance	-	20,000	-
MOE Income in Advance	8,710	-	-
	<u>8,710</u>	<u>20,209</u>	<u>-</u>



15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	75,022	14,857	57,465
Increase to the Provision During the Year	43,070	18,660	18,538
Other Adjustments	(54,819)	-	(981)
Provision at the End of the Year	63,273	33,517	75,022
Cyclical Maintenance - Current	24,771	9,778	52,778
Cyclical Maintenance - Non current	38,502	23,739	22,244
	63,273	33,517	75,022

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

16. Finance Lease Liability

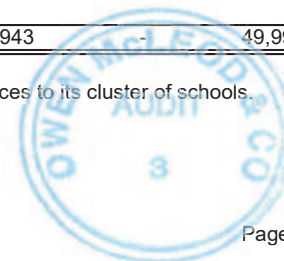
The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	57,541	38,035	61,717
Later than One Year and no Later than Five Years	67,879	55,803	50,925
Future Finance Charges	(17,275)	-	(7,933)
	108,145	93,838	104,709
Represented by			
Finance lease liability - Current	49,628	38,035	55,838
Finance lease liability - Non current	58,517	55,803	48,871
	108,145	93,838	104,709

17. Funds held in kahui Ako Cluster

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual (Restated) \$
Funds Held at beginning of the Year	49,999	-	-
Funds Received from the Cluster Members	60,191	-	-
Funds Received from MOE	15,706	-	49,999
Interest from bank account	1,651	-	-
Total Funds Received	127,547	-	-
Funds Spent on behalf of the Cluster	(28,604)	-	-
Funds Remaining	98,943	-	-
Distribution of Funds	-	-	-
Funds Held at Year End	98,943	-	49,999

Tokoroa Intermediate School is the lead school funded by the Ministry of Education to provide services to its cluster of schools.



18. Funds Held for Capital Works Projects

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP A F Landscaping & Internal Alts to Librar		221843	(37,204)	20,947	2,355	13,902	-
Block CM ILE Upgrade (Rooms 16-19)		237032	(2,520)	-	-	-	(2,520)
Roofing Works		237030	13,205	6,629	(19,834)	-	-
Drainage Works		237031	(9,095)	43,734	(28,307)	-	6,334
Totals			(35,614)	71,310	(45,786)	13,902	3,814

Represented by:

Funds Held on Behalf of the Ministry of Education	6,334
Funds Receivable from the Ministry of Education	(2,520)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing Replacement, Drainage & Cladding		209308	1,000	-	(1,000)	-	-
SIP A F Landscaping & Internal Alts to Librar		221843	(11,949)	-	(25,255)	-	(37,204)
Block CM ILE Upgrade (Rooms 16-19)		237032	-	-	(2,520)	-	(2,520)
Roofing Works		237030	-	15,005	(1,800)	-	13,205
Drainage Works		237031	-	-	(9,095)	-	(9,095)
Totals			(10,949)	15,005	(39,670)	-	(35,614)

Represented by:

Funds Held on Behalf of the Ministry of Education	13,205
Funds Receivable from the Ministry of Education	(48,819)



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,690	2,140
<i>Leadership Team</i>		
Remuneration	430,737	377,830
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	433,427	379,970

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 8 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

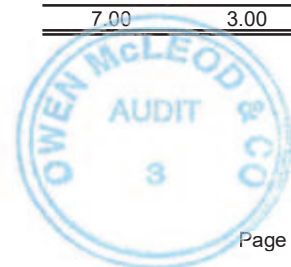
	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3.00	2.00
110 - 120	2.00	1.00
120 - 130	1.00	-
130 - 140	1.00	-
	7.00	3.00

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



21. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

22. Contingencies

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

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

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

Holidays Act Compliance – schools payroll

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$6,333 (2022:\$3,054) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Drainage Works	43,734	37,401	6,333
Total	43,734	37,401	6,333

(b) Operating Commitments

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



24. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	175,282	615,397	140,942
Receivables	177,422	148,876	147,378
Investments - Term Deposits	101,128	100,000	-
Total financial assets measured at amortised cost	453,832	864,273	288,320

Financial liabilities measured at amortised cost

Payables	213,767	173,280	194,882
Borrowings - Loans	37,595	64,937	51,266
Finance Leases	108,145	93,838	104,709
Total financial liabilities measured at amortised cost	359,507	332,055	350,857

25. Events After Balance Date

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

26. Comparatives

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

27. Restatement

The Kahui Ako Cluster was incorrectly accounted as Government Grants- Ministry of Education instead of accounted it as funds held on behalf of the cluster in 2022 financial statement.

A prior year's error adjustment has been done to correct the accounting treatment of the cluster funds. This adjustment increased 2022 deficit to \$93,624.

The 2022 Financial Statements have been restated to reflect the adjustment.

The effect of restatement below:

Statement of Comprehensive Revenue and Expenses

Reduction in Government Grants - Ministry of Education \$49,999

Statement of Financial Position:

Increase in Funds held in Kahui Ako Cluster \$49,999

Statement of Changes of Net Assets/Equity

Increase in total comprehensive revenue and expenses for the year (deficit) \$49,999

The Impacted notes have been restated to reflect the corrections - Note 2 and 17



Tokoroa Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tracey Ramanui	Presiding Member	Elected	Aug 2025
Suzanne Mariassouce	Principal	ex Officio	
David Wilson	Parent Representative	Elected	Aug 2025
Hamish Daine	Parent Representative	Elected	Aug 2025
Lynnda Misa-Tilivea	Parent Representative	Elected	Aug 2025
Toni Sinton	Parent Representative	Elected	Aug 2025
Jayleb Dean	Staff Representative	Elected	Mar 2026
Robert Wehipeihana	Other	Co-opted	Aug 2025

Tokoroa Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$4,585 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

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

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

Analysis of Variance Reporting



Reading

School Name:	Tokoroa Intermediate School	School Number:	2037																
Strategic Aim:	To raise student achievement in Reading.																		
Annual Aim:	By the end of 2023 to raise reading achievement for all students at their expected level.																		
Target:	To improve the achievement level of all students. Year 8 student achieving Level 4 or above, Year 7 achieving level 3+/Early 4 curriculum level. Focus on students identified as the target group.																		
Baseline Data:	<table border="1"> <thead> <tr> <th rowspan="2">Expected Level</th> <th>Nov 2022</th> <th>Nov 2023</th> </tr> <tr> <th>Progress Made</th> <th>OTJ 4></th> </tr> </thead> <tbody> <tr> <td>y8 Boys</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Y8 Girls</td> <td>78%</td> <td>33%</td> </tr> <tr> <th rowspan="2">Expected Level</th> <th>Nov 2022</th> <th>Nov 2023</th> </tr> <tr> <td>3></td> <td>3></td> </tr> </tbody> </table>			Expected Level	Nov 2022	Nov 2023	Progress Made	OTJ 4>	y8 Boys	47%	33%	Y8 Girls	78%	33%	Expected Level	Nov 2022	Nov 2023	3>	3>
Expected Level	Nov 2022	Nov 2023																	
	Progress Made	OTJ 4>																	
y8 Boys	47%	33%																	
Y8 Girls	78%	33%																	
Expected Level	Nov 2022	Nov 2023																	
	3>	3>																	

	y7 Boys	55%	36%
	Y7 Girls	38%	59%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers focused on effective teaching – giving meaningful opportunities for involvement. Explicit/ direct acts of teaching. Writing everyday and across the curriculum</p> <p>Using the assessment data and examples of writing learning needs are determined.</p> <p>Review target students and continue to note changes to targets where necessary in teams.</p> <p>Use of teacher aid support for students in class and individual and small group instruction.</p>	<p>Year 7 Girls showed explicit movement in achieving expectation.</p> <p>36% of boys achieved expectations.</p> <p>Year 8 Both Boys and girls showed 33% each achieving the level 4 expectation.</p> <p>Attaining level 4 for our Year 8's seems a big step. The year 7's do make the progress but when they</p>	<p>Many of the children can recognise that they were learning and making progress.</p> <p>Maori and Pacific boys and girls are of concern with the results from Year.</p> <p>Reading has become a focus with our Library playing a big part in promoting reading.</p> <p>Working on planning and execution using material that is relevant to students and topics of study.</p>	<p>More emphasis placed on assessment and analysis.</p> <p>Focus target groups are set - numbers, names, next steps, needs.</p> <p>Focus groups will be viewed regularly by Executive leadership so we can check enough support has been applied.</p> <p>The use of AI to set reading material is appropriate for each student. Focusing on interest.</p> <p>Administration and use of assessment needs to be robust and useful. It needs to inform the student and their parents about the progress the student is making.</p> <p>Goals are being set by the students so there is purpose to their achievement.</p>

Planning for next year:

Evaluation (Where to next) Planning for 2024:

- Identify those students who are not making forward progress using 2023 data to identify target students to begin the 2024 year
- Need to revisit vocabulary regularly, have it integrated and linked to the language programme.
- Vocab/ spelling programme to be part of all classroom programmes – to build word knowledge
- Promote the inclusion of OTJ's made by the technology classes – matching the writing to expected levels. To support the transferring of learned knowledge.
- Continue to promote the use of eLearning and modern learning pedagogy in writing.
- The focus on boys in particular Maori boys. Identify and share what engages them.
-

Maths

School Name:	Tokoroa Intermediate	School Number:	2037																									
Strategic Aim:	To raise student achievement in Mathematics.																											
Annual Aim:	By the end of 2023 we want to have raised the achievement of students learning of computation and understanding of basic facts in Math.																											
Target:	To move 90% of the students in basic facts to achieving 80% or above in basic facts. To move our target of achievement across the school in computation to 70% of Year 8 achieving 80% or more by the end of the year. 40% of Year 7 achieving 80% and above.																											
Baseline Data:	<p>Basic Facts</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> </tr> <tr> <th></th> <th><80%</th> <th>>80%</th> <th><80%</th> <th>>80%</th> </tr> </thead> <tbody> <tr> <td>Nov-13</td> <td>28%</td> <td>72%</td> <td></td> <td></td> </tr> <tr> <td>Nov-14</td> <td>42%</td> <td>58%</td> <td>16%</td> <td>84%</td> </tr> <tr> <td>Nov-15</td> <td>38%</td> <td>62%</td> <td>21%</td> <td>79%</td> </tr> </tbody> </table>				Year 7		Year 8			<80%	>80%	<80%	>80%	Nov-13	28%	72%			Nov-14	42%	58%	16%	84%	Nov-15	38%	62%	21%	79%
	Year 7		Year 8																									
	<80%	>80%	<80%	>80%																								
Nov-13	28%	72%																										
Nov-14	42%	58%	16%	84%																								
Nov-15	38%	62%	21%	79%																								

Nov-16	31%	69%	15%	85%
Nov-17	29%	71%	24%	76%
Nov-18	33%	67%	16%	82%

Computations

	Year 7		Year 8	
	<80%	>80%	<80%	>80%
Nov-13	72	28		
Nov-14	73	27	64	36
Nov-15	72	28	64	36
Nov-16	69	31	70	30
Nov-17	70	30	54	46
Nov-18	59	41	58	42

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continued with Improvement plans designed from the school plan.</p> <p>Implement the school basic facts and computation assessment.</p> <p>Continued to keep the collation on the recording sheet with all question types. This sheet identifies the areas of concern.</p> <p>Each team developed an improvement plan specific to their students needs.</p> <p>Improvement plans – and these were monitored at team meetings.</p>	<p>Basic Facts Year 7 - 55% of all students achieved 80%>. This is below our expectation.</p> <p>Year 8 – 73% of the students were above the 80% achievement score. In Nov 18 the same Year 7 now the year 8 were 67%</p> <p>72% of our Maori students in Year 8 achieved 80% or more in their score, with 88% of our Pacific children achieving the expected outcome.</p> <p>Computation Year 7 – 18% of the students attaining 80%> accuracy. Year 8 35% achieved 80%>.</p> <p>Year 8 Maori – 35% of the attaining 80%>. 30% Year 8 Pacific</p> <p>Year 7 Maori – 22% attained 80%>. Pacific – 18%</p>	<p>The discussion with staff and students showed a timed test certainly puts students under stress practice seems to be a way to address this.</p> <p>When looking at the raw data students identified mistakes that they know they shouldn't have and recognised this. But this data was not used to the best that it could.</p> <p>To the Year 7 students this assessment was new – however by Year 8 there should be an expectation that they were more familiar, but this did not seem to make a difference – and this maybe because of the foot coming of the pedal of expectation.</p> <p>There is an assumption that children who have visual difficulties can also be stumped by the set out of the assessment.</p> <p>Probably not enough focus on the practice and not a focus of everyday lessons, maintenance. Also, a deliberate act of monitoring the outcomes was not as diligent enough.</p>	<p>Based on the 2019 outcomes when we take the focus off it does have an impact on the student learning as basic facts and the speed computation can do make aspects of maths across the strands better and more enjoyable.</p> <p>Feed back from the high schools telling us the children are strong in these areas is helping the progress of maths is very good.</p> <p>Continue to ensure we target students to ensure they get a fair chance at achievement. Teacher aids will be supportive. This programme has been designed to deliberately to support and promote learning in numbers.</p> <p>A deliberate whole school focus on basic fact accuracy and the improvement of computation is a deliberate target and be continually monitored. Both go hand in hand.</p> <p>The assessment to be reviewed and the format checked so it fits for all students.</p>

			A weekly focus on the more difficult questions through the weekly newsletter.
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Planning for next year:

- Each team to identify students in their team who are showing in the 50% - 70% group and deliberately target them to accelerate to the 80% expectation. This group can be monitored closely.
- Students who need extra support will be identified and supported by teacher aid intervention with a remedial programme - Spring into Maths for those students who are well below expectation.
- Follow up with the high school to see what the impact of the basic facts and computation knowledge has for high school maths.
- Work toward developing Learner Agency around Maths
- Using Easstle pre testing and post testing for strand to target learning needs
- Dedication specific time to address the learning for computation
- Get an understanding of what 'accelerated progress' actually means and how it impacts on accelerating progress in mathematics.
- Students just below expectation to be targeted and supported to move – informing the whanau of the targets to be achieved.

Analysis of Variance Reporting



School Name:	Tokoroa Intermediate	School Number:	2037
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Strategic Aim:	To raise student achievement in Mathematics.												
Annual Aim:	By the end of 2023 we want to have raised the achievement of students learning of computation and understanding of basic facts in Math's.												
Target:	To move 90% of the students in basic facts to achieving 80% or above in basic facts. To move our target of achievement across the school in computation to 70% of Year 8 achieving 80% or more by the end of the year. 40% of Year 7 achieving 80% and above.												
Baseline Data:	Basic Facts Year 7						Year 8						
		Whl Sch		Maori		Pacifica		Whl Sch		Maori		Pacifica	
	<80%	>80%	<80%	>80%	<80%	>80%	Nov-18	18%	82%	14%	86%	15%	85%
Nov-18	33%	67%	66%	34%	77%	23%	Nov-19	27%	73%	28%	72%	12%	88%
Nov-19	45%	55%	35%	65%	55%	45%	Nov-20	45%	55%	32%	68%	29%	71%
Nov-20	64%	36%	88%	12%	58%	42%	Nov-21	27%	73%	29%	71%	22%	78%
Nov-21	36%	64%	35%	65%	26%	74%	Nov-22	27%	73%	26%	74%	17%	83%
							Nov-23	28%	72%	34%	66%	19%	81%

Nov-22	32%	68%	33%	67%	26%	74%
Nov-23	42%	58%	50%	50%	40%	60%


Computations Year 7

Year 8

	Whi Sch		Maori		Pacifica	
	<80%	>80%	<80%	>80%	<80%	>80%
Nov-18	45%	55%	35%	65%	55%	45%
Nov-19	92%	8%	98%	2%	97%	3%
Nov-20	81%	19%	90%	10%	65%	35%
Nov-22	81%	19%	90%	10%	65%	35%
Nov-23	92%	8%	95%	5%	86%	14%

	Whi Sch		Maori		Pacifica	
	<80%	>80%	<80%	>80%	<80%	>80%
Nov-18	58%	42%	47%	53%	65%	35%
Nov-19	65%	35%	65%	35%	70%	30%
Nov-20	69%	31%	70%	30%	93%	7%
Nov-21	72%	28%	71%	29%	72%	28%
Nov-22	69%	31%	75%	25%	77%	23%
Nov-23	74%	26%	81%	19%	55%	45%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continued with Improvement plans designed from the school plan.</p> <p>Implement the school basic facts and computation assessment.</p> <p>Continued to keep the collation on the recording sheet with all question types. This sheet identifies the areas of concern.</p> <p>Each team developed an improvement plan specific to their students needs.</p> <p>Improvement plans – and these were monitored at team meetings.</p>	<p>Basic Facts Year 7 students showed just achieving. 42% achieved the <80% above. Year 8 72% achieved <80% This is creeping forward.</p> <p>Computation Year 7 8% are >80% Year 8 26% are >80%</p>	<p>The discussion with staff and students showed a timed test certainly puts students under stress practice seems to be a way to address this.</p> <p>When looking at the raw data students identified mistakes that they know they shouldn't have and recognised this. But this data was not used to the best that it could.</p> <p>To the Year 7 students this assessment was new – however by Year 8 there should be an expectation that they were more familiar, but this did not seem to make a difference – and this maybe because of the foot coming of the pedal of expectation.</p> <p>There is an assumption that children who have visual difficulties can also be stumped by the set out of the assessment.</p> <p>Year 8 need to understand the expectation of achievement. Teacher aid programme makes a huge impact on the lower achieving students, progress there is almost 100%. However, for Year 8 it has been a challenge to be focused on the top end of computation.</p>	<p>We are not hitting anywhere near the 90% mark and we should be. Do the children understand the importance and how easy this is?</p> <p>Feed back from the high schools telling us the children are strong in these areas is helping the progress of maths is very good.</p> <p>Problem solving involving basic facts and computation is important.</p> <p>The assessment to be reviewed and the format checked so it fits for all students.</p> <p>A weekly focus on the more difficult questions through the weekly newsletter.</p> <p>A focus on the computation in strand needs to be included to bring authenticity to the working.</p>
Planning for next year:			

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- Each team to identify students in their team who are showing in the 50% - 70% group and deliberately target them to accelerate to the 80% expectation. This group can be monitored closely.
 - Students who need extra support will be identified and supported by teacher aid intervention with a remedial programme - Spring into Maths for those students who are well below expectation.
 - Follow up with the high school to see what the impact of the basic facts and computation knowledge has for high school maths.
 - Dedication specific time to address the learning for computation
 - Get an understanding of what 'accelerated progress' actually means and how it impacts on accelerating progress in mathematics.
 - Students just below expectation to be targeted and supported to move – informing the whanau of the targets to be achieved.
 - Maths teaching will have 1 hour of direct teaching by the teacher.
 - Whole class instruction and then breaking into differentiated learning.
 - Monitoring students' achievement closely and working toward achievement. Children to have some form of knowledge of where they are performing.
 - Math Curriculum designed to fit the school and NZC expectations with clear guidance of expectations – student achievement and teacher delivery.

Tokoroa Intermediate
Treaty of Waitangi Statement

The unique position of the Maori Culture

Tokoroa Intermediate School Staff will encourage use of Te Reo and Tikanga Maori in Class programmes appropriate to the knowledge and skill levels of staff and will endeavour to utilise the resources of the wider community.

The Treaty will be recognised and dignified through appropriate school ceremonies and enmeshed in the day-to-day life of the school.

Through signage greetings and waiata, classroom programmes and school celebrations will reflect Maori culture. Elements of Tikanga Maori should be present in all concepts. Our PB4L group is currently rebranding our school to ensure Tikanga and Positive behaviour enhances our school.

What steps will be taken to discover the views and concerns of the schools Maori Community?

The Board and the Principal will consult with Maori community annually regarding:

1. Issues related to Tikanga and Te Reo Maori
2. Issues related to achievement of Maori Students
3. The principal and staff will consult with all Maori whanau using a personal face-to-face approach (Kanohi ki te Kanohi)

What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it?

Requests from parents will be acknowledged in a sensitive and culturally appropriate manner. Parents making this request will be advised that their wishes will be given full and careful consideration, by the Tokoroa Intermediate School B.O.T.

The BOT in reaching a decision will consider the following issues:

1. Personnel available within the school with the necessary skills
2. Personnel available within the local community
3. The school financial situation
4. Resources available
5. Availability of teaching space