MANUREWA INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1353
Principal:	Iain Taylor
School Address:	76 Russell Road, Manurewa, Auckland
School Postal Address:	76 Russell Road, Manurewa, Auckland
School Phone:	(09) 266-8268
School Email:	office@manurewaint.school.nz

Members of the Board

Name	Position	How Position Gained		Term Expired
Mr Gary Rogers	Presiding Member	Re-elected	Aug-22	2025
Ms Valerie Taruia-Pora	Parent Representative	Re-elected	Aug-22	2025
Ms Lua Afakasi	Parent Representative	Re-elected	Aug-22	2025
Mr John Afakasi	Parent Representative	Re-elected	Aug-22	2025
Mr Iain Taylor	Principal	Appointed	Oct-08	
Ms Terri Martin	Parent Representative	Elected	Aug-22	2025
Mr Daniel Cope	Staff Trustee	Elected	Aug-22	2025
Mr Emil Huch	Parent Representative	Co-Opted	Aug-22	2025

Accountant / Service Provider:
M & M Accounting and Business Consultants Limited

MANUREWA INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Manurewa 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.

Gary Lance Rogers
Full Name of Presiding Member

G Rogers
Signature of Presiding Member

16.5.2023
Date:

Iain Taylor
Full Name of Principal

Iain C Taylor
Signature of Principal

16.5.2023
Date:

Manurewa Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	9,637,648	7,591,800	8,520,874
Locally Raised Funds	3	503,697	307,000	287,575
Interest Income		43,002	5,000	13,584
Total Revenue		10,184,347	7,903,800	8,822,033
Expenses				
Locally Raised Funds	3	49,653	20,000	42,140
Learning Resources	4	5,743,712	5,737,300	5,624,283
Administration	5	1,272,595	336,260	865,983
Finance		26,925	30,000	32,290
Property	6	2,082,181	1,762,458	1,702,611
Loss on Disposal of Property, Plant and Equipment		4,982	-	6,694
		9,180,048	7,886,018	8,274,001
Net Surplus / (Deficit) for the year		1,004,299	17,782	548,032
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,004,299	17,782	548,032

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

Manurewa 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		3,997,297	3,997,297	3,415,140
Total comprehensive revenue and expense for the year		1,004,299	17,782	548,032
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	34,125
Equity at 31 December		5,001,596	4,015,079	3,997,297
Accumulated comprehensive revenue and expense		5,001,596	4,015,079	3,997,297
Reserves		-	-	-
Equity at 31 December		5,001,596	4,015,079	3,997,297

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.

Manurewa Intermediate School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Assets				
Cash and Cash Equivalents	7	144,396	88,802	617,789
Accounts Receivable	8	614,184	348,000	666,417
GST Receivable		26,657	-	-
Prepayments		10,357	20,000	16,441
Investments	9	2,480,064	350,000	335,349
Funds Receivable for Capital Works Projects	15	27,999	-	59,988
		3,303,657	806,802	1,695,984
Current Liabilities				
GST Payable		-	15,000	21,994
Accounts Payable	11	778,232	561,000	567,566
Revenue Received in Advance	12	14,978	60,000	58,477
Provision for Cyclical Maintenance	13	25,846	24,100	22,440
Finance Lease Liability	14	105,478	105,100	95,264
Funds held for Capital Works Projects	15	59,404	170,000	229,734
		983,938	935,200	995,475
Working Capital Surplus/(Deficit)		2,319,719	(128,398)	700,509
Non-current Assets				
Investments	9	-	1,095,000	1,013,488
Property, Plant and Equipment	10	3,003,673	3,320,659	2,623,660
		3,003,673	4,415,659	3,637,148
Non-current Liabilities				
Provision for Cyclical Maintenance	13	170,094	117,482	107,011
Finance Lease Liability	14	151,702	154,700	233,349
		321,796	272,182	340,360
Net Assets		5,001,596	4,015,079	3,997,297
Equity		5,001,596	4,015,079	3,997,297

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

Manurewa 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		3,016,480	2,616,250	2,346,755
Locally Raised Funds		497,683	306,468	229,316
Goods and Services Tax (net)		(48,651)	(6,994)	9,471
Payments to Employees		(895,855)	(1,177,814)	(726,264)
Payments to Suppliers		(809,325)	(894,331)	(973,808)
Interest Paid		(26,925)	(30,000)	(32,290)
Interest Received		25,497	4,155	17,064
Net cash from/(to) Operating Activities		1,758,904	817,734	870,244
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		609	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(862,382)	(1,064,999)	(332,655)
Purchase of Investments		(1,131,227)	(14,651)	(177,510)
Proceeds from Sale of Investments		-	(81,512)	-
Net cash from/(to) Investing Activities		(1,993,000)	(1,161,162)	(510,165)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	34,125
Finance Lease Payments		(100,955)	(185,813)	(104,202)
Funds Administered on Behalf of Third Parties		(138,342)	254	(37,072)
Net cash from/(to) Financing Activities		(239,297)	(185,559)	(107,149)
Net increase/(decrease) in cash and cash equivalents		(473,393)	(528,987)	252,930
Cash and cash equivalents at the beginning of the year	7	617,789	617,789	364,859
Cash and cash equivalents at the end of the year	7	144,396	88,802	617,789

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.

Manurewa Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity
Manurewa 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 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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.

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) 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.

l) 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	10–33 years
Furniture and equipment	05–10 years
Information and communication technology	03-10 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

k) 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.

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

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

m) 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.

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

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

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

o) 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.

p) 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.

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	3,905,502	2,291,800	3,116,165
Teachers' Salaries Grants	4,298,271	4,000,000	4,169,564
Use of Land and Buildings Grants	1,433,875	1,300,000	1,235,145
	9,637,648	7,591,800	8,520,874

The school has opted in to the donations scheme for this year. Total amount received was $134,850.

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	304,690	233,000	69,174
Fees for Extra Curricular Activities	25,670	5,000	20,625
Trading	9,000	8,000	2,975
Fundraising & Community Grants	26,001	27,000	123,512
Other Revenue	138,336	34,000	71,289
	503,697	307,000	287,575
Expenses			
Extra Curricular Activities Costs	34,890	10,000	14,246
Trading	-	-	-
Fundraising and Community Grant Costs	-	-	-
Other Locally Raised Funds Expenditure	14,763	10,000	27,894
	49,653	20,000	42,140
Surplus/ (Deficit) for the year Locally raised funds	454,044	287,000	245,435

Beyond Chartable Trust donated $194,000 for a swimming pool and $63,323.47 for school activities.Other revenue includes $ 95,273 from Insurance Claims.

4. Learning Resources

	2022 Actual $	2022 Budget $	2021 Actual $
Curricular	266,222	297,050	326,482
Equipment Repairs	40,007	40,500	36,842
Library Resources	8,420	6,900	7,732
Employee Benefits - Salaries	4,865,702	4,850,350	4,674,651
Staff Development	57,060	57,500	59,933
Depreciation	506,301	485,000	518,643
	5,743,712	5,737,300	5,624,283

5. Administration

	2022 Actual $	2022 Budget $	2021 Actual $
Audit Fee	8,496	8,500	8,221
Board Fees	2,690	2,500	1,680
Board Expenses	5,635	21,500	17,962
Healthy School Lunch Expenses	949,808	-	557,566
Communication	13,389	18,000	14,130
Consumables	9,424	13,000	14,471
Operating Lease	-	1,000	-
Other	47,745	48,760	36,368
Employee Benefits - Salaries	175,251	164,000	166,072
Insurance	20,157	19,000	19,513
Service Providers, Contractors and Consultancy	40,000	40,000	30,000
	1,272,595	336,260	865,983

6. Property

	2022 Actual $	2022 Budget $	2021 Actual $
Caretaking and Cleaning Consumables	36,874	32,200	30,825
Consultancy and Contract Services	92,769	93,000	90,000
Cyclical Maintenance Provision	66,489	36,600	(11,628)
Grounds	15,979	13,000	10,611
Heat, Light and Water	90,046	58,000	53,898
Repairs and Maintenance	171,558	54,500	139,876
Use of Land and Buildings	1,433,875	1,300,000	1,235,145
Security	15,393	20,000	32,227
Employee Benefits - Salaries	159,198	155,158	121,657
	2,082,181	1,762,458	1,702,611

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 $	2021 Actual $
Bank Accounts	142,396	86,802	615,789
Cash on hand	2,000	2,000	2,000
Cash and cash equivalents for Statement of Cash Flows	144,396	88,802	617,789

Of the $144,396 Cash and Cash Equivalents, $59,404 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 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual $	2022 Budget $	2021 Actual $
Receivables	460	5,000	4,945
Receivables from the Ministry of Education	23,000	-	23,000
Interest Receivable	19,660	3,000	2,155
Banking Staffing Underuse	205,664	-	299,450
Teacher Salaries Grant Receivable	365,400	340,000	336,867
	614,184	348,000	666,417
Receivables from Exchange Transactions	20,120	8,000	7,100
Receivables from Non-Exchange Transactions	594,064	340,000	659,317
	614,184	348,000	666,417

9. Investments

The School's investment activities are classified as follows:

	2022 Actual $	2022 Budget $	2021 Actual $
Current Asset			
Short-term Bank Deposits	2,480,064	350,000	335,349
Non-current Asset			
Long-term Bank Deposits	-	1,095,000	1,013,488
Total Investments	2,480,064	1,445,000	1,348,837

10. Property, Plant and Equipment

2022	Opening $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	1,280,795	496,616		-	(228,927)	**1,548,484**
Furniture and Equipment	261,837	116,446	-	-	(90,556)	**287,727**
Information and Communication Technology	294,412	162,122	(5,590)	-	(131,970)	**318,974**
Motor Vehicles	-	62,890	-	-	(5,923)	**56,967**
Leased Assets	746,189	29,527	-	-	(42,563)	**733,153**
Library Resources	40,427	24,303	-	-	(6,362)	**58,368**
Balance at 31 December 2022	2,623,660	891,904	(5,590)	-	(506,301)	3,003,673

The net carrying value of finance lease is **$733,153 (2021: $746,189)**

	2022 Cost or $	2022 Accumulated $	2022 Net Book $	2021 Cost or $	2021 Accumulated $	2021 Net Book $
Buildings	4,728,469	(3,179,985)	**1,548,484**	4,231,852	(2,951,057)	**1,280,795**
Furniture and Equipment	929,032	(641,305)	**287,727**	823,788	(561,951)	**261,837**
Information and Communication Technology	938,881	(619,907)	**318,974**	807,964	(513,552)	**294,412**
Motor Vehicles	104,240	(47,273)	**56,967**	41,350	(41,350)	**-**
Leased Assets	847,172	(114,019)	**733,153**	962,819	(216,630)	**746,189**
Library Resources	108,638	(50,270)	**58,368**	84,335	(43,908)	**40,427**
Balance at 31 December	7,656,432	(4,652,759)	**3,003,673**	6,952,108	(4,328,448)	**2,623,660**

Capital commitments
The amount of contractual commitments for the acquisition of intangible assets is $nil (2021: $nil)

11. Accounts Payable

	2022 Actual $	2022 Budget $	2021 Actual $
Creditors	232,005	55,000	56,672
Accruals	6,496	6,000	5,721
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	459,481	450,000	415,424
Employee Entitlements - Leave Accrual	80,250	50,000	89,749
	778,232	561,000	567,566
Payables for Exchange Transactions	778,232	561,000	567,566
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	778,232	561,000	567,566

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual $	2022 Budget $	2021 Actual $
Grants in Advance - Ministry of Education	10,000	45,000	43,000
Other revenue in Advance	4,978	15,000	15,477
	14,978	60,000	58,477

13. Provision for Cyclical Maintenance

	2022 Actual $	2022 Budget $	2021 Actual $
Provision at the Start of the Year	129,451	129,451	141,079
Increase to the Provision During the Year	66,489	12,131	(11,628)
Use of the Provision During the Year			-
Provision at the End of the Year	195,940	141,582	129,451
Cyclical Maintenance - Current	25,846	24,100	22,440
Cyclical Maintenance - Non current	170,094	117,482	107,011
	195,940	141,582	129,451

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

14. Finance Lease Liability

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

	2022 Actual $	2022 Budget $	2021 Actual $
No Later than One Year	124,317	135,000	119,834
Later than One Year and no Later than Five Years	162,861	160,000	260,243
Future Finance Charges	(29,998)	(35,200)	(51,464)
	257,180	259,800	328,613
Represented by			
Finance lease liability - Current	105,478	105,100	95,264
Finance lease liability - Non current	151,702	154,700	233,349
	257,180	259,800	328,613

15. Funds Held for Capital Works Projects

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

2022	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Distribution Boards	14,977	-	-	-	14,977
Overhead Cable Conduits	18,041	-	-	-	18,041
Fire Alarm and Communication System System	(53,394)	22,851	(4,909)	35,452	-
Refurbish Rm 35,36 & 37 to Food Tech	171,589	-	(231,990)	32,403	(27,998)
Replace roof Gutters	25,126	-	(25,126)	-	-
New Office for LSC	(6,594)	7,299	(10,190)	9,485	-
Library Resource room Refurbishment	-	62,402	(36,019)	-	26,384
Totals	169,745	92,552	(308,234)	77,340	31,404

Represented by:

Funds Held on Behalf of the Ministry of Education	59,404
Funds Receivable from the Ministry of Education	(27,999)

2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
New Security Camera System	63,000	7,000	(98,090)	28,090	-
Distribution Boards	22,500	-	(7,523)	-	14,977
Overhead Cable Conduits	18,041	-	-	-	18,041
Fire Alarm and Communication System	171,468	-	(224,862)	-	(53,394)
Refurbish Rm 35,36 & 37 to Food Tech	(18,664)	291,240	(108,510)	7,523	171,589
SIP Hall	(44,520)	13,278	(1,000)	32,242	-
SIP Refurbish Rm 22-24	(3,888)	3,888	-	-	-
Replace roof Gutters	-	82,346	(57,220)	-	25,126
Upgrade and Create Outdoor Learning Space	-	242,427	(255,886)	13,459	-
Alarm System Upgrade	-	58,126	(65,868)	7,742	-
SIP Replace floor in Fitness Hub	(1,121)	-	-	1,121	-
New Office for LSC	-	65,689	(72,283)	-	(6,594)
					-
Totals	206,816	763,994	(891,242)	90,177	169,745

Represented by:

Funds Held on Behalf of the Ministry of Education	229,734
Funds Receivable from the Ministry of Education	(59,988)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2022 Actual $	2021 Actual $
Board Members	7	5
Remuneration	2,690	1,680
Leadership Team		
Remuneration	994,138	1,070,083
Full-time equivalent members	6	9
Total key management personnel remuneration	996,828	1,071,763

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance 3 and Property 3 that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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	220-230	200-210
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:

Remuneratior $000	2022 FTE Number	2021 FTE Number
100 - 110	3.00	1.00
110-120	1.00	4.00
120-130	4.00	2.00
130-140	0.00	1.00
140-150	1.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

Theereis no 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.

19. 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).

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.

20. Commitments

(a) Capital Commitments

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

(a) $25,000 projected cost for Distribution Boards to be completed in 2023, which will be fully funded by the Ministry of Education. $22,500 has been received and $7,523 has been spent on the project to date.

(b) $20,596 projected cost for Cables to be completed in 2023, which will be fully funded by the Ministry of Education. $18,041 has been received to date.(2021 Nil)

(c) $363,595 projected cost for Refurbish Rm 35,36 & 37 to Food Tech to be completed in 2023, which will be partially funded by the Ministry of Education. $291,240 has been received and $340,500 has been spent on the project to date.

(d) $76,955 projected cost for Library & Resource Room Refurb to be completed in 2023, which will be partially funded by the Ministry of Education. $62,412 has been received and $36,018 has been spent on the project to date.

(e) $1,076,000 projected cost for the swimming pool to be completed in July 2023, which is fully Board funded. $192,214 has been to date.

(Capital commitments at 31 December 2021: $169,745)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (2021: nil).

21. 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	144,396	88,802	617,789
Receivables	614,184	348,000	666,417
Investments - Term Deposits	2,480,064	1,445,000	1,348,837
Total Financial assets measured at amortised cost	3,238,644	1,881,802	2,633,043
Financial liabilities measured at amortised cost			
Payables	778,232	561,000	567,566
Finance Leases	257,180	259,800	328,613
Total Financial Liabilities Measured at Amortised Cost	1,035,412	820,800	896,179

22. Events After Balance Date

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

23. Comparatives

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

WilliamBuck
ACCOUNTANTS & ADVISORS

Independent Auditor's Report

To the Readers of Manurewa Intermediate School's Financial Statements

For the Year Ended 31 December 2022

The Auditor-General is the auditor of Manurewa Intermediate School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) 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 1 to 19, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 22 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, 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 of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Members of the Board of Trustees and Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

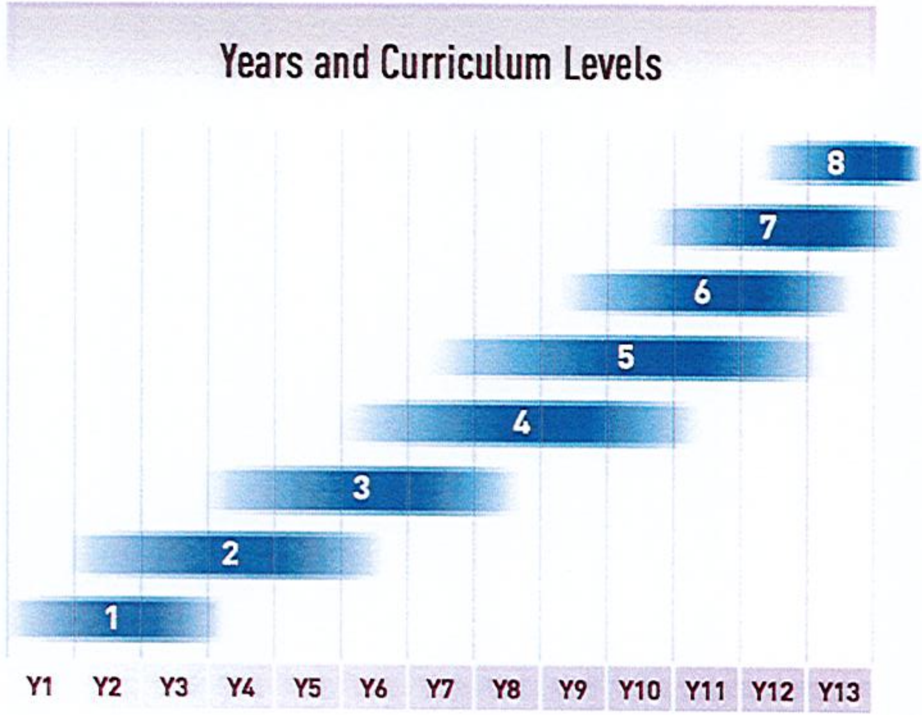
Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand

Manurewa Intermediate - 1353
Analysis of Variance

Our Basis for Data Collection in 2022

We continue to use a four point scale using the following language:

- Needs Support
- Working Towards Expectation
- At Expectation
- Above Expectation



The diagram adjacent acts as a guide for the collation of evidence aiding the moderation and making of effective and accurate Overall Teacher Judgements as well as relevant documentation and assessments including:

- Progress and Consistency Tool in conjunction with Learning Progression Frameworks
- Literacy Learning Progressions
- Numeracy Framework
- Progress and Achievement Tests (PATs)
- New Zealand Curriculum

Teacher understanding of curriculum level attainment has been aided by ministry tools as listed above. The PaCT tool continues to be a great way of upskilling teachers in what examples of work looks like at different signposts. Using all of the tools listed above has supported teachers with their OTJ decisions. Alongside using these tools the scheduled OTJ and Speed Dating meetings in each term also supports a thorough OTJ system.

Please note that we were able to do OTJ judgements three times during 2022 - beginning, middle and end of the year. However, for Term 4 2022 End of Year Assessment there was no PACT (Progress and Consistency Tool) done. This was due to the fact that the PaCT website was causing real issues for teachers and accessibility to be able to do these did not happen.

Analysis of variance reporting

School name: Manurewa Intermediate	School number: 1353

Focus: INCLUSION

Strategic Aim:

- All students are supported to attend school, engage in all activities and achieve against the key competencies and learning areas of the New Zealand Curriculum
- All teachers strive for excellence
- To develop academically powerful students
- To develop potential in all students

Annual Aim:

- Increase the level of connection and commitment students have to school and learning
- Provide learning experiences that challenge and empower students
- Increase the progress and achievement of students who are not currently achieving as expected

Target:

- Identify staff needs and develop a professional development plan to build teacher knowledge, skills and confidence to meet the diverse needs of students
- All students with learning needs (including those in the adapted learning units) will be supported through their line of teachers in the core curriculum areas and form teacher

Baseline data:

- Guidance and Support Register developed and utilised effectively
- Guidance and Support Unit meets weekly including specialist support agencies
- Adapted Learning Units programmes developed in homerooms with adapted specialist programmes
- Students with special education needs and high needs participate in all programmes run school-wide
- All students included in the Guidance and Support Register transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Maintain an inclusive school culture	Classes are mixed ability and priority is placed on making good teacher student matches as opposed to streaming. With an emphasis on relationships. The values and Keys to Success are accessible to all and explicitly taught by all teachers. High expectations are maintained throughout the year with regard to inclusivity and differentiated programmes. Though I believe this is an area for development for many of our staff. Neuro and physically diverse students are actively identified and supported by the Guidance and Support team to ensure they have the highest access possible, both in learning and activities.	Significant time is spent by the DP: GaS and DP: PC in conjunction with the LSC to ensure that classes are mixed ability at the start of the year. The values and Keys to Success are a part of the school curriculum and are taught in all classes. A number of newer and less experienced teachers are more recently employed by the school. This is done through a referral process or by analysing whole school data.	Support the two new DP: PLLs to ensure they are teaching how to create inclusive class programmes. Explicitly teach the concepts of UDL.
Foster inclusive student relationships	Multiple opportunities for students to participate and enjoy success at school despite potential difficulties including - robust sports programmes - multiple leadership opportunities - Night Markets - adapted learning programmes (High Fliers, ESOL) - programmes promoting social capability (Rewa Rising, Vibe) Additionally through deliberate activities and learning experiences such as the Graduate Profile, MI Mates and Whānau competitions.	Programmes are generally strength based and access what students can achieve to feel successful. This is done particularly effectively at the beginning of the year. Intervention programmes for lower ability students are usually not mixed ability but streamed to ensure students are feeling supported by peers and to build social connections with like minded students.	Continue to base programmes on a strength based model. Make this explicit when delivering them.

Students identified and referred for support through the Guidance and Support referral process	This has been happening significantly more regularly and with more success. Teachers are making referrals with robust data, usually following a discussion with the LSC or DP: Guidance and Support. Teachers are using the OTJ and Speed dating meetings to connect with the LSC and discuss students of concern. The LSC is also using these meetings to update teachers how on students are doing following referrals to the Guidance and Support team. There has been much discussion with teachers regarding using the LSC as a resource and teachers have started having anecdotal conversations with her. This has raised her profile with staff and hence her capacity.	Students who needed support were identified and screened more quickly. The Student Snapshot provided more concrete baseline data which allowed teachers and the Guidance and Support team to more accurately measure progress.	Support the new LSC with their profile at school and ensure they are able to duplicate the results of the previous LSC
IEP's will be for specifically identified students (funded ICS, ORs)	IEPs have again been successfully held and implemented both times this year and were reasonably well attended by parents, though Term Two saw higher attendance numbers. Concerns have been raised about the need to have the full line of teachers considering the high cover cost.	Term Four lower whānau attendance seems to haven been directly linked to student attendance. The poorer their attendance the less engaged the parents. In Term Four the Humanities teacher and Form teacher were involved in the IEPs and the Math Teacher provided their contribution in a previous meeting.	Engage with the DP: PC to support whānau attendance. Ensure the LSC is connecting with whānau at home and unattended IEPs are followed up repeatedly. Review the IEP schedule and process to determine if it's possible to reduce the amount of cover required or if an alternative time to hold IEPs could be more effective.

LA (Learning Assistants) time to be assigned on a needs basis ensuring that those receiving funding get their allocation first.	All students with active funding were prioritised LA time with the needs of the student prioritised and ensured they are linked to the right LA who can support them. Students with ORS and ICS funding were given first priority with the withdrawal programme High Fliers. Additional spaces were only assigned after those spaces were full.	Considerable time was spent on timetabling and discussions with the Learning Assistance and the children they supported. An effective and robust system of testing and grouping was done by the LSC and LA of the High Fliers group to ensure that students were placed with groups they could work with. This was also reviewed mid year to ensure groups remained effective.	When building the LA Timetable ensure that the assigned Learning Assistant is given a programme to implement in class to support the needs of the student. Ensure that the new LSC and LA Highfliers are supported by the DP: GaS to duplicate the results of the previous years.
Ensure effective transition processes for new students starting during the year	The use of the Enrichment Class as an Induction class has been effective though it has been hampered by how fast students are moved out of the room. This is often done before transition information can be gained from the previous school. Regardless this has made placement easier and the systems set up by initially Lee Stewart and maintained by Candice Knibbs to support students' transition into the MI Culture has been successful.	Urgency was placed on student placement in their new classes. Additionally the DP: GaS was not a part of this process.	DP: GaS and DP: PC jointly place students from induction. Students should not be placed before at least three days have been completed in induction and if at all possible on a Monday to start a week positively.
Transition processes for Year 6 students and Year 8 students	Transition has been relatively robust this year though still relies on the cooperation of Primary Schools and High Schools. Meets were held in Week Three for High Schools and Week Six for Primary Schools. The discussions were informative and schools generally provided useful information. The professionalism of how the meetings were	The timeline of meeting with RTLB before meeting with Primary Schools meant that students of concern could be identified and discussed with the transition team from the respective schools and we didn't have to rely on them identifying them.	Maintain high expectations for the schools in our Kahui Ako with regard to transition. Maintain good lines of communication with our contributing schools and the high schools.

	conducted was more of a concern with some showing up late or without having prepared properly. Late enrolments and incomplete or poorly completed transition forms have and will continue to make the transition for new Year Sixes more difficult.	Regular communication and consistent follow up meant that we had more effective meetings without interruptions Year 8 transition meetings were done before the end of year testing was completed. This meant that the information that was passed on was not as useful as we would have liked.	Move our Year 8 transition meetings a week later to give the school time to complete testing.
Students identified as having learning needs or specific needs will be transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)	Students with high needs at MI have identified early, through the IEPs, the high school they plan to attend with whānau input. Discussion between the LSC and whānau has been rigorous and allowed those students who would benefit from additional transition visits to have them. Additionally, support was given for those students to enrol in a timely manner thus ensuring we have done our due diligence. Support for new Year 6s has been less forthcoming with the majority of information on students who require support coming from the RTLB. While this is a service they are utilised for this should not be the first point of call when it comes to supporting transition. As a result, visits have been less reliable with communication being poor generally.	Consistent and regular communication by the LSC with the high schools and whānau have made transition visits successful. Poor communication by some Primary Schools and some RTLB has made Year 6 transition less consistent.	Keep using the systems we already have in place. Review the processes by which we identify and are informed of complex transition students by Primary Schools.

Regularly review the students on the Guidance and Support Register/ Students of Interest Doc for TWR Wall	A new Learning Support Register has been trialled and a soft launch successfully implemented which allows significantly more effective review of the students we are actively monitoring. The Wall of Fame is still utilised as the first point of reference when looking at students of concern by teachers. This is reviewed regularly but a system to ensure it is done regularly should be implemented in the future.	A collaborative effort to implement the new LSR has meant that its use has been designed for purpose. This older system was maintained in case the soft launch was unsuccessful. It will work in conjunction with the LSR as opposed to replacing it in the future.	Continue to test and make adjustments to the new LSR so it continues to be relevant and fit for purpose. As part of the 2023 review, consider how the Wall of Fame is used, its effectiveness and how it could be modified to improve its effectiveness if necessary.
Guidance and Support Unit meets weekly including specialist support agencies	The Guidance and Support Unit meets regularly with the RTLB Liason, MoE Service Manager and LSC meeting with the DP: GaS to discuss students of concern. The DP: PC attends when able. This meeting has been interrupted by some Monday Get Set Go assemblies throughout the year. The time has been adjusted in each instance to accommodate this.	The meetings are scheduled well in advance with an agenda sent out well before the meeting. Modifications to the timing of the meetings has been done well in advance.	Support the LSC in her new role to ensure she is familiar with all meeting expectations Change the time of the meeting to 10:30 am so that any potential interruptions are already accommodated.
Coordinate an appropriate range of specialist services and personnel in support of students with diverse needs	The DP: GaS has been using a small allocation of time to upskill himself with regard to services available to support students. This has also been done for all the LSCs through a PD session run by the RTLB and MoE at our school during an LSC meeting. Many new services were identified, many quite niche.	Good communication with the MoE and external agencies has ensured that we have well and truly met this action.	Maintain effective relationships with these outside agencies. Continue to advocate for the student and ensure the right person is involved with their support at every part of the process.

	BLENNZ has been made more accountable after some pointed discussions with the GaS team about the effectiveness of their service and it has improved consequentially. Ko Taku Reo has been incredibly effective, largely as a result of the highly skilled RTDeaf that we were lucky enough to have support us. As usual, the MoE and RTLB have been very forthcoming and cooperative with regard to the support they provide.		Connect with and develop a productive relationship with the new Ko Taku Reo representative.
Teachers will engage in professional learning to build knowledge, skills and confidence to meet the diverse learning needs of students. This support will be provided in school and through outside facilitators as well.	Professional development has been provided by the RTLB in the form of a programme AWS which is being implemented school wide through the Humanities team. Additionally, some professional development has been provided to upskill teachers in how to support students with regard to Executive Function which is a high need for many of our kids. Early this year a specialist teacher was brought in to work with the Teachers of our ORS students and to explain the adapted curriculum that applies to them.	The needs of students were identified and the RTLB were actively engaged to support with this through a project. This was supported by a large number of RTLB across the Humanities team and every class. This was organised by the DP: GaS as it's proven very interesting and impactful in previous visits.	DP: GaS to continue to upskill himself and lead this supporting the Guidance and Support team to do the same. Schedule professional development for our ORS students on a two yearly rotation. Engage with the MindPlus team to support our gifted and talented learners through developing and implementing a withdrawal programme run by Charlotte Davis.

Learning Interventions based on need	Students identified by assessment data or observations are flagged for discussion with whānau teams and passion pods. Interventions recommended by teams are based on the information provided focussing on gaps and needs. GaS referral is done in conjunction with DP: GaS and LSC. Student Snapshot is done to identify potential specific learning concerns. Interventions are then trialled with these concerns in mind.	This was scaffolded, supported and modelled during OTJ and Speed dating. The snapshot provided information that could be utilised to support learners. The DP: GaS and LSC made themselves available and accessible consistently. Consistency with regard to the efficacy of the snapshot is maintained by robust testing conditions.	Continue to scaffold, support and model productive discussions about learners during OTJ and Speed dating meetings. Support the new LSC to use the Snapshot effectively.
Teachers to take more responsibility around early identification of students who need referral for support and follow set out processes to refer these students ie. Evidence to support referral	The Guidance and Support Referral document was been relaunched to teachers but as a follow up to a discussion with the LSC or DP: GaS. This has proven to be much more effective in ensuring this happens when needed. Additionally, the Guidance and Support team has been using school wide testing data to identify potential students of concern and following up with teachers about how they might go about doing a Guidance and Support referral form.	The use of the referral process was demonstrated and support was provided to fill them in. Whole school data were analysed when possible. The number of students that this identified was significant and often students had to be triaged based on time and need.	Continue to maintain the profile of the Guidance and Support Referral process by reintroducing it and supporting its use each year. Continue to analyse whole school data but review how it is used as part of the Guidance and Support annual review.

Analyse year end data to inform progress and planning for 2022	Whole school end of year data has been collected and analysed. This is reported to the Board via our AP: Learning and Teaching which also provides suggestions for the following year. The Guidance and Support team all provide individualised analysis which is then collated and scrutinised by the DP: GaS. This is provided as a report to the Board twice a year and suggestions for future planning are incorporated into the document.	This is done with support from Charlotte Fox our resident data analysis expert. The analysis is robust and informative. Getting the individual members of the Guidance and Support team to write their components and contribute separately means the data is authentic and analysis robust.	Use findings in these reports to guide 2023 Learning Support programmes.
Analyse end of learning interventions to inform next interventions	Mid-Year Learning Support Report completed. End of Year Learning Support Report completed. Analysis and recommendations were completed and incorporated in both reports.	DP: GaS oversees the generating of the report and follow up discussion in conjunction with LSC.	Use findings in these reports to guide 2023 support programmes

Planning for next year:

Support the new LSC to learn her role and its various aspects.

Connect with the new Ko Taku Reo liaison and ensure an effective partnership.

Complete an effective and robust annual review of the Guidance and Support programme using whānau, student, teacher and peer input.

Modify the Learning Assistant Timetable to incorporate specific interventions for students based on need.

Provide professional development for the concept of Executive Function and raise its capacity in our students.

Provide professional development for Learning Assistants to raise the capacity to support students with differing needs. Provide professional development for the concept of UDL and its implementation. Continue to encourage and support the use of the Guidance and Referral process. Engage with the MindPlus representatives to develop an effective withdrawal programme to support our gifted learners.

School Name:	Manurewa Intermediate	**School Number:**	1353
Reading			
Strategic Aim:	Develop academically powerful students by: • Ensuring all students are equipped with the literacy skills of reading and engaging with text needed for lifelong learning. • Effectively solves problems using their written language skills. • Apply critical thinking skills in analysing what they read.		
Annual Aim:	• Increase the number of students operating *At* or *Above* level four of the NZC for reading. • To raise the rate of progress for students *Working Towards* or *Needing Support* to be achieving within level four of the NZC for Reading.		
Target:	• Increase the percentage of all students achieving At and Above curriculum level four by 14% from 36% to 50%. • Increase the percentage of all 2021 Year 7's achieving At and Above curriculum level four by 13% to 40%. • Increase the percentage of clean cohort Year 8's in 2022 achieving At and Above curriculum level four to over 55%. • Increase the percentage of all 2021 Maori achieving At and Above curriculum level four by 11% to 40%. • Increase the percentage of 2021 Year 7 Pasifika achieving At and Above curriculum level four by 19% to >40%.		
Baseline Data:	Analysis of school-wide reading data in November 2022 for Year 7 students identified: • 34% of all Year 7 students are achieving *At* or *Above* curriculum level four for reading at the end of Year 7 The breakdown for *Working Towards* and *Needs Support* is: • 41% of all Year 7 students are *Working Towards* curriculum level four for reading at the end of Year 7 • 25% of all Year 7 students *Need Support* to attain curriculum level four for reading at the end of Year 7 • 42% of all Year 7 boys are *Working Towards* curriculum level four for reading at the end of Year 7 • 30% of all Year 7 boys *Need Support* to attain curriculum level four for reading at the end of Year 7 • 39% of all Year 7 girls are *Working Towards* curriculum level four for reading at the end of Year 7 • 21% of all Year 7 girls *Need Support* to attain curriculum level four for reading at the end of Year 7 • 38% of all Year 7 Maori are *Working Towards* curriculum level four for reading at the end of Year 7 • 29% of all Year 7 Maori *Need Support* to attain curriculum level four for reading at the end of Year 7 • 55% of all Year 7 Pasifika are *Working Towards* curriculum level four for reading at the end of Year 7 • 20% of all Year 7 Pasifika *Need Support* to attain curriculum level four for reading at the end of Year 7		

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
• Maintained collaborative practices such as peer planning review and peer observations. • Established and maintained strong lines of communication between Humanities and Form teachers, particularly during Foundation Basics in Term 2. • Committed regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc. • Empowered children to verbalise and own their learning. • Ensured planning showed evidence of questioning and oral language opportunities on a regular basis. • Humanities teachers showed evidence of new learning and developed reading skills, creativity and innovation when using digital technologies. • Humanities teachers committed to recognising small pieces of progress as 'creates' and	Analysis of school wide reading data in November of 2022 shows: • 34% of all Year 7 students are achieving *At* or *Above* curriculum level four for reading at the end of Year 7 • 46% of all students who have been at Manurewa Intermediate for 2 years, and have no diagnosed learning difficulties are achieving At or Above curriculum level four compared to 50% of the same cohort the previous year. *Some other notable achievements:* • Comparable progress for Year 8 students identified as Needs Support in reading in their Year 7 year, with 25% achieving Needing Support in 2021, reduced to 14% of the total of our Year 8 2022 cohort. This was apparent once cohort cleaning had occurred. • Reduced the number of 2021 Maori boys cohort Needing Support, from 30% in 2021 as Year 7's to 16% in 2022 as Year 8's. • Increased the percentage of 2021 Maori boys cohort achieving At/Above curriculum	• The aim to increase the percentage of all students achieving At and Above curriculum level four from currently 36% to 50% was always going to be a lofty target and this proved to be true. 38% of all students achieved At and Above curriculum level four, this was an increase of 2% from 2021. • The aim to increase the percentage of all 2021 Year 7's (2022 Year 8's) achieving At and Above curriculum level four by 13% to 40%. This was once again a hefty target, BUT we did it! The final figure was 44% which was 17% higher than in 2021 which was pleasing. This shows how students who are with us for their two years show value added to their achievement. • The aim to increase the percentage of clean cohort Year 8's in 2022 achieving At and Above curriculum level four to over 55%. This target was not met. This year it was 46% compared to the clean cohort Year 8's in 2021 being 50%.	It is important to note that a lot of the 'Where to next?' 2023 objectives are similar if not the same as they were in 2022. This is due to us needing to ensure there is continuity, and the ability to develop momentum with students now being back in school for a whole year without interruptions. We also need to ensure we are providing stability for the teachers, many of whom are inexperienced, to continue to refine their teacher practice in order to support the students with their learning. • Maintain collaborative practices such as peer planning review and peer observations of guided reading, Running Records and other in class practice. • Establish and maintain strong lines of communication between Humanities and Form teachers. • Commit regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc.' • Empowering and teaching children to verbalise and own

displayed and celebrated the progress this represented. • Continued to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices • Tracking was captured in the following ways: - Student centred planning reflections - Summative assessment data - Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. - Evidence of tracking against the Literacy Learning Progressions. - Developing understanding of the use of the Learning Progressions Framework. • Initiated the implementation of intervention programmes to support students who have additional needs. • Utilised learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Implemented relevant skills and knowledge garnered from school	level four from 27% as Year 7's to 40% as Year 8's. For Maori girls 27% to 60%. • Collectively 36% of Year 8 2022 Pasifika students are At and Above curriculum level four compared to Year 7 2021 with 24%. The breakdown of those who Need Support and are Working Towards in Year 7 is: • 25% of Year 7 students Need Support, this has decreased from 28% in 2021. • 41% of Year 7 students are achieving Working Towards, compared with 51% in 2021. • 29% of Year 7 Males Need Support to be working within curriculum level four, which is one less percentage compared to the Year 7 Males in 2021. • 22% of Maori males Need Support to be working within curriculum level four, compared to 26% in 2021. • Collectively, 66% of clean cohort Year 8 2022 Pasifika students Need Support (20%) or are Working Towards (44%) curriculum level four compared to 53% in 2021.	• The aim to increase the percentage of all 2021 Maori achieving At and Above curriculum level four by 11% to 40%. This was again a target that may have seemed too lofty but was met! The number in 2021 was 29%, this increase to 44% in 2022 which is a massive 15% increase. • The aim to increase the percentage of 2021 Year 7 Pasifika achieving At and Above curriculum level four by 19% to 40%. The number in 2021 was 24%, this did increase to 36% in 2022 which although did not meet the target showed an improvement of 12% which is very pleasing.	their learning. Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning and verbalisation of learning is valued and encouraged. • Ensure planning shows evidence of questioning and oral language opportunities on a regular basis. • Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies. • Humanities teachers will commit to recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents when responding to reading written texts. • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices • Tracking will be captured in the following ways: ○ Student centred planning reflections ○ Summative assessment data ○ Ongoing formative assessment data such as Reading group assessment sheets, learning

wide A4L PLD into classroom and school wide reading programmes. • Implemented a Humanities wide Structured Literacy approach "Agility With Sound" to support students in Literacy and to support upskilling teacher practice particularly around the teaching of reading. • Supported Humanities teachers understanding of ○ Easttle data ○ Guided Reading ○ Agility With Sound check ins ○ Sharing best practice tips and tricks			conversations and work samples. ○ Moderated writing samples ○ Evidence of tracking against the Literacy Learning Progressions. ○ PD on Running Records ○ Moderation of OTJ's BEFORE OTJ meetings • A set of key indicators to identify effective practice and NZC tracking in reading will be developed. • Initiate the implementation of intervention programmes to support students who have additional needs including Sharp Reading, High Fliers and ESOL. • To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021+2022 into classroom and school wide reading programmes. • Continue to implement a Humanities wide Structured Literacy approach "Agility With Sound" to support identified students in Literacy. • Support the upskilling of teacher practice particularly around the teaching of reading.

			• Support the upskilling of teacher practice through the whole school Gifted and Talented focus. • Create 2023 Reading Achievement Targets that will continue to be aspirational.

Planning for next year:

- Increase the percentage of all students achieving At and Above curriculum level four by 7% from 38% to 45%.
- Increase the percentage of all 2022 Year 7's achieving At and Above curriculum level four by 11% to 45%.
- Increase the percentage of clean cohort Year 8's in 2023 achieving At and Above curriculum level four to over 50%.
- Increase the percentage of all 2022 Year 7 Maori achieving At and Above curriculum level four by 6% to 50%.
- Increase the percentage of clean cohort 2022 Year 8 Pasifika in 2023 achieving At and Above curriculum level four by 9% to >45%.

School Name:	Manurewa Intermediate	School Number:	1353
Writing			
Strategic Aim:	**Develop academically powerful students by** • Ensuring all students are equipped with the literacy skills of writing and engaging in expressing themselves through whatever written means for lifelong learning. • Effectively select appropriate writing forms to achieve a specific purpose. • Apply the technical skills needed to ensure writing is fluent, accurate and effective.		
Annual Aim:	**Strategic Objectives:** • Improve teacher effectiveness, pedagogy and practice • Develop teachers' confidence and capacity in the teaching of writing • Address the needs of students who *'Need Support'* and are *'Working Towards'* curriculum level four • Monitor student achievement in writing through the use of PaCT.		
Target:	• Increase the percentage of all students achieving At and Above curriculum level four by at least 11% from 14% to >25%. • Increase the percentage of 2021 Year 7 males achieving At and Above curriculum level four by at least 28% from 22% to >50%. • Increase the percentage of Maori males achieving At curriculum level four by at least 15% from 15% to >30%. • Increase the percentage of clean cohort 2021 Year 7's achieving At level 4 by at least 11% from 39% to >50%.		
Baseline Data:	Analysis of school-wide writing data in November 2022 identified: • 27% of all Year 7 students are operating *At* or *Above* curriculum level four for writing at the end of Year 7 The breakdown for *Working Towards* and who *Need Support* is: • 47% of all Year 7 students are *Working Towards* curriculum level four for writing at the end of Year 7 • 26% of all Year 7 students *Need Support* to attain curriculum level four for writing at the end of Year 7 • 48% of all Year 7 boys are *Working Towards* curriculum level four for writing at the end of Year 7 • 33% of all Year 7 boys are *Need Support* to attain curriculum level four for writing at the end of Year 7 • 47% of all Year 7 girls are *Working Towards* curriculum level four for writing at the end of Year 7 • 19% of all Year 7 girls are *Need Support* to attain curriculum level four at the end of Year 7 • 47% of all Year 7 Maori males are *Working Towards* curriculum level four for writing at the end of Year 7 • 30% of all Year 7 Maori males are *Need Support* to attain curriculum level four for writing at the end of Year 7		

Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
• Maintained collaborative practices such as peer planning review and peer observations. • Established and maintained strong lines of communication between Humanities and Form teachers, particularly during Foundation Basics in Term 2. • Committed to regular time of significant length to 'teacher talk' in Passion Pod meetings where Humanities teachers compared approaches, suggested ideas, shared work, results, discussed levels etc. with a focus on culturally responsive approaches. • Empowered and taught children to verbalise and own their learning. Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning and verbalisation of learning is valued and encouraged. • Ensured planning shows evidence of questioning and oral language opportunities on a regular basis, particularly in relation to shared writing practice and students using peer-to-peer feedback during the writing process. • Humanities teachers showed evidence of new learning,	Analysis of school wide Writing data in November 2022 identified: • 27% of Year 7 students are achieving At or Above curriculum level four - this is an increase of 8% on the Year 7 cohort at the end of 2021. • 41% of 2021 Year 7 cohort who have been at Manurewa Intermediate for 2 years, and have no diagnosed learning difficulties are achieving At or Above curriculum level four compared to 39% in their Year 7 year. Some notable achievements: • Increased the percentage of Maori male students who are At or Above curriculum level four in writing in Year 7 from 27% to 40% in their Year 8 year, an increase of 18%. • Decreased the percentage of the 2021 Year 7 Maori female cohort achieving Needs Support to reach curriculum level four from 19% to 13% as 2022 Year 8's, a decrease of 6%. • Increased the percentage of Pasifika 2021 Year 7 males achieving At curriculum level 4 from 14% to 23% as 2022 Year 8's.	• The aim to increase the percentage of all students achieving At and Above curriculum level four by at least 11% from 14% to >25% was met. The percentage of all students achieving At and Above was 32% for 2022. This was an increase of 5% on the numbers from 2021. • The aim to increase the percentage of 2021 Year 7 (2022 Year 8's) males achieving At and Above curriculum level four by at least 28% from 22% to >50% was a very lofty target. The number was 30% which although nowhere near the target of >50% was still higher than the 2021 cohort percentage which is pleasing. • The aim to increase the percentage of Maori males achieving At curriculum level four by at least 15% from 15% to >30% was not met. There was 28% achieving at curriculum level four in 2022 which meant this was not met by a very small 2%. • The aim to increase the percentage of clean cohort 2022 Year 8's achieving At level 4 by at least 11% from 39% to >50%. The number of clean cohort Year 8's 2022 (Year 7 2021) was 44%	It is important to note that a lot of the 'Where to next?' 2023 objectives are similar if not the same as they were in 2022. This is due to us needing to ensure there is continuity, and the ability to develop momentum with students now being back in school for a whole year without interruptions. We also need to ensure we are providing stability for the teachers, many of whom are inexperienced, to continue to refine their teacher practice in order to support the students with their learning. • Maintain collaborative practices such as peer planning review and peer observations of guided writing, moderation according to LPF's, use of A4L principles in practice and other in class practice. • Establish and maintain strong lines of communication between Humanities and Form teachers in regards to students writing ability and workons, particularly during Foundation Basics in Term 2. • Commit regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest

creativity and innovation when using digital technologies to enhance writing programmes. • Humanities teachers committed to recognising small pieces of writing progress as 'creates' and displayed and celebrated the progress this represented. • Student writing was 'showcased' in displays eg. Rm 62 corridor and outside DP:PLL office. This was the responsibility of the Humanities Passion Pod Leader. • Tracking was captured in the following ways: - Student centred planning reflections - Summative assessment data - Ongoing formative assessment data such as learning conversations and work samples - Evidence of tracking against the Literacy Learning Progressions and LPF's • Continued to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices and curiosity. • Initiated the implementation of intervention programmes to support students who have additional needs.	The breakdown of those who Need Support and are Working Towards in Year 7 is: • 26% of Year 7 students Need Support to be achieving within curriculum level four, compared with 28% in 2021. • 47% of Year 7 students are Working Towards curriculum level four, compared with 53% in 2021. • 47% of Year 7 Males are Working Towards curriculum level four, compared with 52% in 2021. • 47% of all Year 7 girls are Working Towards curriculum level four for writing compared with 55% in 2021. • 81% of all Year 7 males either Need Support or are Working Towards curriculum level four. This is compared to 86% of Year 7 males in 2021. • 64% of 2022 Year 7 Pasifika students are Working Towards or Need Support in writing compared to 76% of Year 7 Pasifika in 2021.	which was a 5% increase from 2021. • Overall, writing showed some improvement during 2022. We know we need to work more with teachers (especially new and inexperienced) on ○ writing moderations ○ the continued effective use of PaCT ○ and moderation of OTJ's to ensure the OTJ's teachers decide are a true and realistic reflection of the student's ability in writing.	ideas, share work results, discuss levels etc.' • Empowering and teaching children to verbalise and own their learning. Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning and verbalisation of learning is valued and encouraged. • Ensure planning shows evidence of questioning and oral language opportunities on a regular basis, particularly in relation to shared writing practice and students using peer-to-peer feedback during the writing process. • Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies in relation to their writing programmes and when supporting students to engage writers. • Humanities teachers will commit to recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents. This promotes writing for purpose. • Tracking will be captured in the following ways: ○ Student centred planning reflections ○ Summative assessment data including writing samples

• Utlised learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Implemented a Humanities wide Structured Literacy approach "Agility With Sound" to support students in Literacy and to support upskilling teacher practice.			○ Ongoing formative assessment data such as writing group assessment sheets, learning conversations and work samples. ○ Regular opportunities for moderated writing samples ○ Evidence of tracking against the Learning Progression Framework. ○ Moderation of OTJ's BEFORE OTJ meetings. • A set of key indicators to identify effective practice and NZC tracking in writing will be developed. • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well. • Initiate the implementation of intervention programmes to support students who have additional needs. • To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021+2022 into classroom and school wide reading programmes.

			• Continue to implement a Humanities wide Structured Literacy approach “Agility With Sound” to support identified students in Literacy. • Support the upskilling of teacher practice particularly around the teaching of writing. • Support the upskilling of teacher practice through the whole school Gifted and Talented focus. • Create 2023 Reading Achievement Targets that will continue to be aspirational.

Planning for next year:

- Increase the percentage of all students achieving At and Above curriculum level four by at least 3% from 32% to >35%.
- Increase the percentage of 2022 Year 7 males achieving At and Above curriculum level four by at least 11% from 19% to >30%.
- Increase the percentage of Maori males achieving At curriculum level four by at least 7% from 28% to >35%.
- Increase the percentage of clean cohort 2023 Year 8's achieving At and Above level 4 based on clean cohort Year 8's 2022 by at least 5% from 40% to >45%.

<table>
<tr><td>School Name:</td><td>Manurewa Intermediate</td><td>School Number:</td><td>1353</td></tr>
<tr><td colspan="4">Mathematics</td></tr>
<tr><td>Strategic Aim:</td><td colspan="3">Develop academically powerful students by
• Ensuring all students are equipped with the numeracy skills to problem solve and operate as effective mathematicians.
• Effectively solve problems through the use of mathematical processes and strategies that work for the individual.
• Applies critical thinking skills in analysing authentic situations that need applied mathematical skills.</td></tr>
<tr><td>Annual Aim:</td><td colspan="3">• Increase the number of students operating At or Above level four of the curriculum for mathematics.
• To raise the rate of progress for students Working Towards or who Need Support to be achieving within level four of the curriculum for mathematics.</td></tr>
<tr><td>Target:</td><td colspan="3">• To decrease the percentage of the 2021 Year 7 cohort who Need Support from 23% to <18%.
• To increase the percentage of male 2021 Year 7 cohort achieving At level four from 19% to >25%.
• To increase the percentage of Maori 2021 Year 7 males achieving At level four from 17% to >25%, a shift of 8%.
• To shift the achievement of 7% of all Pasifika students who Need Support and are Working Towards from 52% to 45%.</td></tr>
<tr><td>Baseline Data:</td><td colspan="3">Analysis of school-wide numeracy data in November 2022 identified:
• 26% of all Year 7 students are operating At or Above curriculum level four for mathematics at the end of Year 7
The breakdown for Working Towards and Needs Support is:
• 43% of all Year 7 students are Working Towards curriculum level four for mathematics at the end of Year 7
• 27% of all Year 7 students Need Support to attain curriculum level four for mathematics at the end of Year 7
• 43% of all Year 7 boys are Working Towards curriculum level four in mathematics at the end of Year 7
• 27% of all Year 7 boys Need Support to attain curriculum level four for mathematics at the end of Year 7
• 51% of all Year 7 girls are Working Towards curriculum level four in mathematics at the end of Year 7
• 27% of all Year 7 girls Need Support to attain curriculum level four for mathematics at the end of Year 7
• 49% of all Year 7 Maori are Working Towards curriculum level four in mathematics at the end of Year 7
• 26% of all Year 7 Maori Need Support to attain curriculum level four for mathematics at the end of Year 7</td></tr>
</table>

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
• Continued to develop a collaborative culture where we used the strengths and knowledge of our teachers to support student learning. • Used real-life contexts while learning through concrete materials to develop new concepts and student agency. • Improved differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs. • Attempted to create meaningful links within and between strands in mathematics so subjects did not become siloed. • Sustained the problem solving approach and the use of rich tasks to embed mathematical concepts. • Ensured there were observations, and modelling lessons for teachers, especially to strengthen and reinforce best practice for new teachers to the team and school. • Increased student agency through the use of devices, took on professional development and set digital goals to achieve through the year. • Integrated the digital technologies curriculum into our Math	Analysis of school wide mathematics data in November 2022 identified: • 26% of all Year 7 students are operating At or Above curriculum level four, compared to 22% in 2021. • 30% of the Year 8 2022 cohort who have been with us for two years and are without diagnosed learning difficulties are At or Above compared to 24% in their Year 7 year. An increase of 6%. Some notable achievements: • There was a decrease in all Maori Needs Support and Working Towards students when tracking the current clean Year 8 2022 cohort from 2021 to 2022, from 77% to 68% a decrease of 9%. • There was an even larger decrease in male Pasifika Needs Support and Working Towards when tracking the current clean Year 8 2022 cohort from 2021 to 2022 from 85% to 80%. A massive decrease of 5%. • The number of Maori males and females achieving At and Above has increased when tracking the 2021 Year 7 cohort. 22% to 32%, the biggest increase specifically being male Maori who have	• The aim to decrease the percentage of the 2021 Year 7 cohort (Year 8 2022) who Need Support from 19% to <25%.There were 23% of Year 8's who Need Support, an increase of 4% from 2021. • The aim to increase the percentage of male 2021 Year 7 cohort achieving At level four from 17% to >40%. Although this target was not met there was still however an increase from 17% in 2021 to 28% in 2022, an increase of 11%. • The aim to increase the percentage of Maori 2021 Year 7 males achieving At level four from 19% to >25%. This target although not met once again showed an increase from 2021. The number of the Maori 2021 Year 7 cohort (Year 8 2022) increased from 19% to 23%, an increase of 4%. • To aim to shift the achievement of 7% of Year 8 clean cohort Pasifika students who Need Support and are Working Towards from 52% to 45%. The number of all Pasifika students who Need Support and are Working Towards is 78%, an	It is important to note that a lot of the 'Where to next?' 2023 objectives are similar if not the same as they were in 2022. This is due to us needing to ensure there is continuity, and the ability to develop momentum with students now being back in school for a whole year without interruptions. We also need to ensure we are providing stability for the teachers, many of whom are inexperienced, to continue to refine their teacher practice in order to support the students with their learning. • Continue to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning. • Ensure there is the use of real-life contexts while learning through concrete materials to develop new concepts and student agency. • Improve differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs. • Create meaningful links within and between strands in mathematics so subjects do not become siloed. • Sustain the problem solving approach and the use of rich tasks to embed mathematical concepts.

Curriculum through innovative means. • Used the PaCT as a tracking tool throughout the year to ensure the LPFs are a main focus for our teaching practice. • Used the LPFs as a curriculum knowledge building tool which will then be used to inform our PaCT judgements. • Mathematics teachers showed evidence of new learning, creativity and innovation when using digital technologies. This was carried out with an emphasis on the SAMR Model. • Continued the use of the revised IKAN tool to ensure effective basic fact assessment, tracking and teaching is occurring. • Implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021 and 2022. • Implement a thorough look into the current Math programme based on recent data on students performance and teacher practice. • Implement changes in how we 'do' Math ie. Stuff our kids need to know, upskill teacher practice etc.	moved from 19% At and Above in 2021 to 34% for 2022, a 15% increase. A breakdown of some of those who Need Support and are Working Towards in Year 7 is: • 27% of Year 7 students Need Support to be working within curriculum level four, compared with 23% in 2021. • 47% of Year 7 students are Working Towards curriculum level four, compared with 55% in 2021. • 43% of Year 7 Males are Working Towards curriculum level four, compared with 57% in 2021. • 51% of all Year 7 girls are Working Towards curriculum level four, compared with 57% in 2021. • Clean Year 8 2022 cohort students who Need Support to be working within curriculum level 4 is 68% compared to the clean Year 8 2021 cohort which was 59%.	increase of 19% from 2021 which is concerning. • Although the targets set for 2022 were not met to the degree they were set, there was still some progress in Math. We saw movement of the clean cohort Year 8 students in 2022 into At compared to where they were as Year 7's in 2021. • We are aware that there needs to be more work done with the upskilling of teacher practice with a reasonably inexperienced group of Math teachers.	• Ensure there are a high number of opportunities for observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. • Increase student agency through the use of devices by teachers using knowledge gained through professional development. • Develop a set of indicators that help identify effective teaching practice in our context in mathematics. • Continue to use PaCT as a tracking tool throughout the year to ensure the LPFs are a main focus for our teaching practice. • Use the LPFs as a curriculum knowledge building tool which will then be used to inform our PaCT judgements. • Mathematics teachers need to show evidence of new learning, creativity and innovation when using digital technologies. • All Math teachers will use Spring Into Math as an in class intervention. • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021 and 2022.

			• Implement changes in how we 'do' Math ie. Stuff our kids need to know, upskill teacher practice etc • Create 2023 Math Achievement Targets that will be aspirational and ensure these are monitored rigorously during the year.

Planning for next year:

- To decrease the percentage of the 2022 Year 7 cohort who Need Support from 27% to <18%.
- To increase the percentage of male 2022 Year 7 cohort achieving At level four from 28% to >35%.
- To increase the percentage of Maori 2022 Year 7 males achieving At level four from 23% to >28%.
- Decrease the percentage of clean cohort 2022 Year 8 Pasifika achieving at Needs Support and Working towards curriculum level four from 78% to <65% of the clean cohort 2023 Year 8 Pasifika.
- To decrease the percentage of all Year 7 2022 cohort who Needs Support from 74% to <60%, a decrease of 14%.

KIWISPORT REPORTING

MANUREWA INTERMEDIATE SCHOOL

Kiwisport Reporting 2022

Manurewa Intermediate has received $12,834.00 in the Kiwisport funding initiative within our operational funding for 2022.

As per previous years, this funding has gone towards the employment of additional staffing in the form of Learning Assistants for sports coaching and mentoring; and for sports coaching assistance from Counties Manukau Sport. This decision was made once again as we believed this would continue to have an immediate and direct impact on increasing student participation in organised sport. This proved to be accurate again as we won numerous interschool local and national sporting events.

The value of continued Kiwisport funding for the project is that the programme becomes entrenched in the school and the community, which in turn allows for more opportunities for students to participate in sport. This student-centered delivery allows children to develop fundamental movement skills and basic sport skills across a range of sports. The increase in physical activity through sport has also highlighted a decrease in behaviour management issues.

Whilst we only received $12,834.00, we spent a lot more on this for these roles.

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