



Annual Report 2024

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GLENFIELD INTERMEDIATE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1295

Principal: Mark Whitford

School Address: 138 Chivalry Road, Glenfield

School Postal Address: 138 Chivalry Road, Glenfield, Auckland, 0629

School Phone: 09 444 6582

School Email: office@glenfieldint.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

GLENFIELD INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2024

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Glenfield Intermediate

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Bridgette Ferguson

Full Name of Presiding Member



Signature of Presiding Member

4th June 2025

Date:

Mark Whitford

Full Name of Principal



Signature of Principal

4th June 2025

Date:

Glenfield Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,395,761	3,696,737	4,026,751
Locally Raised Funds	3	292,923	118,000	217,649
Interest		47,331	22,000	26,874
Gain on Sale of Property, Plant and Equipment		-	-	70
Other Revenue		1,299	-	663
Total Revenue		4,737,314	3,836,737	4,272,007
Expense				
Locally Raised Funds	3	100,662	9,000	80,957
Learning Resources	4	2,707,726	2,460,640	2,554,369
Administration	5	237,585	221,900	228,950
Interest		6,398	3,400	5,499
Property	6	1,500,248	1,141,169	1,231,474
Loss on Disposal of Property, Plant and Equipment		-	-	132
Total Expense		4,552,619	3,836,109	4,101,381
Net Surplus / (Deficit) for the year		184,695	628	170,626
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		184,695	628	170,626

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

Glenfield Intermediate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		1,094,342	840,955	866,537
Total comprehensive revenue and expense for the year		184,695	628	170,626
Contributions from the Ministry of Education - Te Mana Tuhono		-	-	57,179
Contributions from the Ministry of Education - Furniture and Equipment Grant		46,142	-	-
Equity at 31 December		1,325,179	841,583	1,094,342
Accumulated comprehensive revenue and expense		1,325,179	841,583	1,094,342
Equity at 31 December		1,325,179	841,583	1,094,342

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.

Glenfield Intermediate Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	631,695	122,867	274,884
Accounts Receivable	8	246,932	256,898	233,270
GST Receivable		-	18,829	23,319
Prepayments		41,330	19,461	37,165
Inventories	9	-	2,548	-
Investments	10	685,697	407,483	423,135
Funds Receivable for Capital Works Projects	16	-	-	1,477
		1,605,654	828,086	993,250
Current Liabilities				
GST Payable		35,803	-	-
Accounts Payable	12	269,991	271,312	235,625
Revenue Received in Advance	13	44,482	-	54,769
Provision for Cyclical Maintenance	14	80,143	19,367	12,470
Finance Lease Liability	15	41,920	33,186	30,149
Funds held for Capital Works Projects	16	365,603	-	1,042
Funds held on behalf of Kahui Ako Cluster	17	12,865	19,359	13,244
		850,807	343,224	347,299
Working Capital Surplus/(Deficit)		754,847	484,862	645,951
Non-current Assets				
Property, Plant and Equipment	11	750,019	536,839	592,446
		750,019	536,839	592,446
Non-current Liabilities				
Provision for Cyclical Maintenance	14	121,495	141,615	121,471
Finance Lease Liability	15	58,192	38,503	22,584
		179,687	180,118	144,055
Net Assets		1,325,179	841,583	1,094,342
Equity		1,325,179	841,583	1,094,342

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

Glenfield Intermediate

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,010,164	939,930	959,259
Locally Raised Funds		177,245	68,000	185,906
International Students		107,616	50,000	83,680
Goods and Services Tax (net)		59,122	-	(4,490)
Payments to Employees		(359,646)	(373,000)	(321,216)
Payments to Suppliers		(594,909)	(540,024)	(593,252)
Interest Paid		(6,398)	(3,400)	(5,499)
Interest Received		44,902	22,000	25,249
Net cash from/(to) Operating Activities		438,096	163,506	329,637
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(192,839)	(186,000)	(179,387)
Purchase of Investments		(262,562)	-	(15,652)
Net cash from/(to) Investing Activities		(455,401)	(186,000)	(195,039)
Cash flows from Financing Activities				
Furniture and Equipment Grant		46,142	-	-
Finance Lease Payments		(37,685)	(35,136)	(32,956)
Funds Administered on Behalf of Other Parties		365,659	-	(7,255)
Net cash from/(to) Financing Activities		374,116	(35,136)	(40,211)
Net increase/(decrease) in cash and cash equivalents		356,811	(57,630)	94,387
Cash and cash equivalents at the beginning of the year	7	274,884	180,497	180,497
Cash and cash equivalents at the end of the year	7	631,695	122,867	274,884

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

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

Glenfield Intermediate

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	10-20 years
Building Improvements	10 years
Furniture and Equipment	5-20 years
Information and Communication Technology	5-10 years
Motor Vehicles	33.3% Diminishing value
Library Resources	10 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee 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 and annual leave earned, by non teaching staff, 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.

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) 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.

t) 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.

u) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) 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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,015,215	946,393	943,644
Teachers' Salaries Grants	2,212,039	1,898,667	2,096,905
Use of Land and Buildings Grants	1,168,507	851,677	972,740
Other Government Grants	-	-	13,462
	<u>4,395,761</u>	<u>3,696,737</u>	<u>4,026,751</u>

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	19,454	17,000	20,873
Fees for Extra Curricular Activities	81,888	2,000	76,308
Fundraising and Community Grants	7,313	2,000	29,864
Other Revenue	57,279	47,000	56,582
International Student Fees	126,989	50,000	34,022
	<u>292,923</u>	<u>118,000</u>	<u>217,649</u>
Expense			
Extra Curricular Activities Costs	86,637	4,000	71,846
Trading	-	-	2,548
Fundraising and Community Grant Costs	2,210	1,000	3,030
International Student - Other Expenses	11,815	4,000	3,533
	<u>100,662</u>	<u>9,000</u>	<u>80,957</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>192,261</u>	<u>109,000</u>	<u>136,692</u>

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	107,978	117,296	79,004
Information and Communication Technology	34,067	29,000	26,971
Employee Benefits - Salaries	2,406,385	2,166,667	2,310,506
Staff Development	21,369	33,000	11,102
Depreciation	136,064	111,677	125,057
Other Learning Resources	1,863	3,000	1,729
	<u>2,707,726</u>	<u>2,460,640</u>	<u>2,554,369</u>

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	10,120	10,500	9,638
Board Fees and Expenses	4,526	6,000	3,454
Operating Leases	168	-	466
Other Administration Expenses	81,346	82,400	77,398
Employee Benefits - Salaries	119,300	105,000	116,315
Insurance	10,185	5,000	9,360
Service Providers, Contractors and Consultancy	11,940	13,000	12,319
	<u>237,585</u>	<u>221,900</u>	<u>228,950</u>

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	69,189	119,500	113,721
Cyclical Maintenance	71,789	39,192	27,741
Heat, Light and Water	38,395	32,000	37,053
Rates	-	300	-
Repairs and Maintenance	74,275	68,000	54,226
Use of Land and Buildings	1,168,507	851,677	972,740
Employee Benefits - Salaries	47,894	-	-
Other Property Expenses	30,199	30,500	25,993
	<u>1,500,248</u>	<u>1,141,169</u>	<u>1,231,474</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	281,695	122,867	274,884
Short-term Bank Deposits	350,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>631,695</u>	<u>122,867</u>	<u>274,884</u>

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

Of the \$631,695 Cash and Cash Equivalents, \$365,603 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$631,695 Cash and Cash Equivalents, \$44,482 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	38,344	60,361	48,506
Receivables from the Ministry of Education	1,497	-	1,705
Interest Receivable	6,151	2,097	3,722
Teacher Salaries Grant Receivable	200,940	194,440	179,337
	<u>246,932</u>	<u>256,898</u>	<u>233,270</u>
Receivables from Exchange Transactions	44,495	62,458	52,228
Receivables from Non-Exchange Transactions	202,437	194,440	181,042
	<u>246,932</u>	<u>256,898</u>	<u>233,270</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Uniforms	-	2,548	-
	<u>-</u>	<u>2,548</u>	<u>-</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	685,697	407,483	423,135
Total Investments	<u>685,697</u>	<u>407,483</u>	<u>423,135</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	45,165	-	-	-	(8,443)	36,722
Building Improvements	48,322	-	-	-	(5,592)	42,730
Furniture and Equipment	326,557	194,683	-	-	(51,040)	470,200
Information and Communication Technology	105,120	7,291	-	-	(25,987)	86,424
Motor Vehicles	8,606	-	-	-	(2,866)	5,740
Leased Assets	51,972	90,382	-	-	(40,626)	101,728
Library Resources	6,704	1,281	-	-	(1,510)	6,475
	592,446	293,637	-	-	(136,064)	750,019

The net carrying value of equipment held under a finance lease is \$101,728 (2023: \$51,972)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	472,972	(436,250)	36,722	472,972	(427,807)	45,165
Building Improvements	55,919	(13,189)	42,730	55,919	(7,597)	48,322
Furniture and Equipment	769,449	(299,249)	470,200	600,080	(273,523)	326,557
Information and Communication Technology	222,854	(136,430)	86,424	225,865	(120,745)	105,120
Motor Vehicles	43,478	(37,738)	5,740	43,478	(34,872)	8,606
Leased Assets	155,036	(53,308)	101,728	124,819	(72,847)	51,972
Library Resources	15,720	(9,245)	6,475	14,437	(7,733)	6,704
	1,735,428	(985,409)	750,019	1,537,570	(945,124)	592,446

12. Accounts Payable

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Creditors	55,563	65,172	46,268
Accruals	10,120	9,179	7,710
Employee Entitlements - Salaries	200,940	194,440	179,337
Employee Entitlements - Leave Accrual	3,368	2,521	2,310
	269,991	271,312	235,625
Payables for Exchange Transactions	269,991	271,312	235,625
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	269,991	271,312	235,625

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	30,285	-	49,658
Grants in Advance - Ministry of Education	14,197	-	5,111
	<u>44,482</u>	<u>-</u>	<u>54,769</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	133,941	121,790	115,630
Increase to the Provision During the Year	33,304	39,192	32,649
Use of the Provision During the Year	(4,092)	-	(9,430)
Other Adjustments	38,485	-	(4,908)
Provision at the End of the Year	<u>201,638</u>	<u>160,982</u>	<u>133,941</u>
Cyclical Maintenance - Current	80,143	19,367	12,470
Cyclical Maintenance - Non current	121,495	141,615	121,471
	<u>201,638</u>	<u>160,982</u>	<u>133,941</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	48,708	33,186	33,085
Later than One Year and no Later than Five Years	63,488	38,503	23,964
Future Finance Charges	(12,084)	-	(4,316)
	<u>100,112</u>	<u>71,689</u>	<u>52,733</u>
Represented by			
Finance lease liability - Current	41,920	33,186	30,149
Finance lease liability - Non current	58,192	38,503	22,584
	<u>100,112</u>	<u>71,689</u>	<u>52,733</u>

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block 17 Rooms 32&33 Interior Refurbishment	237200	1,042	-	(1,042)	-	-
Part Roof Replacement & Walkway	242848	(1,477)	4,477	(3,000)	-	-
Lighting Replacement	251112	-	44,237	-	-	44,237
Roof, Clearlite & PVC Gutter Replacement	251113	-	400,000	(116,173)	-	283,827
Door Replacement	251114	-	30,894	-	-	30,894
DQLS Refurbishment	251117	-	75,592	(68,947)	-	6,645
Totals		(435)	555,200	(189,162)	-	365,603

Represented by:

Funds Held on Behalf of the Ministry of Education	365,603
Funds Receivable from the Ministry of Education	-

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block 17 Rooms 32&33 Interior Refurbishment	237200	705	8,004	(7,667)	-	1,042
Part Roof Replacement & Walkway	242848	-	40,292	(41,769)	-	(1,477)
Reinstate Damaged Basketball Court		-	81,520	(81,520)	-	-
Totals		705	129,816	(130,956)	-	(435)

Represented by:

Funds Held on Behalf of the Ministry of Education	1,042
Funds Receivable from the Ministry of Education	(1,477)

17. Funds held on behalf of Kahui Ako Cluster

Glenfield Intermediate is the lead school funded by the Ministry of Education to provide Kahui Ako services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	13,244	19,359	19,359
Funds Received from MOE	-	-	-
Funds Received from Cluster Members	20,459	-	19,587
Total funds received	33,703	19,359	38,946
Funds Spent on Behalf of the Cluster	20,838	-	25,702
Funds Held at Year End	12,865	19,359	13,244

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,540	2,965
<i>Leadership Team</i>		
Remuneration	422,754	410,178
Full-time equivalent members	2.80	3.00
Total key management personnel remuneration	425,294	413,143

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	0.00	1.00
110 - 120	5.00	4.00
	5.00	5.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$764,994 (2023: \$4,042) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
Lighting Replacement	51,843
Roof, Clearlite & PVC Gutter Replacement	663,780
Door Replacement	34,327
DQLS Refurbishment	15,044
Total	764,994

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	631,695	122,867	274,884
Receivables	246,932	256,898	233,270
Investments - Term Deposits	685,697	407,483	423,135
Total financial assets measured at amortised cost	<u>1,564,324</u>	<u>787,248</u>	<u>931,289</u>

Financial liabilities measured at amortised cost

Payables	269,991	271,312	235,625
Finance Leases	100,112	71,689	52,733
Total financial liabilities measured at amortised cost	<u>370,103</u>	<u>343,001</u>	<u>288,358</u>

24. Events After Balance Date

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

25. Comparatives

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

Glenfield Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Bridgette Ferguson	Presiding Member	Elected	Sep 2025
Mark Whitford	Principal	ex Officio	
Kavita Budhia	Parent Representative	Elected	Aug 2024
Marie Cheeseman	Parent Representative	Elected	Sep 2025
Leah Davis	Parent Representative	Elected	Sep 2025
Yoyo Fu	Parent Representative	Elected	Sep 2025
Sarah Stevenson	Staff Representative	Elected	Sep 2025

Glenfield Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,992 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Glenfield Intermediate Board:

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

Contents

- 2024 Learner Progress
- 2024 Raw Data Summary

Strategic Goal Updates

- Curriculum
- Culture
- Community

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- Updates

Giving effect to Te Tiriti
o Waitangi



GLENFIELD

I N T E R M E D I A T E

EST. 1972

Learner Progress and Statement of Variance 2024





TERM 1

February

2024



TERM 1 2024 - Baseline Data and Target Explanation:

- The following Baseline data table includes all students within the specified cohort. It is the Raw dataset.
- The percentages are those of the learners that are at the expected curriculum sub level at the start of 2024.
- This data is based on a summative assessment for Reading, Writing and Mathematics - Number. An asTTle test was used for this baseline data.
- All classroom teachers have identified target learners in their classes for reading, writing and mathematics. These learners are the focus for targeted programmes and interventions within the classroom.
- 2024 School wide Target Groups are in the table below:

Reading - asTTle	Writing - asTTle	Mathematics - asTTle Number
<ul style="list-style-type: none"> • Y7 Māori learners - learners that are 2A/3B are a focus • Y7 Filipino learners - learners that are 2A/3B are a focus • Y8 Pasifika learners - learners that are 3B/3P are a focus • Y8 Chinese learners - learners that are 3B/3P are a focus 	<ul style="list-style-type: none"> • Y7 Male learners - learners that are 2A/3B are a focus • Y7 Māori learners - learners that are 2A/3B are a focus • Y7 Filipino learners - learners that are 2A/3B are a focus • Y8 Chinese learners - learners that are 3B/3P are a focus 	<ul style="list-style-type: none"> • Y7 Māori students - learners that are 2A/3B are a focus • Y7 Pasifika students - learners that are 2A/3B are a focus • Y7 Filipino females - learners that are 2A/3B are a focus • Y8 Pasifika students - learners that are 3B/3P are a focus

% is the number of students at or above the expected level

	Reading - asTTle				Writing - asTTle				Mathematics - asTTle Number			
	Year 7	Target	Year 8	Target	Year 7	Target	Year 8	Target	Year 7	Target	Year 8	Target
ALL	53%	80%	56%	80%	35%	80%	52%	80%	49%	80%	57%	80%
Male	54%	80%	56%	80%	28%	80%	50%	80%	55%	80%	61%	80%
Female	53%	80%	57%	80%	42%	80%	53%	80%	41%	80%	51%	80%
Māori	48%	80%	56%	80%	20%	80%	50%	80%	36%	80%	47%	80%
Pasifika	46%	80%	38%	80%	32%	80%	57%	80%	32%	80%	43%	80%
Filipino	37%	80%	51%	80%	18%	80%	52%	80%	33%	80%	44%	80%
Indian	40%	80%	60%	80%	25%	80%	57%	80%	80%	80%	53%	80%
Chinese	50%	80%	39%	80%	44%	80%	40%	80%	79%	80%	47%	80%
NZE	61%	80%	79%	80%	39%	80%	60%	80%	47%	80%	67%	80%



TERM 4

December

2024



Learner Progress Analysis - Filtered Dataset (334 learners)

Summary Term 4 - 2024

It is important to note that the data table below does not include all students (411) in the cohort, as we have a number of students identified (77) as requiring special intervention. Here is a breakdown of the students that have been identified and not included in the summary table. They are included in the Raw Data tables. Some learners have multiple needs and are included in more than one group.

	Year 7 students not included summary data	Year 8 students not included summary data
ORS	1 x ORS students	1 x ORS students
In Class Support	3 x ICS students are identified as Level 1 learners	1 x ICS students are identified as Level 1 learners
ELL (Foundation - Stage 3)	37 x learners	32 x learners
Attendance Patterns	2 x Y7 learners have < 80% attendance	3 x Y8 learners have < 80% attendance
Learning Needs (APD, Global delays)	9 x learners have significant learning needs	2 x learners have significant learning needs
Total	52	39

END OF YEAR - % is the number of students at or above the expected level

	Number of students			Reading		Writing		Mathematics	
	Year 7	Year 8	Not included	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
ALL Students	334 / 411		77	85%		75%		81%	
ALL Year level	169/210	165/201	77	78%	91%	67%	84%	71%	91%
Male	86/108	89/111	44	78%	91%	67%	77%	76%	89%
Female	83/102	76/90	33	78%	91%	67%	92%	66%	93%
Māori	26/29	18/20	5	81%	83%	61%	83%	58%	83%
Pasifika	20/22	14/16	4	70%	100%	60%	86%	65%	93%
Filipino	24/43	39/45	25	71%	87%	59%	85%	67%	82%
Indian	6/9	15/16	4	100%	93%	100%	80%	100%	87%
Chinese	18/25	8/19	18	72%	87%	71%	75%	88%	100%
NZE	45/53	50/54	12	87%	96%	71%	88%	71%	98%

LEARNER PROGRESS DATA 2024

% is the number of students at or above the expected level



Reading

Overall Progress	<ul style="list-style-type: none"> All Year 8 cohorts reached the target of 80% at or above the expected level. Year 7 students improved to 78% at or above the expected level (just below our target of 80%). Some cohorts achieved this target. Year 8 students showed stronger progress, reaching 91% at or above the expected level. The removal of certain students has slightly increased the percentage of students at the expected level compared to the raw data.
Gender Analysis	<ul style="list-style-type: none"> Males: Year 7 boys reached 78%, and Year 8 boys improved to 91%. Females: Year 7 girls also achieved 78%, while Year 8 girls reached 91%. Trend: Unlike the raw data, where females had a slight edge, male and female students now show equal progress in both year levels.
Ethnicity Analysis	<ul style="list-style-type: none"> Māori: Year 7 increased to 81%, and Year 8 reached 83%. Pasifika: Significant improvement, with Year 7 reaching 70%, and Year 8 achieving 100%. Filipino: Progressed to 71% (Y7) and 87% (Y8). Chinese: Year 7 reached 72%, while Year 8 improved to 87%. NZE (New Zealand European): Strong results with Year 7 at 87% and Year 8 at 96%. TREND: The removal of students has resulted in higher percentages across all ethnic groups, with Pasifika Year 8 students showing the most dramatic improvement.

Writing

Overall Progress	<ul style="list-style-type: none"> A large number of the Year 8 cohorts reached the target of 80% at or above the expected level. Year 7 students improved to 67% at or above the expected level (below our 80% target). However, on average 80% of all Year 7 students progressed by 2 sub-levels which is pleasing. Year 8 students reached 84%. The removal of students has led to a higher percentage of students meeting expectations, particularly in Year 8.
Gender Analysis	<ul style="list-style-type: none"> Males: Year 7 boys reached 67%, while Year 8 boys were at 77%. Females: Year 7 girls reached 67%, and Year 8 girls showed strong progress at 92%. Trend: Female students in Year 8 outperformed males significantly, showing a 15 percentage point gap.
Ethnicity Analysis	<ul style="list-style-type: none"> Māori: Progressed to 61% (Y7) and 83% (Y8). Pasifika: Year 7 improved to 60%, and Year 8 made a strong jump to 86%. Filipino: Year 7 reached 59%, while Year 8 achieved 85%. Chinese: Year 7 progressed to 71%, and Year 8 reached 75%. NZE: Year 7 improved to 71%, while Year 8 reached 88%. Trend: The removal of students has resulted in improved percentages across all ethnic groups, with Pasifika and Māori students making notable gains in Year 8.



Mathematics

Overall Progress	<ul style="list-style-type: none"> All Year 8 cohorts reached the target of 80% at or above the expected level. Year 7 students improved to 71% at or above the expected level (below our 80% target). However, on average 80% of all Year 7 students progressed by 2 sub-levels which is pleasing. Year 8 students showed significant progress, reaching 91%. The removal of students has raised achievement levels, particularly for Year 8.
Gender Analysis	<ul style="list-style-type: none"> Males: Year 7 boys reached 76%, while Year 8 boys improved to 89%. Females: Year 7 girls achieved 66%, while Year 8 girls reached 93%. Trend: Female students in Year 8 outperformed males, with a 4 percentage point gap.
Ethnicity Analysis	<ul style="list-style-type: none"> Māori: Year 7 progressed to 58%, and Year 8 reached 83%. Pasifika: Year 7 showed strong growth at 65%, and Year 8 made a major leap to 93%. Filipino: Year 7 improved to 67%, while Year 8 reached 82%. Chinese: Year 7 achieved 88%, and Year 8 reached 100%. NZE: Year 7 progressed to 71%, and Year 8 saw a strong increase to 98%. Trend: Year 8 - Chinese, Pasifika, and NZE students demonstrated the highest progress rates.

Key Takeaways

- The removal of certain students has **increased the percentage of students meeting expectations** across all learning areas.
- Year 8 students continue to outperform Year 7** in all subjects, with the most significant improvements in mathematics.
- Female students in Year 8 have outperformed males**, particularly in writing and mathematics.
- Pasifika and Māori students have made significant gains**, especially in Year 8 mathematics and writing.
- Chinese and NZE students have the highest overall performance**, particularly in mathematics.
- A large number of our Year 7 learners start at GIS below expectation and make significant gains during their first year. Our Year 8 achievement and progress levels show significant growth and development over the two years at our kura.



Learner Progress Analysis - RAW Dataset (411 learners)

Data Explanation:

- The following data tables include all students within the specified cohort. It is RAW dataset.
- The columns headed Y7 Progress and Y8 Progress refer to the percentage of learners that have made at least one sub-level progress since the beginning of 2024. This is the minimum expected progress over this time period.

Key Takeaways

- **Reading:** Year 8 made stronger gains than Year 7, and female students outperformed male students.
- **Writing:** The most significant improvement area, particularly for Year 7 students.
- **Mathematics:** The strongest subject for Year 8, with female students making the highest gains.
- **Ethnicity:** Pasifika and Māori students made significant gains, particularly in writing and mathematics.



Reading

• Overall Progress

- Year 7 students improved from **53%** at or above the expected level in Term 1 to **67%** in Term 4.
- Year 8 students progressed from **56%** in Term 1 to **78%** in Term 4.
- The largest gains were made in Year 8, where **94%** of students showed at least one sub-level of progress.

• Gender Analysis

- **Males:** Year 7 boys improved from **54%** in Term 1 to **64%** in Term 4, while Year 8 boys increased from **56%** to **77%**.
- **Females:** Year 7 girls moved from **53%** to **70%**, and Year 8 girls from **57%** to **79%**.
- **Trend:** Female students outperformed males in both year levels, with a larger gap in Year 7.

• Ethnicity Analysis

- **Māori:** Increased from **48%** (Y7) and **56%** (Y8) to **72%** (Y7) and **75%** (Y8).
- **Pasifika:** Strong gains from **46%** (Y7) and **38%** (Y8) to **68%** (Y7) and **87%** (Y8).
- **Filipino:** Improved from **37%** (Y7) and **51%** (Y8) to **56%** (Y7) and **80%** (Y8).
- **Chinese:** Year 7 had slower growth (**50%** to **52%**), but Year 8 made a strong jump from **39%** to **74%**.
- **NZE (New Zealand European):** Strong improvement from 61% (Y7) and 79% (Y8) to 74% (Y7) and 93% (Y8).

Raw Data - Reading Progress Statements for 2024 Cohort											
Learners:	Baseline - Y7 ≥ L3P	Term 2 ≥ L3P Update - OTJ	Term 4 ≥ L3A Update - OTJ	Y7 Progress ≥ 1 sub level	Y7 Progress ≥ 2 sub level	EOY 2023 Y7 ≥ L3A	Baseline Y8 ≥ L3A	Term 2 ≥ L4B Update - OTJ	Term 4 ≥ Level 4B Update - OTJ	Y8 Progress ≥ 1 sub level	Y8 Progress ≥ 2 sub level
ALL students	53%	62%	67%	89%	69%	68%	56%	61%	78%	94%	75%
Male	54%	60%	64%	87%	66%	65%	56%	60%	77%	93%	75%
Female	53%	63%	70%	91%	71%	70%	57%	63%	79%	96%	75%
Māori	48%	65%	72%	89%	61%	71%	56%	70%	75%	96%	76%
Pasifika	46%	55%	68%	95%	86%	85%	38%	57%	94%	100%	87%
Filipino	37%	42%	56%	89%	68%	67%	51%	61%	80%	96%	76%
Indian	40%	85%	67%	100%	86%	64%	60%	65%	87%	93%	73%
Chinese	50%	64%	52%	78%	70%	15%	39%	30%	43%	89%	74%
NZE	61%	69%	74%	88%	65%	93%	79%	80%	91%	93%	70%



Writing

● Overall Progress

- Year 7 students improved from **35%** in Term 1 to **58%** in Term 4, a **23 percentage point increase**.
- Year 8 students increased from **52%** in Term 1 to **72%** in Term 4.
- The largest progress was seen in Year 7, with **94%** making at least one sub-level of progress.

● Gender Analysis

- **Males:** Year 7 boys improved from **28%** in Term 1 to **56%** in Term 4, and Year 8 boys progressed from **50%** to **65%**.
- **Females:** Year 7 girls increased from **42%** to **60%**, and Year 8 girls from **53%** to **80%**.
- **Trend:** Girls made significantly stronger progress than boys in both year levels, particularly in Year 8.

● Ethnicity Analysis

- **Māori:** Year 7 improved from **20%** to **55%**, and Year 8 from **50%** to **75%**.
- **Pasifika:** Progressed from **32%** (Y7) and **57%** (Y8) to **55%** (Y7) and **75%** (Y8).
- **Filipino:** Year 7 improved from **18%** to **67%**, and Year 8 from **52%** to **75%**.
- **Chinese:** Slower growth in Year 7 (**44%** to **59%**), and Year 8 increased from **40%** to **42%** (ESOL).
- **NZE:** Improved from **39%** (Y7) and **60%** (Y8) to **60%** (Y7) and **85%** (Y8)

Raw Data - Writing Progress Statements for 2024 Cohort											
Learners:	Baseline - Y7 ≥ L3P	Term 2 ≥ L3P Update - OTJ	Term 4 ≥ L3A Update - OTJ	Y7 Progress ≥ 1 sub level	Y7 Progress ≥ 2 sub level	EOY 2023 Y7 ≥ L3A	Baseline Y8 ≥ L3A	Term 2 ≥ L4B Update - OTJ	Term 4 ≥ Level 4B Update - OTJ	Y8 Progress ≥ 1 sub level	Y8 Progress ≥ 2 sub level
ALL students	35%	55%	58%	94%	82%	63%	52%	61%	72%	93%	75%
Male	28%	53%	56%	93%	83%	60%	50%	55%	65%	91%	72%
Female	42%	57%	60%	96%	81%	66%	53%	67%	80%	95%	78%
Māori	20%	41%	55%	100%	86%	64%	50%	65%	75%	90%	71%
Pasifika	32%	36%	55%	95%	81%	62%	57%	60%	75%	94%	69%
Filipino	18%	44%	67%	92%	84%	70%	52%	61%	75%	96%	78%
Indian	25%	71%	67%	100%	100%	64%	57%	64%	75%	100%	80%
Chinese	44%	59%	59%	87%	70%	25%	40%	30%	42%	80%	75%
NZE	39%	63%	60%	96%	86%	80%	60%	78%	85%	91%	72%



Mathematics

Overall Progress

- Year 7 students improved from **49%** in Term 1 to **66%** in Term 4.
- Year 8 students progressed from **57%** to **83%**, showing the strongest improvement across all learning areas.
- The highest increase was in Year 8, where **93%** made at least one sub-level of progress.

Gender Analysis

- Males:** Improved from **55%** (Y7) and **61%** (Y8) to **65%** (Y7) and **80%** (Y8).
- Females:** Progressed from **41%** (Y7) and **51%** (Y8) to **67%** (Y7) and **87%** (Y8).
- Trend:** Female students showed stronger progress, particularly in Year 8, surpassing male students.

Ethnicity Analysis

- Māori:** Grew from **36%** (Y7) and **47%** (Y8) to **52%** (Y7) and **75%** (Y8).
- Pasifika:** Year 7 rose from **32%** to **64%**, and Year 8 from **43%** to **81%**.
- Filipino:** Improved from **33%** (Y7) and **44%** (Y8) to **56%** (Y7) and **78%** (Y8).
- Chinese:** Strong Year 8 progress (**47%** to **90%**) compared to Year 7 (**79%** to **83%**).
- NZE:** Increased from **47%** (Y7) and **67%** (Y8) to **65%** (Y7) and **93%** (Y8).

Raw Data - Mathematics Progress Statements for 2024 Cohort											
Learners:	Baseline - Y7 ≥ L3P	Term 2 ≥ L3P Update - OTJ	Term 4 ≥ L3A Update - OTJ	Y7 Progress ≥ 1 sub level	Y7 Progress ≥ 2 sub level	EOY 2023 Y7 ≥ L3A	Baseline Y8 ≥ L3A	Term 2 ≥ L4B Update - OTJ	Term 4 ≥ Level 4B Update - OTJ	Y8 Progress ≥ 1 sub level	Y8 Progress ≥ 2 sub level
ALL students	49%	67%	66%	93%	76%	78%	57%	72%	83%	93%	67%
Male	55%	67%	65%	81%	77%	83%	61%	73%	80%	92%	65%
Female	41%	67%	67%	96%	74%	70%	51%	72%	87%	95%	68%
Māori	36%	65%	52%	93%	75%	57%	47%	60%	75%	86%	52%
Pasifika	32%	55%	64%	95%	86%	70%	43%	53%	81%	100%	69%
Filipino	33%	53%	56%	92%	76%	77%	44%	65%	78%	91%	70%
Indian	80%	85%	89%	100%	86%	71%	53%	71%	81%	100%	60%
Chinese	79%	86%	83%	96%	70%	64%	47%	90%	90%	95%	65%
NZE	47%	65%	65%	94%	76%	91%	67%	81%	93%	93%	70%



TERM 2

July

2024



Learner Progress Analysis - Filtered Dataset (326 learners)

Data Analysis Summary Term 2 - 2024

It is important to note that the data table below does not include all students (398) in the cohort, as we have a number of students identified (72) as requiring special intervention. Here is a breakdown of the students that have been identified and not included in the summary table. They are included in the Raw Data tables. Some learners have multiple needs and are included in more than one group.

	Year 7 students not included summary data	Year 8 students not included summary data
ORS	1 x ORS students	1 x ORS students
In Class Support (Funded)	3 x ICS students are identified as Level 1 learners	1 x ICS students are identified as Level 1 learners
ELL (Foundation - Stage 3)	22 x learners	28 x learners
Attendance Patterns	2 x Y7 learners have < 70% attendance	3 x Y8 learners have < 70% attendance
Learning Needs (APD, Global delays)	9 x learners have significant learning needs	2 x learners have significant learning needs
Total	37	35

MID YEAR - % is the number of students at or above the expected level

	Number of students			Reading		Writing		Mathematics	
	Year 7	Year 8	Not included	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
ALL Students	326/398		72	73%		68%		77%	
ALL Year level	163/200	162/198	72	73%	73%	64%	72%	75%	79%
Male	82/101	87/108	40	73%	73%	62%	67%	79%	81%
Female	81/99	75/90	32	73%	73%	66%	79%	71%	77%
Māori	25/29	19/20	5	76%	77%	48%	72%	71%	67%
Pasifika	20/22	13/14	3	60%	57%	40%	64%	60%	57%
Filipino	23/38	38/46	23	70%	74%	70%	74%	86%	78%
Indian	6/7	13/14	2	100%	69%	83%	69%	100%	77%
Chinese	16/22	9/20	17	87%	67%	81%	67%	100%	100%
NZE	47/52	51/55	9	78%	86%	72%	82%	74%	86%



Learner Progress Analysis - RAW Dataset - TERM 2 2024

Data Explanation:

- The following data tables include all students within the specified cohort. It is raw data.
- The columns headed Y7 Progress and Y8 Progress refer to the percentage of learners that have made at least one sub-level progress since the beginning of 2024. This is the minimum expected progress over this time period.

Reading

- Overall Progress: The percentage of students at or above the expected level increased from 53% to 62% for Year 7 and from 56% to 61% for Year 8.
 - Gender:
 - Year 7 males showed an increase from 54% to 60%, while females increased from 53% to 63%.
 - Year 8 males increased from 56% to 60%, and females from 57% to 63%.
 - Ethnic Groups:
 - Māori students in Year 7 improved significantly from 48% to 65%, and in Year 8 from 56% to 70%.
 - Pasifika students in Year 7 increased from 46% to 55%, and in Year 8 from 38% to 57%.
 - Filipino students in Year 7 showed a slight increase from 37% to 42%, and in Year 8 from 51% to 61%.
 - Indian students in Year 7 made notable progress from 40% to 85%, and in Year 8 from 60% to 65%.
 - NZE students showed significant improvement, with Year 7 increasing from 61% to 69%

Raw Data - Reading Progress Statements for 2024 Cohort									
Learners:	Baseline - Y7 L3P and up	Term 2 L3P and up Update - OTJ	Term 4 L3A and up Update - OTJ	Y7 Progress ≥ 1 sub level	EOY 2023 - Y7 L3A and up	Baseline - Y8 L3A and up	Term 2 L4B and up Update - OTJ	Term 4 Level 4B and up Update - OTJ	Y8 Progress ≥ 1 sub level
ALL students	53%	62%	%	72%	68%	56%	61%	%	75%
Male	54%	60%	%	72%	65%	56%	60%	%	74%
Female	53%	63%	%	75%	70%	57%	63%	%	77%
Māori	48%	65%	%	72%	71%	56%	70%	%	85%
Pasifika	46%	55%	%	74%	85%	38%	57%	%	71%
Filipino	37%	42%	%	72%	67%	51%	61%	%	71%
Indian	40%	85%	%	100%	64%	60%	65%	%	79%
Chinese	50%	64%	%	67%	15%	39%	30%	%	85%
NZE	61%	69%	%	65%	93%	79%	80%	%	75%

LEARNER PROGRESS DATA 2024

% is the number of students at or above the expected level



Writing

- Overall Progress: The percentage of students at or above the expected level increased from 35% to 55% for Year 7 and from 52% to 61% for Year 8.
 - Gender:
 - Year 7 males showed an increase from 28% to 53%, while females increased from 42% to 57%.
 - Year 8 males increased from 50% to 55%, and females from 53% to 67%.
 - Ethnic Groups
 - Māori students in Year 7 improved from 20% to 41%, and in Year 8 from 50% to 65%.
 - Pasifika students in Year 7 increased from 32% to 36%, and in Year 8 from 57% to 60%.
 - Filipino students in Year 7 showed an increase from 18% to 44%, and in Year 8 from 52% to 61%.
 - Indian students in Year 7 made significant progress from 25% to 71%, and in Year 8 from 57% to 64%.
 - NZE students showed significant improvement, with Year 7 increasing from 39% to 63%, and Year 8 from 60% to 78%.

Raw Data - Writing Progress Statements for 2024 Cohort									
Learners:	Baseline - Y7 L3P and up	Term 2 L3P and up Update - OTJ	Term 4 L3A and up Update - OTJ	Y7 Progress ≥ 1 sub level	EOY 2022 - Y7 L3A and up	Baseline - Y8 L3A and up	Term 2 L4B and up Update - OTJ	Term 4 Level 4B and up Update - OTJ	Y8 Progress ≥ 1 sub level
ALL students	35%	55%	%	83%	63%	52%	61%	%	78%
Male	28%	53%	%	83%	60%	50%	55%	%	77%
Female	42%	57%	%	83%	66%	53%	67%	%	80%
Māori	20%	41%	%	76%	64%	50%	65%	%	85%
Pasifika	32%	36%	%	74%	62%	57%	60%	%	79%
Filipino	18%	44%	%	72%	70%	52%	61%	%	80%
Indian	25%	71%	%	100%	64%	57%	64%	%	86%
Chinese	44%	59%	%	76%	25%	40%	30%	%	71%
NZE	39%	63%	%	90%	80%	60%	78%	%	77%

LEARNER PROGRESS DATA 2024

% is the number of students at or above the expected level



Mathematics

- Overall Progress: The percentage of students at or above the expected level increased from 49% to 67% for Year 7 and from 57% to 72% for Year 8.
 - Gender:
 - Year 7 males showed an increase from 55% to 67%, while females increased from 41% to 67%.
 - Year 8 males increased from 61% to 73%, and females from 51% to 72%.
 - Ethnic Groups:
 - Māori students in Year 7 improved from 36% to 65%, and in Year 8 from 47% to 60%.
 - Pasifika students in Year 7 increased from 32% to 55%, and in Year 8 from 43% to 53%.
 - Filipino students in Year 7 showed an increase from 33% to 53%, and in Year 8 from 44% to 65%.
 - Indian students in Year 7 made notable progress from 80% to 85%, and in Year 8 from 53% to 71%.
 - Chinese students in Year 7 improved from 79% to 86%, and in Year 8 from 47% to 90%.
 - NZE students showed significant improvement, with Year 7 increasing from 47% to 65%, and Year 8 from 67% to 81%.

Raw Data - Mathematics Progress Statements for 2024 Cohort									
Learners:	Baseline - Y7 L3P and up	Term 2 L3P and up Update - OTJ	Term 4 L3A and up Update - OTJ	Y7 Progress ≥ 1 sub level	EOY 2022 - Y7 L3A and up	Baseline - Y8 L3A and up	Term 2 Level 4B and up Update - OTJ	Term 4 Level 4B and up Update - OTJ	Y8 Progress ≥ 1 sub level
ALL students	49%	67%	%	82%	78%	57%	72%	%	72%
Male	55%	67%	%	82%	83%	61%	73%	%	74%
Female	41%	67%	%	84%	70%	51%	72%	%	70%
Māori	36%	65%	%	76%	57%	47%	60%	%	60%
Pasifika	32%	55%	%	79%	70%	43%	53%	%	71%
Filipino	33%	53%	%	78%	77%	44%	65%	%	78%
Indian	80%	85%	%	100%	71%	53%	71%	%	64%
Chinese	79%	86%	%	86%	64%	47%	90%	%	67%
NZE	47%	65%	%	84%	91%	67%	81%	%	75%



Statement of Variance 2024



Action Plan 2024	Term 2 Update	Term 4 Update	Next Steps Action Plan 2025
Initiative 1: Review and redesign our current curriculum.			
Implement Te Mataiaho CPM and a focus on Mathematics and Literacy Learning areas.	<ul style="list-style-type: none"> ToD focused on the Science of Learning to support the implementation of CPM 	<ul style="list-style-type: none"> Looked at maths curriculum. PLG have had discussions and looked at resources. Staff meeting used to look at the draft English curriculum. As a staff compared current maths curriculum to new curriculum to identify similarities and differences. No draft curriculum for literacy for Y7 - 13 	<ul style="list-style-type: none"> Implement the new Mathematics curriculum Unpack the new English Curriculum when released
Provide ongoing PLD support for kaiako in Mathematics focused around Te Mataiaho and best practice	<ul style="list-style-type: none"> This was started in term one and we continue to support kaiako around best practice. Te Mataiaho is being rewritten. 	<ul style="list-style-type: none"> Staff meeting with maths lead at GC to look co-requisite 	<ul style="list-style-type: none"> Participate in MoE PLD Purchase MoE funded resources
Rewrite our local curriculum to include Te Mataiaho terminology and link explicit pedagogies / assessments etc	<ul style="list-style-type: none"> Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite. 	<ul style="list-style-type: none"> Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite. 	<ul style="list-style-type: none"> Focus on Mathematics in 2025.
Culturally sustainable practices implemented into curriculum refresh (ERO focus)	<ul style="list-style-type: none"> Integration and celebration of various cultural practices based on language weeks. 	<ul style="list-style-type: none"> In each context there is a clear link and integration 	<ul style="list-style-type: none"> Sustain these protocols within planning
Continue to develop the EnviroSchools programme at GIS	<ul style="list-style-type: none"> Getting accredited as an Enviro School Bokashi composting continuing Student ownership (gardens, planting..) Walk through with Ross Martin from Auckland Council (Sustainability advisor) 1st trees for survival programme. Funding allocated for fruit trees/orchard 	<ul style="list-style-type: none"> Orchard planted Trees for survival ongoing Dani coming in to do waste audits with each class Bokashi composting continuing Student ownership (gardens, planting..) 	<ul style="list-style-type: none"> Classroom and rubbish organisation across the school Event protocols for sustainable practices Getting teachers more involved and using sustainable practices Refining initiatives that are in place
Initiative 2: Engage in and activate learning from PLD with 'Writer's Toolbox'			
Continue to refine writing programme in line with the new curriculum refresh	<ul style="list-style-type: none"> On hold until the refresh of the refresh is released. 	<ul style="list-style-type: none"> On hold until the refresh of the refresh is released. 	<ul style="list-style-type: none"> Engage with the New English Curriculum when released Structured Literacy PLD in Cohort 4 for end of 2025
Assessment tool - writing matrix / include these into report comments	<ul style="list-style-type: none"> This will be done through HERO Posting by the student and teacher 	<ul style="list-style-type: none"> On hold until the refresh of the refresh is released. 	<ul style="list-style-type: none"> New curriculum focus in 2025.

STRATEGIC GOAL: CURRICULUM:
**A rich, authentic localised curriculum that is inspiring, challenging and empowering
 is embedded in all classrooms**



Provide ongoing PLD support for kaiako for Writers Toolbox and best practice (linked to Te Mātaiaho)	<ul style="list-style-type: none"> Aimee Campbell supports kaiako with best practice. Links to Te Mataiaho on hold. 	<ul style="list-style-type: none"> Continuing with modelling and team teaching, with all staff as well as PCT's 	<ul style="list-style-type: none"> Continue to provide this and get external PLD as well.
Teachers as coaches - supporting each other.	<ul style="list-style-type: none"> Teachers share at team meetings. 	<ul style="list-style-type: none"> Within the professional growth cycle teachers have gone into each other rooms to observe lessons 	<ul style="list-style-type: none"> Support with teaching paragraph styles Workshopping in writing, supporting staff with how to do this
Initiative 3: Design, establish and sustain PLGs to drive pedagogical change			
PLG Leaders to meet regularly and discuss structure and links	<ul style="list-style-type: none"> PLG and Unit holders meet each term to discuss/share progress towards their goals 	<ul style="list-style-type: none"> PLG and Unit holders meet each term to discuss/share progress towards their goals 	<ul style="list-style-type: none"> Business as usual
PLG leaders to present to the board	<ul style="list-style-type: none"> Ongoing. 	<ul style="list-style-type: none"> Ongoing. 	<ul style="list-style-type: none"> Business as Usual
Success Statement	<ul style="list-style-type: none"> Learners make progress by being confident, engaged and connected to their culture and community Highly skilled and motivated kaiako 		



Action Plan 2024	Term 2 Update	Term 4 Update	Next Steps Action Plan 2025
Initiative 1: Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices			
<ul style="list-style-type: none">● Include full breakdown of learner profile and school values in Curriculum handbook	<ul style="list-style-type: none">● Refer to Page 4 of the handbook for update - Curriculum Handbook 2024	<ul style="list-style-type: none">● Posters for clear identification of school value and learner attribute focus for class discussion	<ul style="list-style-type: none">● Sustain the practice of having a fortnightly focus on learner profile and values.● Implement HERO posting for tamariki● Refine and sustain HERO teacher posts● Align Agentic Practice Framework with the Science of Learning● Review and Align the Inquiry Model to Te Mātaiaho
<ul style="list-style-type: none">● Implement HERO posts and goal setting around the learner profile	<ul style="list-style-type: none">● Teachers have completed a HERO post focussed on a learner profile aspect. Some of these have integrated this also with their curriculum post.	<ul style="list-style-type: none">● Required posts identified on roadmap	
<ul style="list-style-type: none">● Align Agentic Practice Framework with Te Mātaiaho and the CPM	<ul style="list-style-type: none">● Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite.	<ul style="list-style-type: none">● Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite.	
<ul style="list-style-type: none">● Inquiry Model reviewed to align with Te Mātaiaho and the CPM	<ul style="list-style-type: none">● PLG began work around review of the Inquiry Model however this was put on hold until further information around the CPM was released.	<ul style="list-style-type: none">● PLG began work around review of the Inquiry Model however this was put on hold until further information around the CPM was released.	
Initiative 2: All kaiako are trained in Coaching			
<ul style="list-style-type: none">● Coaching review and refresh for the staff	<ul style="list-style-type: none">● Completed in term 1.	<ul style="list-style-type: none">● Completed in term 3.	<ul style="list-style-type: none">● Supporting new staff 2025, have refresher for all staff● Continue having the 'speed dating' approach to share what has been happening as this was effective
<ul style="list-style-type: none">● Review kaiako job description and what it means to be a kaiako at GIS.	<ul style="list-style-type: none">● Completed at Staff Only Day in January. A few minor changes to some of the wording.	<ul style="list-style-type: none">● NA	
<ul style="list-style-type: none">● Continue to meet regularly and share inquiry across the staff.	<ul style="list-style-type: none">● We have had the scheduled meetings and have three more for the second half of 2024.	<ul style="list-style-type: none">● Scheduled meetings completed in the second half of 2024. Shared in Term 4	
Initiative 3: Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme			
<ul style="list-style-type: none">● Integrate the Mitey focus points into the Roadmap and establish clear expectations around teaching Mitey in our curriculum handbook.	<ul style="list-style-type: none">● Linked to Health topics● Embedded in Roadmaps and overview	<ul style="list-style-type: none">● Possible links to school values in the weekly sheet● Visited Northcote Int and how things are integrated.● PLG members promoting this across the team.	<ul style="list-style-type: none">● Sustaining the GIS Wellbeing practices within our kura (Linking to NZCER survey results)
<ul style="list-style-type: none">● Sustain implemented overview and practices	<ul style="list-style-type: none">● Participation in Tier 2 Mitey PD	<ul style="list-style-type: none">● NZCER wellbeing survey conducted and used by teachers to review classroom practices	
<ul style="list-style-type: none">● Observations in classrooms of explicit Mitey lessons	<ul style="list-style-type: none">● Hauora PLG promoting discussion and feedback during team meetings	<ul style="list-style-type: none">● Hauora PLG promoting discussion and feedback during team meetings	



Success Statement

- Learners experience personal growth in relation to the school values and learner profile matrix
- Learners feel valued and safe, are happy and engaged in their learning



Action Plan 2024	Term 2 Update	Term 4 Update	Next Steps - Action Plan 2025
Initiative 1: Establish new connections with iwi and other community groups that can support our learners.			
Conduct meetings with local iwi around culture / language / identity	<ul style="list-style-type: none">This is happening at a macro level with MAC and one school leading the mahi.	<ul style="list-style-type: none">MAC principals hui T4Brenda and BoT member meeting with Te Awa??	<ul style="list-style-type: none">Conduct meetings with local iwi around culture / language / identityPLD as appropriate.Ensure kaiako attend the Māori Liaison Group meetings
Ensure kaiako attend the Māori Liaison Group meetings	<ul style="list-style-type: none">Staff from GIS attend these hui and gather ideas/suggestions/next steps.	<ul style="list-style-type: none">Staff from GIS attend these hui and gather ideas/suggestions/next steps.	
Initiative 2: Provide new opportunities to engage and make connections with the community			
<ul style="list-style-type: none">HERO sessions for parents	<ul style="list-style-type: none">Completed through newsletters and also having the HERO App. We also sent out instructions and asked parents to contact us if they needed assistance.	<ul style="list-style-type: none">HERO reporting survey conducted and feedback received.	<ul style="list-style-type: none">Whānau connect meetings teachers could reinforce where parents can go to see posts. 2025 - Whānau Engagement Unit Whanaungatanga ?? <ul style="list-style-type: none">- Picnic - Wk5 Term 1??- Kaipatiki Facility Trusts to bring in toys etc- Whānau to see all staff and mix with them
<ul style="list-style-type: none">Curriculum Evenings (Expo type event)	<ul style="list-style-type: none">Decided to postpone this until the release of new curriculum for English/Mathematics	<ul style="list-style-type: none">Decided to postpone this until the release of new curriculum for English/Mathematics	
<ul style="list-style-type: none">Whānau Engagement Opportunities<ul style="list-style-type: none">Whānau BBQ/PicnicWhānau Connect hui for new families	<ul style="list-style-type: none">Cultural Food Hall was a huge successWhānau Connect scheduled for Term 3Whānau evening in Term 4	<ul style="list-style-type: none">GIS has TalentCultural Food Celebrations	
<ul style="list-style-type: none">Transition survey for students and whānau	<ul style="list-style-type: none">Being completed in Term 3 survey	<ul style="list-style-type: none">Completed and results analysed. Shared with the board.Very positive outcomes.	
Initiative 3: Participate in MAC initiative, review current programme and implement new practices (focus Te Tiriti o Waitangi)			
<ul style="list-style-type: none">New MU of responsibility - Giving effect to Te Tiriti o Waitangi @ GIS	<ul style="list-style-type: none">Has been allocated.Regular PLD sessions and resources being shared with all staff	<ul style="list-style-type: none">Has been allocated.Regular PLD sessions and resources being shared with all staff	<ul style="list-style-type: none">Sustaining this progress with change of staffExpectations about paeape, time and effective ways to do this
<ul style="list-style-type: none">Develop and trial non negotiables and learning progressions for Te reo Māori and tikanga. Include this on the roadmap for what we should be teaching.	<ul style="list-style-type: none">This has been added to the term roadmaps and is being implemented. Jamie Young is supporting kaiako as needed.	<ul style="list-style-type: none">This has been added to the term roadmaps and is being implemented. Jamie Young is supporting kaiako as needed.Extending paeapae with mihi alongside pepehaMihi Builder doc (Jamie created)	
<ul style="list-style-type: none">Review mihi whakatau and paeapae with whānau	<ul style="list-style-type: none">To be completed in Term 4 at hui	<ul style="list-style-type: none">??Survey to be sent to whānau get their feedback	



<ul style="list-style-type: none">PLG to plan and deliver PLD at the start of all staff meetings	<ul style="list-style-type: none">JY is sharing regularly at admin and staff meetings. Ran separate staff meetings.	<ul style="list-style-type: none">3 staff meetings over the yearSharing at admin of resources / activities	
<ul style="list-style-type: none">Continue to build momentum of whānau engagement (matariki, hui...)	<ul style="list-style-type: none">Term 2 - Matariki BreakfastTerm 4 - Māori Connection hui - performance, kai, next steps	<ul style="list-style-type: none">Matariki Festival was a huge success	
Success Statement	There is a strong partnership between the school, learners and their families which focuses on learner personal growth, culture, connection and hauora.		

OTHER ANNUAL PLAN ACTIONS: 2024

Curriculum	Term 2 Update	Term 4 Update	Next Steps Action Plan 2025
<ul style="list-style-type: none"> Digital technology PLG to continue to provide guidance and support for the programme. HERO implementation for assessment and reporting. Develop school wide protocols for assessment and reporting (student posting, teacher posting, goals, reporting to parents. ..) 	<ul style="list-style-type: none"> Digital PLG has implemented a digital badge system. HERO is ongoing but working well to date. Currently seeking feedback from whānau. Protocols and guidelines have been established and are tweaked as necessary. 	<ul style="list-style-type: none"> PLG focus has been on the badge system DT focus in semi spec focus allowing for coverage alongside DT spec programme 	<ul style="list-style-type: none"> HERO implementation for assessment and reporting. Continue to develop school wide HERO protocols for assessment / reporting Resourcing - equipment pods that staff can book. Specific pods have apps on them that address a specific need.
Self Review			
School Review <ul style="list-style-type: none"> Y7 student/parent Transition Survey Policy and Procedure Review <ul style="list-style-type: none"> SchoolDocs for GIS Policy and Assurance review. Curriculum Review <ul style="list-style-type: none"> Learning areas report to the Board during the year. 	<ul style="list-style-type: none"> Being conducted in term 3 Policy and assurance is covered at each board meeting Hauora report to the board was in Term 2. Pedagogy and DT are in Term 3 	<ul style="list-style-type: none"> Being pushed out to term 1, 2025 to capture new whānau Policy and assurance is covered at each board meeting Mathematics, Literacy, DT, Cultural Responsiveness and Student Engagement leaders report to the board was in Term 4 	<ul style="list-style-type: none"> Conduct Y7 transition survey in T1 Policy and assurance is covered at each board meeting
Personnel			
BoT Training <ul style="list-style-type: none"> Attendance at the NZSTA Conference. 	TBC	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> As required
Finance			
Planned Major Asset Purchases <ul style="list-style-type: none"> Repairs to the lower court Classroom furniture x 2 sets Various other items - see budget 	<ul style="list-style-type: none"> Lower court is a work in progress. Classroom furniture has been ordered using our 5YA grant New saw has been purchased for Hard Tech. IPads have been leased. 	<ul style="list-style-type: none"> Lower court/turf/fence completed 4 sets of new furniture for roll growth Additional hall chairs purchased 	<ul style="list-style-type: none"> Final repairs to lower court / volleyball turf / nets COLA for top courts New ovens for Food Tech Various other items

OTHER ANNUAL PLAN ACTIONS: 2024

Property			
Develop Property to Reflect Charter Goals <ul style="list-style-type: none"> Repair to lower court area New signs for school values Bike Track Gardens around the zigzag pathways 	<ul style="list-style-type: none"> Lower court is a work in progress. Artwork for new signs is in draft Bike track extension has been completed. Gardens around the pathways have been planted and are growing (slowly). 	<ul style="list-style-type: none"> Lower court/turf/fence completed Artwork design is still in progress 	<ul style="list-style-type: none"> 10YPP projects COLA Turf for the lower court area Team flags School value flags
Health and Safety			
Provide a safe physical and emotional environment. <ul style="list-style-type: none"> NZCER Survey for students and staff. Use PC4L data to identify areas of focus for GIS. Regular 'walk arounds' focusing on physical safety of school environment. Emergency Procedures Update <ul style="list-style-type: none"> Harrison Tew to train the staff and students 	<ul style="list-style-type: none"> NZCER Survey is being conducted in Term 3 HERO data around 'incidents are regularly reviewed for hot spots Lena and Mark do fortnightly property walk around. Lena does a daily H&S check as she opens up. Training conducted in Term 2 and a trial lockdown/evacuation 	<ul style="list-style-type: none"> NZCER survey data analysed by class, gender, year, ethnicity Data analysis across the Kahui Ako PC4L data analysed and recorded for staff to see 'hot spots' (staffroom poster) Lena and Mark do fortnightly property walk around. Lena does a daily H&S check as she opens up. 	<ul style="list-style-type: none"> NZCER Survey for students and staff. Use PC4L data to identify areas of focus for GIS. Regular 'walk arounds' focusing on physical safety of school environment. Harrison Tew to train the staff and students

Glenfield Intermediate School Annual Report: Te Tiriti o Waitangi Commitments

Executive Summary

Glenfield Intermediate School is dedicated to fulfilling its obligations under Te Tiriti o Waitangi, as outlined in the Education and Training Act 2020, Section 127(1)(d). This report details the steps and initiatives undertaken to reflect local tikanga Māori, mātauranga Māori, and te ao Māori in our school environment, curriculum, and teaching methodologies. It further outlines our progress in making instruction available in tikanga Māori and te reo Māori, and our efforts to achieve equitable outcomes for Māori students.

Giving Effect to Te Tiriti o Waitangi: Primary Objectives

Glenfield Intermediate School recognises the importance of integrating the principles of Te Tiriti o Waitangi into every aspect of our learning environment. Our commitment extends beyond policy documentation to tangible actions and initiatives aimed at fostering a deep respect and understanding for Māori culture among all students and staff. For specific actions please refer below as well as the Strategic Plan - Community focus update.

Integration of Tikanga Māori, Mātauranga Māori, and Te Ao Māori

1. Curriculum Development: We have actively incorporated local tikanga Māori, mātauranga Māori, and te ao Māori into our school curriculum. This includes the integration of Māori perspectives and values in subjects such as NZ histories, science, and arts, ensuring a well-rounded and inclusive educational experience.
2. Professional Development: Teachers and staff have participated in PLD workshops focused on enhancing their understanding and competency in delivering mātauranga Māori content. This initiative supports our goal of providing a culturally responsive pedagogy.
3. Community Engagement: Our school continues to work on strengthening partnerships with local Māori whānau to ensure our plans and policies are reflective of and beneficial to our Māori community. These relationships continue to be instrumental in shaping a curriculum that honors local tikanga and te ao Māori.

Instruction in Tikanga Māori and Te Reo Māori

1. Te Reo Māori Classes: Glenfield Intermediate offers te reo Māori to all students, encouraging the learning and use of the Māori language within our school community. There is also the integration of te reo Māori and tikanga within the daily programme as often as possible.
2. Cultural Enrichment Activities: To complement formal instruction, we have daily paepae which includes karakia, pepeha, mihi, waiata and whakatauki, kapa haka practices, waiata at assemblies and from 2024 a bi-annual marae visit. These activities provide students with immersive experiences that deepen their appreciation and understanding of tikanga Māori.

Achieving Equitable Outcomes for Māori Students

1. Tailored Support Programs: Recognising the importance of equitable outcomes, Glenfield Intermediate has implemented targeted support programs for Māori students.
2. Monitoring and Evaluation: Our school employs a robust monitoring system to track the progress of Māori students in various academic and extracurricular activities. This data-driven approach allows us to identify areas for improvement and adjust our strategies accordingly.

Conclusion

Glenfield Intermediate School is committed to a journey of continuous improvement and reflection in giving effect to Te Tiriti o Waitangi. Through the integration of tikanga Māori, mātauranga Māori, and te ao Māori into our curriculum, fostering instruction in te reo Māori, and prioritising equitable outcomes for Māori students, we strive to honor our obligations under Te Tiriti and the Education and Training Act 2020. Our efforts are aimed at not only meeting statutory requirements but also at enriching the cultural competence and sensitivity of our school community.