



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	3184
Principal:	Peter Mitchener
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BROADGREEN INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2020

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Broadgreen Intermediate School

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

JONATHAN GEORGE MOFFAT

Full Name of Board Chairperson



Signature of Board Chairperson

28/5/21

Date:

Peter Mitchener

Full Name of Principal



Signature of Principal

28/5/21

Date:

Broadgreen Intermediate School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Jonathan Moffat	Chairperson	Elected	Dec 2023
Peter Mitchener	Principal	ex Officio	
Megan Riddell	Parent Rep	Selected	Dec 2020
Anne Cox	Parent Rep	Elected	May 2022
Bill Dabbs	Parent Rep	Elected	May 2022
Rachel Robinson	Parent Rep	Elected	May 2022
Daniel Daly	Staff Rep	Elected	Mar 2022
Craig Shepard	Co-opted Rep	Elected	Mar 2022

Broadgreen Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	4,580,043	3,919,337	3,994,386
Locally Raised Funds	3	106,205	72,000	237,312
Interest Income		15,333	20,000	23,694
International Students	4	-	-	11,041
		<u>4,701,581</u>	<u>4,011,337</u>	<u>4,266,433</u>
Expenses				
Locally Raised Funds	3	69,660	68,350	145,771
International Students	4	-	-	886
Learning Resources	5	3,041,224	2,548,193	2,607,807
Administration	6	231,113	238,055	229,631
Finance		3,114	-	3,366
Property	7	1,075,781	1,054,956	1,031,399
Depreciation	8	140,232	100,000	134,735
Loss on Disposal of Property, Plant and Equipment		840	-	27
		<u>4,561,964</u>	<u>4,009,554</u>	<u>4,153,622</u>
Net Surplus/ (Deficit) for the year		139,617	1,783	112,811
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>139,617</u>	<u>1,783</u>	<u>112,811</u>

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

Broadgreen Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		1,202,186	1,202,186	1,111,720
Total comprehensive revenue and expense for the year		139,617	1,783	112,811
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		31,255	-	10,654
BOT Contribution to Equity		-	-	(32,999)
Equity at 31 December	23	1,373,058	1,203,969	1,202,186
Retained Earnings		1,373,058	1,203,969	1,202,186
Equity at 31 December		1,373,058	1,203,969	1,202,186

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.



Broadgreen Intermediate School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	9	367,774	311,626	204,843
Accounts Receivable	10	182,747	157,966	157,966
GST Receivable		17,790	17,020	17,020
Prepayments		5,382	6,613	6,613
Investments	11	680,429	480,429	480,429
Funds owing for Capital Works Projects	17	600	5,812	5,812
		<u>1,254,722</u>	<u>979,466</u>	<u>872,683</u>
Current Liabilities				
Accounts Payable	13	247,497	194,805	194,805
Revenue Received in Advance	14	13,219	9,866	9,866
Provision for Cyclical Maintenance	15	153,572	-	-
Finance Lease Liability - Current Portion	16	19,899	17,177	17,177
Funds held for Capital Works Projects	17	118,150	-	-
		<u>552,337</u>	<u>221,848</u>	<u>221,848</u>
Working Capital Surplus/(Deficit)		702,385	757,618	650,835
Non-current Assets				
Property, Plant and Equipment	12	707,900	623,697	723,697
		<u>707,900</u>	<u>623,697</u>	<u>723,697</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	21,624	166,869	161,869
Finance Lease Liability	16	15,603	10,477	10,477
		<u>37,227</u>	<u>177,346</u>	<u>172,346</u>
Net Assets		<u>1,373,058</u>	<u>1,203,969</u>	<u>1,202,186</u>
Equity	23	<u>1,373,058</u>	<u>1,203,969</u>	<u>1,202,186</u>

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



Broadgreen Intermediate School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,282,706	1,039,092	1,033,312
Locally Raised Funds		99,966	72,000	232,066
International Students		-	-	14,909
Goods and Services Tax (net)		(770)	-	(11,580)
Payments to Employees		(560,075)	(475,859)	(433,738)
Payments to Suppliers		(511,344)	(548,450)	(570,868)
Cyclical Maintenance payments in the Year		(7,380)	-	(13,372)
Interest Received		17,277	20,000	23,403
Net cash from/(to) Operating Activities		320,380	106,783	274,132
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(95,294)	-	(201,373)
Purchase of Investments		(200,000)	-	-
Proceeds from Sale of Investments		-	-	150,000
Net cash from/(to) Investing Activities		(295,294)	-	(51,373)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,255	-	10,654
BOT Contribution to Equity		-	-	(32,999)
Finance Lease Payments		(16,772)	-	(24,424)
Funds held for Capital Works Projects		123,362	-	(19,004)
Net cash from/(to) Financing Activities		137,845	-	(65,773)
Net increase/(decrease) in cash and cash equivalents		162,931	106,783	156,986
Cash and cash equivalents at the beginning of the year	9	204,843	204,843	47,857
Cash and cash equivalents at the end of the year	9	367,774	311,626	204,843

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.



Broadgreen Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Broadgreen 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 12.

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.



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. 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.

Recognition of grants

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

1.3. 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.

Use of Land and Buildings Grants are recorded as revenue in the period the School uses the land and buildings. These 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.

Other Grants

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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.



1.9. Inventories

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

1.10. 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.

1.11. 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 to buildings owned by the Crown 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	20-50 years
Furniture and equipment	5-10 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.12. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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

The reversal of an impairment loss is recognised in the surplus or deficit.



1.13. 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.

1.14. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.15. 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.

1.16. 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 Revenue and Expense.

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

1.17. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

1.18. 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

1.19. 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.



1.20. 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

1.21. 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.

1.22. Budget Figures

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

1.23. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	1,055,077	945,272	841,012
Teachers' Salaries Grants	2,499,378	2,050,000	2,212,952
Use of Land and Buildings Grants	789,484	830,245	797,464
Resource Teachers Learning and Behaviour Grants	1,217	1,000	1,374
Other MoE Grants	234,887	92,820	140,703
Other Government Grants	-	-	881
	4,580,043	3,919,337	3,994,386

The School has opted in to the donations scheme for this year. Total amount received was \$86,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$30,600 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	3,893	-	46,752
Other Revenue	23,132	2,000	8,117
Trading	13,003	12,500	14,329
Activities	66,177	57,500	168,114
	106,205	72,000	237,312
Expenses			
Activities	63,500	63,350	140,116
Trading	6,160	5,000	5,655
	69,660	68,350	145,771
<i>Surplus for the year Locally raised funds</i>	36,545	3,650	91,541

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	-	-	2
Revenue			
International Student Fees	-	-	11,041
Expenses			
Other Expenses	-	-	886
	-	-	886
<i>Surplus for the year International Students</i>	-	-	10,155

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	153,883	166,000	117,861
Equipment Repairs	10,724	9,000	5,983
Information and Communication Technology	5,031	5,000	6,124
Library Resources	4,088	8,500	4,049
Employee Benefits - Salaries	2,859,999	2,347,693	2,455,842
Staff Development	7,499	12,000	17,948
	3,041,224	2,548,193	2,607,807

6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,915	5,000	4,925
Board of Trustees Fees	3,590	3,700	2,925
Board of Trustees Expenses	12,894	11,000	14,733
Communication	6,598	6,500	6,660
Consumables	11,629	14,100	11,059
Operating Lease	8,357	24,300	10,003
Other	15,736	26,200	16,920
Employee Benefits - Salaries	155,931	135,755	154,060
Insurance	6,358	5,500	4,821
Service Providers, Contractors and Consultancy	5,105	6,000	3,525
	<u>231,113</u>	<u>238,055</u>	<u>229,631</u>

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	67,820	61,000	61,128
Consultancy and Contract Services	1,044	1,500	870
Cyclical Maintenance Provision	20,707	5,000	21,445
Grounds	8,033	14,500	14,560
Heat, Light and Water	52,278	53,500	53,032
Rates	6,578	3,300	3,301
Repairs and Maintenance	75,326	37,500	34,959
Use of Land and Buildings	789,484	830,245	797,464
Security	4,208	6,000	5,520
Employee Benefits - Salaries	50,303	42,411	39,120
	<u>1,075,781</u>	<u>1,054,956</u>	<u>1,031,399</u>

The Use of Land and Buildings figure represents 8% 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.

8. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	32,009	20,000	30,598
Furniture and Equipment	31,164	20,000	30,380
Information and Communication Technology	44,509	40,000	48,223
Motor Vehicles	7,336	-	-
Leased Assets	21,728	15,000	21,493
Library Resources	3,486	5,000	4,041
	<u>140,232</u>	<u>100,000</u>	<u>134,735</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	367,774	311,626	204,843
Cash and cash equivalents for Statement of Cash Flows	<u>367,774</u>	<u>311,626</u>	<u>204,843</u>

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

Of the \$367,774 Cash and Cash Equivalents, \$118,150 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.



10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	13,193	3,601	3,601
Interest Receivable	2,251	4,195	4,195
Teacher Salaries Grant Receivable	167,303	150,170	150,170
	<u>182,747</u>	<u>157,966</u>	<u>157,966</u>
Receivables from Exchange Transactions	15,444	7,796	7,796
Receivables from Non-Exchange Transactions	167,303	150,170	150,170
	<u>182,747</u>	<u>157,966</u>	<u>157,966</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	680,429	480,429	480,429
	<u>680,429</u>	<u>480,429</u>	<u>480,429</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	386,556	-	-	-	(32,009)	354,547
Furniture and Equipment	150,511	37,963	-	-	(31,164)	157,310
Information and Communication Technology	131,500	13,400	-	-	(44,509)	100,391
Motor Vehicles	-	43,491	-	-	(7,336)	36,155
Leased Assets	26,841	29,981	-	-	(21,728)	35,094
Library Resources	28,289	440	(840)	-	(3,486)	24,403
Balance at 31 December 2020	<u>723,697</u>	<u>125,275</u>	<u>(840)</u>	<u>-</u>	<u>(140,232)</u>	<u>707,900</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	690,898	(336,351)	354,547
Furniture and Equipment	743,932	(586,622)	157,310
Information and Communication Technology	461,580	(361,189)	100,391
Motor Vehicles	43,491	(7,336)	36,155
Textbooks	50,426	(50,426)	-
Leased Assets	67,025	(31,931)	35,094
Library Resources	88,366	(63,963)	24,403
Balance at 31 December 2020	<u>2,145,718</u>	<u>(1,437,818)</u>	<u>707,900</u>

The net carrying value of equipment held under a finance lease is \$35,094 (2019: \$26,841)



	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	315,340	101,814	-	-	(30,598)	386,556
Furniture and Equipment	131,850	49,041	-	-	(30,380)	150,511
Information and Communication Technology	120,327	59,396	-	-	(48,223)	131,500
Leased Assets	42,506	5,828	-	-	(21,493)	26,841
Library Resources	29,335	3,022	(27)	-	(4,041)	28,289
Work in Progress	11,900	(11,900)	-	-	-	-
Balance at 31 December 2019	651,258	207,201	(27)	-	(134,735)	723,697

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	690,898	(304,342)	386,556
Furniture and Equipment	705,969	(555,458)	150,511
Information and Communication Technology	448,180	(316,680)	131,500
Textbooks	50,426	(50,426)	-
Leased Assets	70,210	(43,369)	26,841
Library Resources	90,618	(62,329)	28,289
Balance at 31 December 2019	2,056,301	(1,332,604)	723,697

13. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating creditors	52,298	18,315	18,315
Accruals	3,955	9,159	9,159
Employee Entitlements - salaries	169,470	151,194	151,194
Employee Entitlements - leave accrual	21,774	16,137	16,137
	247,497	194,805	194,805
Payables for Exchange Transactions	247,497	194,805	194,805
	247,497	194,805	194,805

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
International Student Fees	7,822	7,822	7,822
Other	5,397	2,044	2,044
	13,219	9,866	9,866

15. Provision for Cyclical Maintenance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Provision at the Start of the Year	161,869	161,869	153,796
Increase/ (decrease) to the Provision During the Year	20,707	-	21,445
Use of the Provision During the Year	(7,380)	-	(13,372)
Provision at the End of the Year	175,196	161,869	161,869
Cyclical Maintenance - Current	153,572	-	-
Cyclical Maintenance - Term	21,624	166,869	161,869
	175,196	166,869	161,869



16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	22,402	18,757	18,757
Later than One Year and no Later than Five Years	16,908	10,939	10,939
	<u>39,310</u>	<u>29,696</u>	<u>29,696</u>

17. Funds Held for Capital Works

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Rm 16 Block O Upgrade	Completed	(5,812)	5,812	-	-	-
SIP upgrades	In Progress	-	250,000	(131,850)	-	118,150
5YA Lighting	In Progress	-	-	(600)	-	(600)
Totals		<u>(5,812)</u>	<u>255,812</u>	<u>(132,450)</u>	<u>-</u>	<u>117,550</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	118,150
Funds Due from the Ministry of Education	(600)
	<u>117,550</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block C 6-8	Completed	13,192	-	(14,358)	1,166	-
Rm 16 Block O Upgrade	In Progress	-	52,307	(91,118)	32,999	(5,812)
Totals		<u>13,192</u>	<u>52,307</u>	<u>(105,476)</u>	<u>34,165</u>	<u>(5,812)</u>

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 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.



19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,590	2,925
Full-time equivalent members	0.08	0.18
<i>Leadership Team</i>		
Remuneration	374,351	355,128
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	377,941	358,053
Total full-time equivalent personnel	3.08	3.18

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments - Principal	150 -160	140 - 150
Benefits and Other Emoluments	0 - 10	0-10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 -110	1.00	1.00
110 -120	1.00	-
	2.00	1.00

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 trustees, committee member, 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:

	2020 Actual \$	2019 Actual \$
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).



Holidays Act Compliance – Schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) \$365,000 contract for SIP Funding, which will be fully funded by the Ministry of Education. \$250,000 has been received of which \$131,850 has been spent on the project to date. This project has been approved by the ministry.

(a) Contract for upgrading lighting. \$0.00 has been received of which \$600 has been spent on the project to date. No documents have been supplied to the Ministry as of yet.

(Capital commitments at 31 December 2019: \$392,209)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: \$nil)

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	367,774	311,626	204,843
Receivables	182,747	157,966	157,966
Investments - Term Deposits	680,429	480,429	480,429
Total Financial assets measured at amortised cost	1,230,950	950,021	843,238

Financial liabilities measured at amortised cost

Payables	247,497	194,805	194,805
Finance Leases	35,502	27,654	27,654
Total Financial liabilities measured at amortised Cost	282,999	222,459	222,459

25. Events After Balance Date

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

26. Comparatives

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





Broadgreen Intermediate

Annual Report 2020

Table of Contents:

Principal Report (Including use of Kiwisport funding)

Student Achievement Analysis

Broadgreen Intermediates Analysis of Variance of the Annual Plan.



Broadgreen Intermediates Principals Report 2020

E Io Matua
tiakina māi
mātou mai i te
rangi
ki te whenua
mai i te
whenua ki te
rangi
Haumi ē, hui ē tāikē

E akohia ana mō ake tonu atu
Our School Mission Statement: Educating for the Future

We have just completed our 49th year after opening in 1971. We are all looking forward to the 50th Celebrations next year!

We are a state funded co-educational Intermediate school catering for children from Year 7 to Year 8. Our roll has grown over the last few years and finished 2020 on 579 students. This is an increase of 40 students from 539 in the previous year. We currently have 290 Year 8 students and have 256 enrolments for Year 7's in 2021 this gives us a forecasted total of 546 students to start the year. In 2021 we will have 18 classes with 6 House groups in 3 Teams.

Broadgreen Intermediate is proud of its cultural diversity with 20% of our students of Maori descent, 2% Pacific Island, 2.3% Asian students, and the remaining students New Zealand European.

This year started with a School Mihi Whakatau where the established staff and students welcomed all new students, families and staff to our school. This involved the Year 7's starting an hour later to enable the Year 8's to prepare. This was a great way to welcome all new students and whanau.

This year has been dominated by the impact of Covid19, getting our heads around the different levels and managing a Lockdown successfully. Broadgreen Intermediate completed this process admirably with 80% of our school engaged in an online learning

environment using the google platform and the remainder using paper packs. This event allowed us all to learn so much more about the benefits of online tools. Our ability to collaborate and communicate through Zoom or Google Meet has become part of our everyday lives even after lockdown. I would like to acknowledge and congratulate the teachers for their work in making this happen, we were all learning and they all worked tirelessly to engage with their class and continue to provide quality learning programmes.

After returning from Lock Down the highlights have been many with student agency and participation as stand out features.

Every class ventured into the great outdoors and climbed the heights of **Porangahau** (Mt Robert, Nelson Lakes National Park). This was a great day for every class and some even got to experience snow conditions. A lot of classes also went on day trips to Kaiteri to participate in Waka Ama, this was a special activity as they learnt local history, tikanga and team work.

EPro8 teams from Broadgreen Intermediate participated in a regional competition. This is an inter-school science and engineering competition. Every year over 10,000 students from 800 schools throughout New Zealand take part and Broadgreen won the Nelson Regional competition.

A truly special **School Hangi** was organised at the end of Term 3. This was captured and pieced together as a short film and entered in the Top of the South short film awards. This showcased our Taurira beautifully.

The school put on an outstanding school production of “**The Super Non-Heroes**”. We were all so proud of the amazing talent on display within our school.

The **Kapa Haka** group has been working towards competing at Te huinga whetu, a Kapa Haka competition held at the Trafalgar Centre. This is a great opportunity and achievement and I thank everyone for all their hard work, you all represented yourself, your kura and your whanau with so much pride and ability.

We travelled to **Christchurch South Karamata Intermediate** with 97 students to participate in an annual exchange that has been going for 46 years. This is a big week with many aspects such as Sports, Showcase, billeting and travel. Congratulations to our students for winning the Sports Cup (first time in 4 years) and the Debating Cup, you were all fantastic ambassadors for our school.

Our **School Rock Band**, the Remnants, won the Nelson Bandquest competition. This is a great achievement and followed on from their success at the Rockfest competition where they won a guitar for the school.

Our **Theatre Sports** won the Tasman Theatre Sports Junior competition and as champions travelled to Christchurch to participate in a competition down there.

Our **Lit Quiz team** travelled to Wellington to compete in the National finals after winning the regional competition.

The participation in sport across our school has been huge this year and I thank everyone who made this possible and well done to everyone who were active participants. A special mention must go to the BIS Ninjas who are the 2020 Tasman Spikers Volleyball Champions, they are an amazing team.

The student leaders as Kaitaunaki, House Leaders, Class Leaders and Sport Leaders show dedication to their role and share a strong voice that shapes the future of Broadgreen Intermediate. These students lead by example, are continual positive role models for their peers and represent the student body admirably in our school but also in the wider community. It has been great to see these roles develop this year with a greater visibility at Assemblies by giving messages and next steps for their peers. I thank them for the time they give up and the energy they bring to ensure Broadgreen Intermediate continues to develop as an exciting place to be for every student here.

The **Team Building** sessions in Term 1 were fantastic with every class enjoying high quality activities to help each class start the year with a bonding experience. A sense of togetherness was incredibly important as we moved into a Lockdown environment.

Pasifika: This group has gone from strength to strength over the last few years and I want to thank the students involved who have shown an interest and ability in this group.

Hiwa-i-te-Rangi has continued to be popular and even though we missed a couple of performances due to Lockdown it has been a great event to allow students to share the many talents they have. It has been wonderful to see the leaders taking it on by organising the sign ups, sound and the on stage performances.

Opportunities to learn a **musical instrument** and **play sport** are huge here at Broadgreen Intermediate and I thank the team involved who put in the time to enable so many students to take up these opportunities..

BIS TV, every fortnight a passionate group of students produces an amazing TV clip sharing highlights of our school events, STAR rules developments, interviews with staff members and maths problem solvers. There is no debate that the favourite item of every Assembly is getting to watch the new episode of BISTV. I thank every student who has contributed to these productions.

BIS Radio: It has been great to have the Broadgreen Radio station 107.3 up and running again this year. The team has been working on having regular slots on air and it has been great hearing the radio going at lunchtimes.

School Magazine: Chillout

Captures the history and heart of the school in this polished pictorial publication. It is developed by a team of talented student reporters and graphic artists.

Thank you to the team who work tirelessly promoting and gathering information for publication throughout the year. It is a mammoth effort that is appreciated.

Special Education Needs:

A comprehensive intervention is planned and supported by a dedicated Team of Teachers, Learning Support Teachers, Specialist agencies and community services. Together they are able to craft a successful individualised pathway for many.

The Learning Support Team of the school with the SENCO have continued to develop learning success for students with diversity, alongside the classroom teachers and their peers. The practices and programmes reflect inclusion of students so that they are able to be fully involved in their learning experience within the curriculum direction set for all students. From transition to BIS, and onwards to College, the voices and personal growth of students is celebrated. Adapted pathways forged in their Intermediate years show both academic and pastoral care for these students is strong. Relationships with our families are planned for, nurtured and underpin the success for students.

SPEC classes allowing for Inquiry learning to promote engagement through student focussed learning with a dedicated teacher and the Learning Assistant Team continues to flourish. Reporting to parents against Key Competencies by Lynda, and fine grained improvements captured through Narrative assessment by Learning assistants is well established

to celebrate students growth. Our ORS teacher works directly with students and teachers to accelerate learning and write IEP's to guide the child's support Team. Pastoral programmes such as the ARK, Pawprints, 24/7 and Big Brother, Big Sister mentoring services allow also for direct relational advancement for many. The multitude of Government agencies: RTLb, MOE, Oranga Tamariki, CAMH's and community services are strongly present in the school.

Te Kahui Ako o Omaio ki Tahunanui. This year we have furthered our strong relationship with our Community of Learning working group. This community includes Stoke School, Enner-Glynn School, Nayland Primary, Nelson Christian Academy, Birchwood School, Tahunanui School, Maitai School Broadgreen Intermediate and Nayland College. This year our within school leaders have worked hard to grow Relationship Based Learning and coaching of teachers across our school.

School Counsellor: It has been great to have the services of a trained counsellor on site to work with our students. We know this has made a big difference for many of our students and families.

This year our main Staff development has been around Relationship Based Learning- Mathematics and developing our local curriculum.

Broadgreen Intermediate Staff: My thanks go to the staff of Broadgreen Intermediate who ensure the development and success of our wonderful School. Without your energy and drive Broadgreen Intermediate students would not receive the quality experiences and opportunities that they get.

I would like to acknowledge and thank Fran Beullens, Sherilee Swanepoel, Elly Aleksich and Zac Deacon for their work at Broadgreen Intermediate, they are moving on next year to further their careers and I thank them for the work they have done in the time they have been here. I would like to wish Rebekah Shepard and Adam Tristram all the best for next year, they both have a year's leave and we look forward to seeing them return to Broadgreen Intermediate in 2022.

We have a large group of very able support staff and I would like to take this opportunity to thank them for the huge contribution they make to our school and the achievement of our students.

Board of Trustees: In November we had our Triennial BOT elections. Megan Riddell stood down after 3 years on the BOT and I thank her for her energy and her ability she brought to the team.

The elections elected Jonathan Moffat (Chairperson). The other BOT members of Anne Cox, Rachel Robinson and Bill Dabbs as parent reps, Daniel Daly as elected as Staff Rep and co-opted Craig Shepard for his particular knowledge and skill set remain elected until March 2022.

I thank them all for their enthusiasm and interest in governance matters relating to our school and their willingness to give their time to this role. We have kept our Students and the Charter central to all decisions to ensure we continue to improve student achievement and enhance the opportunities for our students to learn in an attractive conducive environment. The priorities this year were to:

- **Review our school Mission, Vision and Values:** Our Vision and Values have been completed and early next year we will reflect on our Mission statement to ensure it reflects our beliefs and values.
- **BOT training with Te Hautu tool.** The BOT participated in this training and acknowledge the special skills that Craig (Shep) Shepard brings to our BOT and school.
- **Complete concept plan of school representing our community and cultures.** The BOT engaged Kūmanu and they completed a concept plan and we have started projects to enhance our physical environment:

* We started the year with 6 new shade sails outside our student centre and Rooms 1-3. This has given much needed shade to our hard physical environment.

*Engaged with a local artist to develop 6 mural that will reflect the stories of our local area

* Developed a Breakfast Club and Meeting space in the Student Centre to enable students to come to school and connect with each other with food before they start their day.

* Developed a space in the Library to be a dedicated Audio Visual space and a home for BIS TV

* Concept Plan developed for a Waharoa, entrance way at the front of our school to be used for mihi whakatau and reflect our culture.

* Developed key areas in our school to provide shade, seating and an attractive environment. This has started by the canteen area, outside Rooms 16-20, and outside Rooms 1-3. This includes attractive artificial turf to provide texture and colour.

* Archgola and decking outside Rooms 17-20 to be installed over the summer break.

* Plans are underway to develop 5 classrooms in 2021, (Rooms 11- 16). This will result in better lighting, ventilation, acoustics, larger footprint and a connectedness to outside.

* We plan to move our School Gardens to outside the Foods Rom to enable us to explore the garden to table concept.

* Stage Lighting: The BOT made an investment in our school hall by purchasing stage lights and cages for their protection. This has been wonderful for our school production, Rock Festival and Hiwa-i te rangi shows.

- **Zero School fees:** This year has been our first year in the new scheme that provides us with additional government funding per year, as long as we agree not to ask parents and caregivers for donations. This has worked well and I know parents have been very appreciative.
- **School Van:** At the start of the year the BOT purchased a school van. This has been invaluable to provide a support vehicle for our many trips up Porangahau, extra seats for class trips and an emergency vehicle for Christchurch South.

KIWISPORT FUNDING: In 2020 the school received Kiwisport funding of \$8027.90. This went towards swimming lessons for all students to participate free of charge and also for organised team building outdoor activities at the beginning of the year.

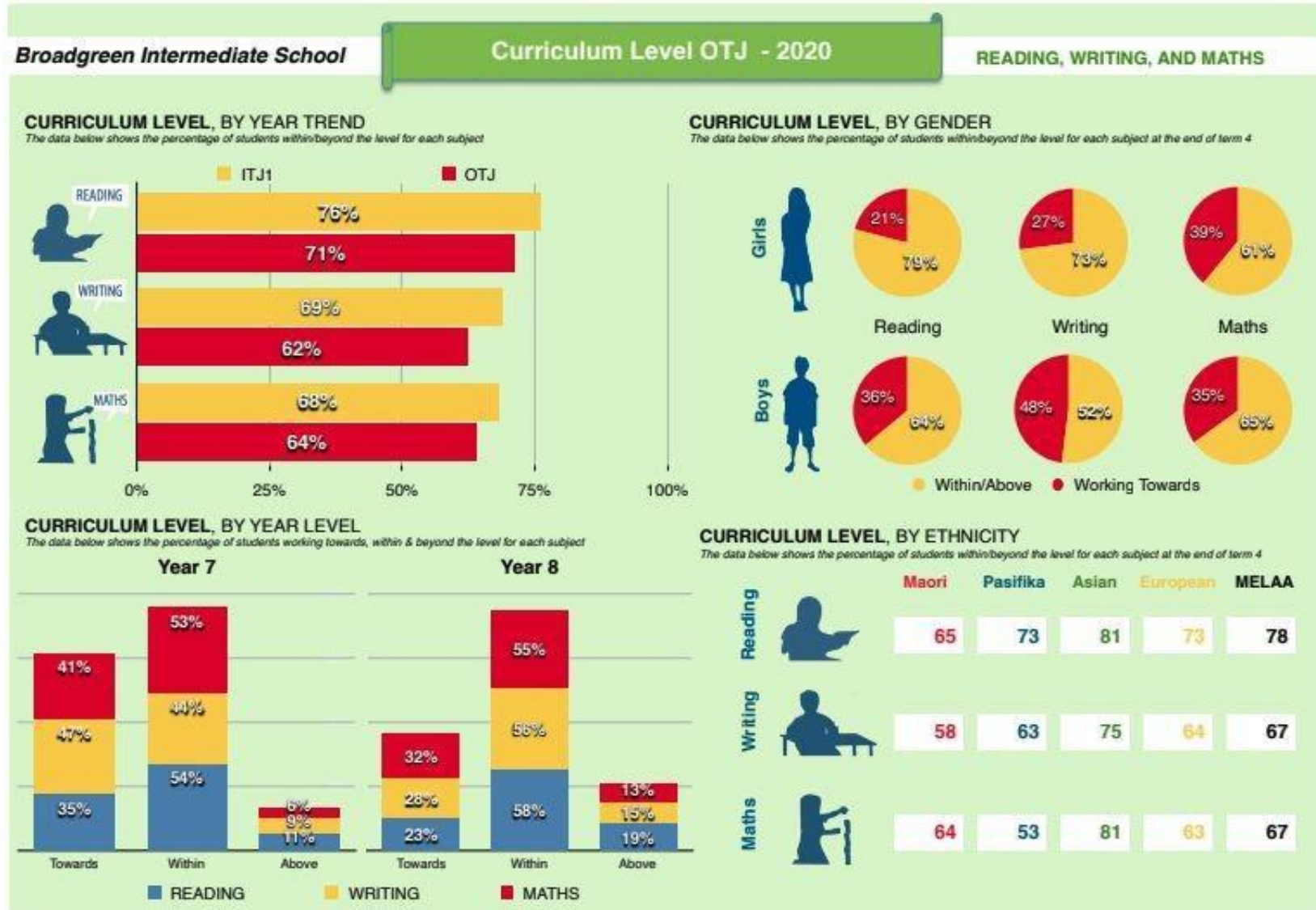
Summary

All Staff and BOT members have worked conscientiously to provide interesting and relevant learning programmes to meet the needs of our students. My sincere thanks go to everyone for the work that they have done to ensure that we are able to deliver high quality programmes to our students to meet their academic, developmental and social needs. My sincere thanks to the wonderful parents and community who contribute to the positive feelings and accomplishments at our school, without your input a lot of the opportunities and undoubtedly the success of programmes would not be possible.

My thanks for the collegiality and support networks we have in place, Broadgreen Intermediate is a positive environment with a lot of very capable people.

Peter Mitchener Principal December 2020

Broadgreen Intermediates Student Achievement Analysis:



So : In Reading, Writing and Maths our results have all declined since the ITJ (Interim Teacher Judgement) was completed at the start of the year. In reading a drop of 5%, Writing a drop of 7% and in Maths a drop of 4%. Girls achieved higher than boys in Reading and Writing but boys were higher than girls in Maths achievement. European students achieved higher in Reading and Writing but Maori achieved higher than European in Maths. Our overall results this year are low in comparison to previous years, a drop of between 5-8%. Reading in 2019 81.9% were at or above the expected curriculum level, in 2020 it is 76%, in Writing in 2019 it was 77.5% in 2020 it is 69% and in Maths in 2019 it was 73.4%, in 2020 68%

So What: 2020 was a pandemic year and this impacted on schools, teachers and students in a variety of ways. We lost a large number of face to face teaching days during the Lockdown (Levels 3 and 4) and when students returned to school there was an immediate need to focus on team building and resilience, therefore targeted Literacy and Numeracy lessons took a while to get back into the norm. It is interesting to note that Year 7 achievement is lower than Year 8 achievement. It is possible the lockdown had a greater impact on Year 7 students after a recent transition from primary school. Students may have suffered from a range of circumstances which impacted their ability to learn during 2020. It is also possible that the changes and uncertainty of the year also had an effect on teaching staff and their ability to develop and improve their practice.

So What Now:

We have made positive shifts in reducing the disparity between Maori and European students achievement. We put this down to the explicit work we have done in Relationship Based Learning and Teaching to the North East (high expectations in a relational context). We plan to continue this approach with continued teacher coaching and strengthen it with regular co-construction meetings between teachers to discuss achievement. Our work that we have started with Culture Counts will continue to reinforce the place of Te Ao Maori for all New Zealand students and the importance to recognize and support all cultures. Our local curriculum, physical environment and teaching pedagogy will all continue to be developed to cater for and reflect our community.

Since Covid 19 we have seen an increase need to strengthen resilience for students and whanau, we will investigate ways to continue our school 1:1 counselling, we will apply for funding to continue our Whanake Youth work and all staff will have professional development in Restorative processes work to specifically support student to student interaction.

What is the evidence telling us...	What are we going to do about this...	What are the outcomes for our students...	What should we do next...
What is our data telling us? What insights does it provide? Is this good enough? What is our student voice telling us? <u>Reading</u> 71% of our students are achieving at or above the NZ curriculum level for reading This is a drop of 5% since term one. 64% of our boys are achieving at or above the NZ curriculum level. 65% of our Māori boys are achieving at or above the NZ curriculum level Disparity gap between Māori and European sitting at 8% for reading. This is a 1% improvement from 2019. <u>Writing</u> 62% of our students are achieving at or above the NZ curriculum level for writing. This is a drop of 7% since term one. 52% of our boys are achieving at or above the NZ curriculum level. 74% of our priority writers have made accelerated progress. 36% of our priority writers are now at/above the NZ curriculum level which is an increase of 4% from term two (38/105 students)	ACTION What do we need to do and why? How big is the change we're planning? What strengths can we draw on? What support might we need? Priority learner release time to work with smaller groups on specific targeted learning has taken place in terms 3 and 4 in 45 minute weekly sessions. This started later in the year due to the Covid-19 pandemic. Teachers were given this time to support their learners in a smaller context and to be flexible in the groupings they choose to use, e.g. mixed ability. Release was provided by the school. Teachers were given ownership of what to do for their priority learners. Students commented that they enjoyed these smaller sessions and felt more comfortable in a smaller group. Information on how to integrate Literacy into Inquiry for students can choose their own line of inquiry. This was a mindshift for teachers and giving the students the opportunity to immerse	OUTCOME What is happening as a result of our improvement actions? What evidence do we have of progress? Is this good enough? What are we learning here? This year there has been some progress with 74% of our priority writers making accelerated progress and 36% of these now at or above the NZ curriculum level. However we have had an overall drop of our total students achieving at or above the NZ curriculum. Our Term two ITJ saw Reading 79% of our students achieving at/above NZ curriculum levels, and 74% for writing. Therefore, we have not been able to maintain the progress of our students during terms three and four. Term two judgement was a teacher judgement, based on the progress students' made in the first term. Unfortunately due to an eight week lockdown in term two as a consequence of the Covid-19 pandemic, this will have had an impact on student progress. Teaching time became	Do we need to adjust what we are doing? What might we need to explore further? Ensure teachers are aware of the drop in achievement of our students this year. Get their input on how this can be improved Consider how to effectively use priority release teaching time to lift achievement for our priority learners. Listen to the student voice about what they want to learn and write/read. Consult with Nayland College to find out what knowledge gaps our students have when they are starting in year 9. Continue to raise achievement for all students while keeping the disparity gap narrow. Continue to encourage cooperative team/house planning to have some consistency with what students are learning and to share ideas/strategies of how to grow achievement. Continue to build RBL capabilities

Progress for our Māori boys priority learners has dropped from 39% to 32% from term one to term four but 58% of all Māori boys are achieving at or above NZ curriculum level. Disparity gap between Māori and European sitting at 10% for writing. This is a 5% increase from 2019 Only 21% of our year 7 students are achieving at or above the NZ curriculum level compared to 48% of our year 8s Student voice was collected in term three and four to gather information about what students were currently working on in their classroom, how they felt they were progressing and what their next steps were. Term three information was collected via interview, term four via a google form. When students in term three asked about what they were currently writing and 66% identified they were writing reports on topics related to the Inquiry topic Papatuanuku. In term four the remaining priority learners were asked for feedback via an online form. No students in this survey mentioned the current literacy topic around advertising as what they were doing at that time. Surface features continue to be a	themselves in inquiry language and give literacy a more real-life context. Resources provided that link to both inquiry and literacy as well as information on related School Journals for students to read. Students commented about how they enjoyed the Papatuanuku topic, writing information reports on natural disasters and completing their own inquiries into events such as Pompeii. New Reading progression in 'kid speak' was actioned in term 3 and to be used in the reporting process at the end of the year. Forms became part of our new reporting to parents portfolios online. Students and teachers were to work together on these and students were to have ownership of their learning. Plain language for all. Teachers to support students. Guidelines provided on baselines and protocols from SLT. New planning template for Reading and Writing was developed in term three and used over this term and term four. This template was more specific to student outcomes and specific learning, with links to the Inquiry focus for an integrated approach. Planning expectations are more clear. Cooperative planning sessions for teams were encouraged at the end of each term to prepare for	online home learning or in paper packs that were organised in general topics rather than the specifically planned topics. Some students found it difficult to settle back into school routine. Some students flourished completing online learning at home while some found it difficult to complete tasks. The loss of a number of activities and events saw these rescheduled which reduced teaching time. The first five weeks of term four saw some students spending very little time in the classroom. This may have had an impact on retaining knowledge and teaching/learning time. Only six classes had students participate in the 'Bookflix' challenge during the year. Some teachers did not share this with their students.	and include these in planning (success criteria, modeling, feedback, next steps, power sharing etc.) Embed co-construction meeting protocols as a way to provide support for teachers and progress priority learners. Investigate the use of School Journals in the classrooms. In term four none of the School Journal materials that were suggested that could be integrated into the inquiry topic were borrowed. One teacher accessed one journal article online to use with three classrooms. Review on Bookflix with staff.
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goal for our students. In term three 58% of students interviewed said that this was their work on while 61% said this in term four.	the following term. Co-construction meetings focusing on priority learner achievement and support in terms three and four. The change in the structure of team meetings was brought about to identify ways to provide support for our teachers and priority learners to see progress. This was the last part of the jigsaw for RBL and will be aligned to this. Modeling of how these sessions can be productive was given in term four to the whole staff in a “fish bowl” exercise. Reading Bingo was reformatted as “Bookflix” to encourage reading. Differentiated to encourage readers of all levels to participate.		
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**Broadgreen Intermediate
Reading/Writing/Maths**

ACHIEVEMENT INFORMATION - TERM

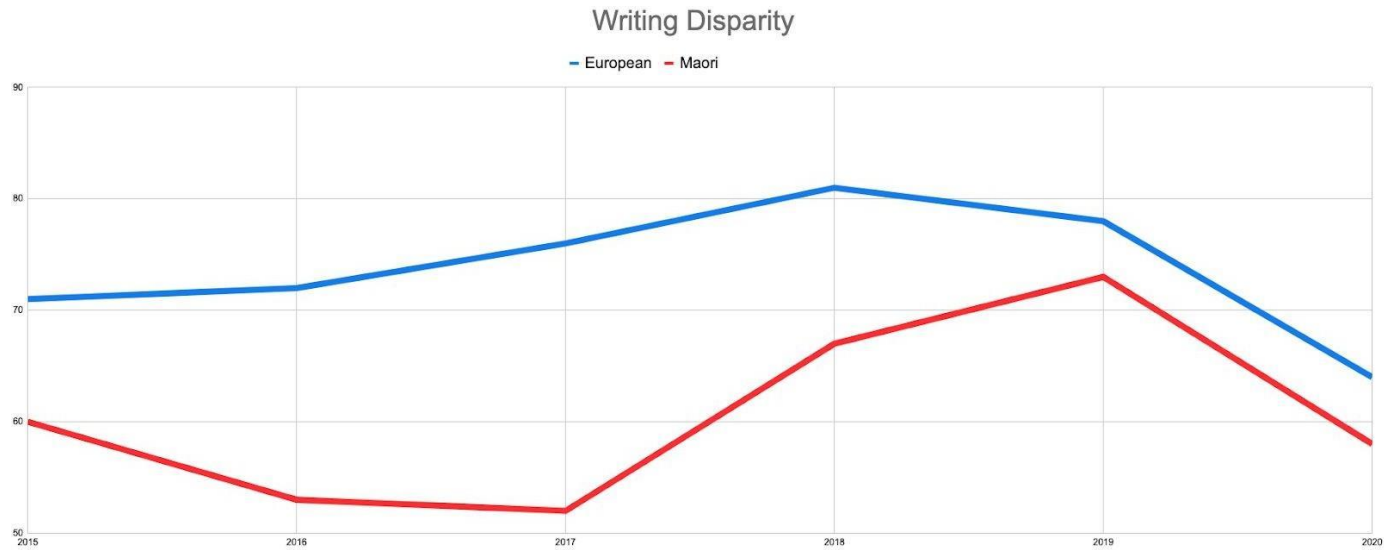
What is the evidence telling us...	What are we going to do about this...	What are the outcomes for our students...	What should we do next...
What is our data telling us? What insights does it provide? Is this good enough?	ACTION What do we need to do and why? How big is the change we're	OUTCOME What is happening as a result of our improvement actions?	Do we need to adjust what we are doing? What might we need to explore

What is our student voice telling us? ITJ End of term 2 What is our data telling us? An increase in achievement of 4% from 68% to 72% 68% was the headline data at the end of 2019 OTJ No gender disparity in 2020. In 2019, girls achievement 70% and 67% Maori achievement is 6% lower than NZE. Pasifika 71% - NZE 74% Year 7 = 76% Year 8 - 70% Charter target 2020 To increase the number of students achievement To keep reduce the ethnic disparity to under 10% Achievement appears to be increasing. Disparity appears to be narrowing. That our efforts towards the charter goal appear to be working. This would be better if achievement overall was 75%	planning? What strengths can we draw on? What support might we need? Whole staff/regular PLD linked to the maths programme appears to be useful and used by the teachers. Short, sharp and practical activities seem to be the best. BTs to share knowledge from PLD (below) in staff meeting or share reflection in team meetings. PLD for BTs will begin this year to raise the capability of these three teachers as part of their induction programme. External support from PLD facilitator to provide PLD for BTs. Continue to promote TTR as part of 3 way conferences and goal setting, and also as in-class practice. Staff buy in. Maths progressions have been revised with more input from teachers to develop this tool. School-wide consistency is a strength. Linked to reporting giving greater emphasis. A teacher promoting the use of the ARBs in the progressions. NayCol giving critical feedback on progressions. Priority learner release only started in T3 W2 due to Covid. There is need to analyse the impact of this on PL achievement	What evidence do we have of progress? Is this good enough? What are we learning here?	further? Continue to work Naycol on the 7-10 curriculum and progressions.
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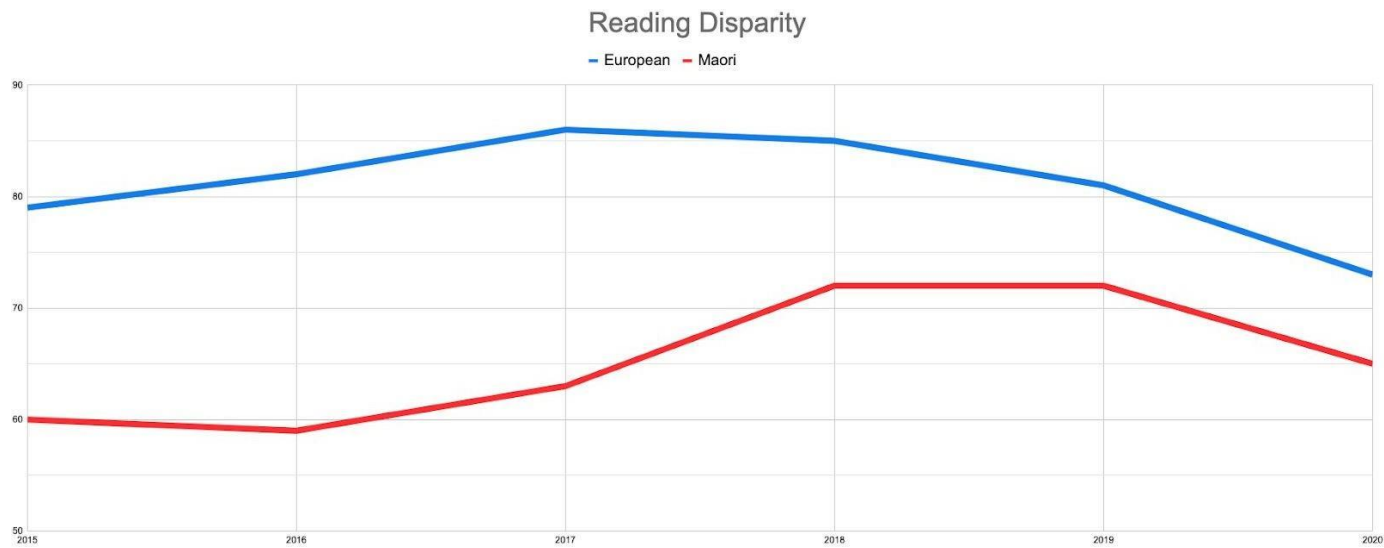
and if a greater number of year 8 students achieved level 4 in preparation for the next step in their academic journey. TTR battles appeared to be very popular with the students. A greater number of students are entering the maths competition. More maths was embedded in the term 2 Forces and Motion inquiry. OTJ Term 4 At the end of 2020, 64% of students were at or beyond the expected curriculum level for their age. This percentage decreased from the earlier ITJ of 68%. Four percent of students that were at the expected level at the beginning of the year were no longer at the expected level at the end of the year. In 2019, 68% of students were at the expected level in mathematics at the end of the year. Considerably fewer year 7 students (59%) are on track than year 8 students (68%) 65% of boys are at the expected curriculum level compared to 61% of the girls. 64% of Maori students are at the expected curriculum level compared to 63% of European students Progress	later in the year. OTJ Term 4 Charter targets. To increase the number of students achievement To keep reduce the ethnic disparity to under 10% Maori students outperformed NZE students by 1%. However, this is compounded by the lower achievement data (64%). To put this proportion in a National context, the 2018 National Study of Student Achievement in Mathematics, which consisted of Year 8 students across 100 New Zealand schools, identified that only 45% of these students were at the expected level. 2020 was a pandemic year and this impacted on schools, teachers and students in a variety of ways. In addition to the teaching time lost during level 4 and level 3, a range of school events were rescheduled and these enriching activities (CSIS, Production, Kapa haka regionals)	OTJ Term 4 We have evidence of progress (including considerable accelerated progress). This has not resulted in us reaching our aspirational target of 75% of students reaching the expected level. We have evidence (including standardised tests used at primary school) that a considerable number of students join us with low mathematics achievement. We are able to show progress but catching these students up remains a challenge. We are learning that accelerated progress is not enough for some students. However, this needs to be placed in the context of a national study identifying only 45% of students on track at the end of year 8. We have learnt that a large proportion of our year 7 students are not on track to be at the expected level at the end of year 8. There is no disparity gap and this is only evident in mathematics. This is interesting as there has been no specific intervention aimed at raising mathematics levels in just Maori students.	OTJ Term 4 Ensure teachers are aware of the low achievement of year 7 students. Consider how 2021 might be organised to increase effective teaching time. Consider pathways to work with contributing schools. Identify students that made insufficient progress in year 7 early. Consider what removed the disparity gap. Work to raise achievement while keeping this gap narrow.
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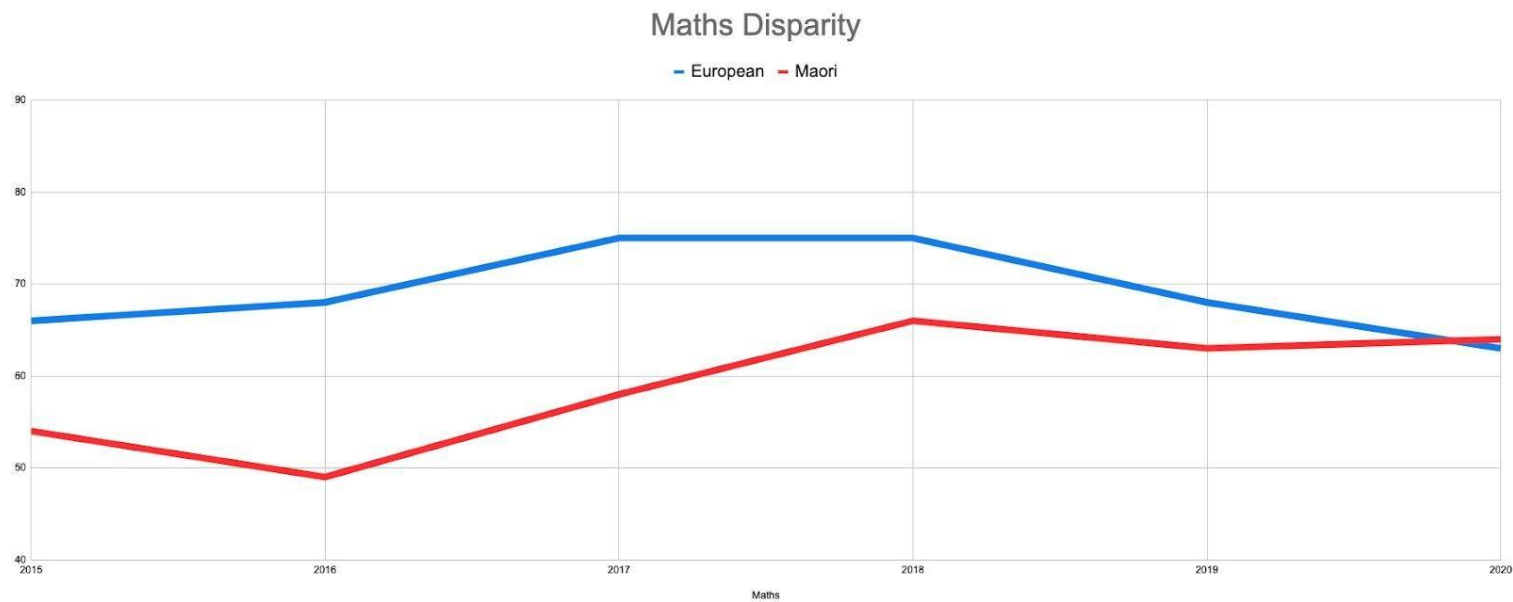
61% of all students made accelerated progress from the beginning of the academic year. 25% of students made sufficient progress. In total 86% of students made sufficient or accelerated progress. There was very little difference in the proportion of subgroups (gender, ethnicity) in these progress markers. 14% of students made insufficient progress. A number of these students were from a class with a number of staff changes throughout 2020. Progress and achievement of priority learners 57% of priority learners made accelerated progress while 29% of priority learners made sufficient progress. Generally, priority learners are progressing at a similar rate to their peers. The number of priority learners at expected levels increased from 27% to 35% at the end of term 4. At the end of 2019, 44% of priority learners were on track. Despite over half of all priority learners making accelerated progress, only an additional 8% were at the expected curriculum level at the end of the year. This highlights the low starting point of many of these students. 44% of Maori priority learners were at the expected curriculum level (an increase of 12%) compared to 28% of NZE priority learners (an increase of 3%).	may have reduced the teaching time or mathematics learning time for some students. It is interesting to note that Year 7 achievement is lower than Year 8 achievement. It is possible the lockdown had a greater impact on Year 7 students after a recent transition from primary school. Students may have suffered from a range of circumstances which impacted their ability to learn during 2020. It is also possible that the changes and uncertainty of the year also had an effect on teaching staff and their ability to develop and improve their practice. A lower proportion of priority learners made the expected curriculum level compared to 2020. This may have been due to the reduced face-to-face teaching time of 2020. Another possibility was that the larger number of priority learners (106 in 2020 compared to 59 in 2019) may have had an effect.		
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The Graphs below shows the percentage of students at or above the expected curriculum level in Writing, Reading and Maths, comparing European students with Maori (indicating disparity between these two cohorts).



Writing Priority Data:





So: Our overall achievement has fallen since 2019, disparity in Writing and Reading was parallel from 2019 to 2020 but in maths our Maori students achieved higher than our NZ European students

So What: All of the achievements is not the lowest it has been, in 2016 and 2017 achievement was lower.

So What Now: We need to celebrate the work in maths considering this is the same cohort that are lower in Reading and writing and ask what did we do differently in maths? Is RBL somehow more present in maths?

At the start of the year every class identified Priority Learners. The data below in Writing and Maths shows the progress of these students.

General Writing BEG & General Writing END 2020

For: Priority Writing

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 57 (76%)	Girl 17 (23%)	Maori 23 (58%)	Pasifika 3 (75%)	NZ European 46 (78%)	Other 2 (100%)	Boy 13 (17%)	Girl 10 (13%)	Maori 12 (30%)	Pasifika 1 (25%)	NZ European 10 (17%)	Other 0 (0%)	Boy 5 (7%)	Girl 3 (4%)	Maori 5 (13%)	Pasifika 0 (0%)	NZ European 3 (5%)	Other 0 (0%)	
7	23 (49%)	10 (21%)	7 (18%)	2 (50%)	23 (39%)	1 (2%)	4 (9%)	6 (13%)	5 (13%)	1 (25%)	4 (7%)		3 (6%)	1 (2%)	3 (8%)		1 (2%)		47
8	34 (59%)	7 (12%)	16 (40%)	1 (25%)	23 (39%)	1 (2%)	9 (16%)	4 (7%)	7 (18%)		6 (10%)		2 (3%)	2 (3%)	2 (5%)		2 (3%)		58
	74 (70%)						23 (22%)						8 (8%)						105

General Maths BEG & General Maths END 2020

For: Priority Maths

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 30 (59%)	Girl 30 (59%)	Maori 21 (49%)	Pasifika 3 (60%)	NZ European 33 (62%)	Other 3 (60%)	Boy 15 (29%)	Girl 16 (31%)	Maori 14 (33%)	Pasifika 2 (40%)	NZ European 13 (25%)	Other 2 (40%)	Boy 6 (12%)	Girl 9 (18%)	Maori 8 (19%)	Pasifika 0 (0%)	NZ European 7 (13%)	Other 0 (0%)	
7	13 (27%)	17 (35%)	9 (21%)	2 (40%)	17 (32%)	2 (4%)	5 (10%)	7 (14%)	4 (9%)	1 (20%)	5 (9%)	2 (4%)	4 (8%)	3 (6%)	4 (9%)		3 (6%)		49
8	17 (30%)	13 (23%)	12 (28%)	1 (20%)	16 (30%)	1 (2%)	10 (18%)	9 (16%)	10 (23%)	1 (20%)	8 (15%)		2 (4%)	6 (11%)	4 (9%)		4 (8%)		57
	60 (57%)						31 (29%)						15 (14%)						106

Broadgreen Intermediates Analysis of Variance of the 2020 Annual Plan

ANNUAL PLAN ACTION PLAN: Students are our Focus- Ngā Ākonga te aronga

Strategic Aim:

Develop resilient citizens who apply their learnings throughout their schooling and beyond, in order to achieve their potential

Annual Objectives:

1.1 Develop a sense of students' own and others' wellbeing

Baseline Data (NZCER Student Well-being Survey): 46% of students stated that "students treat each other with respect"

Goal: To have over 65% of students express that they treat each other with respect

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action (What did we do?)	Outcomes (What happened as a result of our actions?)	Reasons What didn't work and Why?		Evaluation (Planning for next year)	
Focus on RBL, specifically the whanau-like environment for teachers to build relationships with their students and know them well.	2019 vs 2020 Data from Impact Coaching cycle. 2019 Part 1 - Family-Like Context Average 3.07/5 2012 Part 1 - Family-Like Context Average 3.50/5 14% increase 2019 vs 2020 2019 Part 2 - Discursive Practices Average 8.95	Resource Bank of Part 1 & Part 2 videos for staff to refer to. Reluctance of staff to complete. (TBC post Term 4 PLD)		Add focus on Restorative Practice as whole school PD.	

	2020 Part 1 - Family-Like Context Average 11.92 33% increase 2019 vs 2020		
Engage a student counsellor for the school.	Students have access to a qualified counsellor who can assist them in accessing the support they require.	Communication between counsellor and SLT and teachers is getting better. Only so many students she can take on.	Continue with current model and add more with MOE contribution when accessible.
Share regular positive messages for students around respecting themselves and others.	Culture of the school - physically and emotionally - has an abundance of positive messages shared. Students showing respect for others and aware of it. Student agency of well-being evident. NZCER Well-being survey results increase.	Consistency. This needs to be a regular item in Assembly and a constant message with our student leaders to report back to class	Include messages on our Radio station/BIS TV etc Student led Wellbeing day again Class leaders to continue focusing on the well-being survey data and actioning aspects mentioned - this was done haphazardly in a lot of classrooms as the leaders didn't have the skills to run these sessions. A focus on a use of circles / restorative circles strategies for next year would be a good idea.
Review School Mission, Vision, Values	School has reviewed our Strategic Plan and has now identified that we have core beliefs and recognise they want to change the Mission and Vision but recognise we need specialist help to do this. Goal next year.	Recognised we need a specialist help to do this to help us articulate, Mission, Vision and Values in a succinct manner	Engaged Cathie Johnson from NZCER to help us build the front part of our Charter before forming our school local curriculum.
Evaluation of goal: 65% (347/531) expressed that they treat each other with respect - Well Being Survey 2020			

ANNUAL PLAN ACTION PLAN: Students are our Focus- Ngā Ākonga

Strategic Aim:

Develop resilient citizens who apply their learnings throughout their schooling and beyond, in order to achieve their potential

Annual Objectives:

1.2 Review transitional practices

Current State: 4 out of 5 Contributing schools are using the same student management system which was different to ours. This resulted in a lack of clear information being shared.

Goal: To share data across the students' primary schooling and into college.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8		Term 4 Review: Wk 3 & Wk 7	
Action Design and Implementation)		Outcomes (What happened as a result of our actions?)		Reasons What didn't work and Why?		Evaluation (Planning for next year)	
Establish new Student Management System to ensure consistent data on transition		New system running throughout the school. End of year report set up after consultation with staff, T2W8. Completed on eTAP T3W7.		Gaining familiarity with a new platform takes revision and time.		Moving towards using an online reporting system that is sustainable - Spotlight. Having a LS register that all schools can access.	
Develop the consistency around collecting and distributing transition information from and to schools and teachers.		Transition docs and system set up with contributing schools. Markbooks created in eTAP to collect necessary data from contributing schools for transition. This will transfer the data through to the classroom teacher		Gaining familiarity with a new platform takes revision and time.		Continue to develop the transition information to include records flowing seamlessly from primary to Intermediate and then to college	

Liaise with Nayland College Maths department regarding transitional capabilities needed for our students.	DG has met with HOD maths regarding achievement. DG shared process/systems/forms for maths at BIS. DG to meet again and discuss assessment later in term 4.	Timetable for release does not easily sync	Continue to liaise between schools to establish a strong pathway for Years 7-10
Evaluation: All schools in our Kahui Ako now using eTAP or a compatible student management system which is used to share data between schools.			

ANNUAL PLAN ACTION PLAN: Learning is our Goal -Haumāiui

Strategic Aim:

All students have the opportunities to achieve success in an innovative learning environment as evidenced by progress and achievement in relation to the New Zealand Curriculum

Annual Objectives:

2.1 Consolidate engagement and progress for all students

Baseline Data:

Reading results for Year 7's was 80.5% of students achieving at/above the NZ Curriculum level (Boys - 77.3%, Maori 75.1%)

Writing results for Year 7's was 76.2% of students achieving at/above the NZ Curriculum level (Boys - 67.3%, Maori 74.1%)

Maths results for Year 7's was 69.6% of students achieving at/above the NZ Curriculum level (Maori 64.8%)

Goal:

To increase the number of boys writing at the NZ Curriculum level to 75%

To increase the number of students achieving at the NZ Curriculum level for maths to 75% (64% of students were at or beyond the expected curriculum level for their age at the end of 2020)

To keep decreasing the disparity gap for our marginalised students in reading, writing and maths to below 10%

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What didn't work and Why?		Evaluation (Planning for next year)

Align Assessment for Learning practices to Relationship Based Learning profile. Part of this will be to develop and implement new reporting practices.	Term 2 - Staff voice sought on what a RBL Classroom environment will look like? Matrix shared. Term 3 - bank of resources developed for staff and shared through PD sessions - consistent approach attained Term 2 - reporting practices changed in consultation with staff. More student agency and whanau involvement. Online Reporting Portfolios set up with baselines and protocols established.	Literacy and Mathematics progression rubrics were changed to allow teachers and students to have more agency of them. Plain and simple language used. Inquiry rubric now no longer aligns with these or with our Inquiry model BISE.	Develop a new Inquiry assessment rubric and also a format to capture the dispositions being taught (key competencies).
Online Platform to encourage student agency using LP's for Literacy and Maths	In term two the writing progression for teachers and students were redeveloped. Written in plain language now and shared in students' online Reporting Portfolios. Evidence of progress to be linked to these across the year. In term three the reading progression for teachers and students redeveloped. Written in	Both documents are easier for teachers, students and whānau to understand. Documents and supporting evidence to be printed for those whānau who don't have online access.	Sharing of Reading and Writing progressions with students early in first term. Teachers to work with students through examples and tasks to guide self-assessment. Develop student agency around these documents. Set benchmark times for teachers to have progression documents updated with specific evidence to reflect outcomes, and to check in team meetings.

	plain language now and shared in students' online Reporting Portfolios. Evidence of progress to be linked to these across the year. In term four teachers were to start implementing the Reading progression for student Reporting Portfolios.		
Develop the capability of BTs in mathematics	PLD request was granted (40 hours). This began in term 3 and all hours were used during term 4. Teachers report this PLD has been very beneficial. Next step, to evaluate PLD on achievement and consider whether other teachers could access the PLD in 2021.		The MoE no longer has maths as a PLD priority. Any maths PLD for the current BTs (and for the newly-appointed BTs) would need to be funded by the school. The cost for continuing with our current facilitator is \$250 per hour. DG to discuss with PM whether this can be considered or to see if funding can be obtained elsewhere.
PLD for teachers to use LLPs online with their students and for students to have regular access to these.	Run as smaller workshops with teams in Term 3 when the new Reading progression was finalised. These meetings were led by Kirsten, Jeanne and Leah.	Some teachers when using the previous documents shared access with their students to update their learning. New documents were shared with students in their Reporting Portfolios therefore students had limited access. This meant that some students were not able to relate their next steps to this document when asked about their progress.	Staff PLD early 2021 to provide support and clarity around the use of these documents. Ongoing support through team leaders.

PLD with staff to focus on deeper features to accelerate progress for our learners.	When questioned about their next steps, students are still very focused on surface features. Resources for Literacy topics are based around language features and structure	Due to pandemic and other PLD focus little PLD on literacy has been given.	Sheena Cameron resources purchased for each house to use as a support document for their planning. Booking of Stu Duval to visit to engage students in writing. Provide small workshops to priority learners (developing writers).
Review BIS Maths programme (even year) in collaboration with Nayland.	Some limited discussion with Nayland around this. DG has shared planning documents with Nayland College HOD.	The time lost to the pandemic has meant that the even year programme has been disrupted. DG made the decision to focus on threshold concepts and therefore some strand coverage is lost. Nayland College are eager to work with BIS on this. Nayland still reviewing their own year 9 curriculum.	Release time needed to work with Nayland on coherence from years 7-10. It is also important that Nayland are in a position to work with us on a join
Improve recall of basic facts across the school.	Purchase and launch platform for practising and embedding basic facts across the school - TTRS. Times tables rockstars has been launched and students have regular battles. Teachers who have used this tool have reported greater fluency with basic facts. DG to look at the barriers to classes not using this tool.	Some variance in uptake in classes. Within classes not all students are participating.	Budget for the continued subscription of this resource. DG to continue to encourage teachers to use the resource and to find ways to continue to promote this in 2021.
Improve achievement of priority learners in mathematics through additional tuition outside of school hours	Not implemented during 2020.	Covid-19 meant that this was not implemented	To identify the current year 7 priority learners that have not moved and explore what the barriers are for these students.

Evaluation: Disparity gap for Reading has reduced from 19% in 2015 to 8% in 2020. Disparity gap for Writing has reduced from 11% in 2015 to 6% in 2020. 62% of our students are achieving at or above the NZ curriculum level for writing at the end of 2020. This was a drop of 7% since term one. Our aim was to have 75% of our boys achieving at or above the NZ Curriculum level but only achieved 52% at the end of 2020. This year there has been an overall drop of our total students achieving at or above the NZ curriculum as we were not able to maintain the progress of our students from the beginning of the year. COVID, well-being and attendance played a large part in the drop in our achievement as before lockdown we were well on track to achieve our target. Disparity gap for Maths has reversed where our Maori students are achieving better results in 2020 than our European students (12% in 2015 and 1% difference 2020). It is difficult to pinpoint what caused this gap. Any change in pedagogy such as RBL may have had an impact on the gap across the curriculum rather than just maths. This meets the goal. However, 64% of students were at or beyond the expected curriculum level for their age and the goal was 75%. A considerable amount of learning time and focus was lost due to the COVID-19 lockdown and the focus on providing students with enriching opportunities in the reduced learning time. Students may have suffered from a range of circumstances which impacted their ability to learn during 2020. It is also possible that the changes and uncertainty of the year also had an effect on teaching staff and their ability to develop and improve their practice.			

ANNUAL PLAN ACTION PLAN: Learning is our Goal -Haumāuiui			
Strategic Aim: All students have the opportunities to achieve success in an innovative learning environment as evidenced by progress and achievement in relation to the New Zealand Curriculum Annual Objectives: 2.2 Develop our Local curriculum			
Baseline Data: Inquiry units are currently more focussed on global issues. Even when specifically stated students tend to choose global topics to focus on			
Goal: Teachers to ensure Inquiry units focus on local area and stories - have a sense of place and culture.			

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What didn't work and Why?	Evaluation (Planning for next year)	
Develop the integration of capabilities in our local curriculum / termly inquiry units for our even year curriculum	These are being included in each of the term's inquiry units.	The focus of our Inquiry units is still very much knowledge driven. The dispositions like the capabilities and key competencies are not at the fore.	Engaged outside support to help us develop our Local Curriculum with a focus on our Inquiry units. Consolidate our local curriculum through focusing on the key concepts identified by students, staff and community as what we should be teaching.	
Develop relationships with local iwi and kahui ako to include relevant local content/stories in our units	Hand out given at Kahui Ako Teacher only day Term 1 that reiterated what local iwi wanted from us with regards to an education plan for their tamariki. Continuing to build a relationship with all lwi but particularly Ngati Koata. Engaged local artist to develop 6 murals depicting local stories	With Covid19 a lot of our time was limited. It takes time to build relationships, capability and sincerity	Continue to develop murals with local stories, Rebekah Shepard immersed in Te Reo for a year study.	
Develop and implement learning opportunities that equip learners with an understanding of local content - place and culturally responsive practices	Kahui Ako Teacher only day Term 1 - focus was on culturally responsive and place-responsive approaches with hands on activities for teachers to transfer into the classroom. Term 1 unit - Turangawaewae had a strong focus on local area and the stories. Also students connecting with a place of their choice. Term 3 unit - Papatuanuku has a strong focus on local landforms and national landforms and how these were created from a scientific	Teachers still not utilising our local place resources. Learning is very much classroom based.	*Inquiry units to have a place- and culturally-responsive approach where possible. Teachers to make use of our community resources and issues when looking at actions to take.	

	perspective as well as a Maori myths and legends perspective. 6 Murals depicting local stories		
Design and develop our school's Digital curricula content. Part of Technology Curriculum.	DG identified some digital outcomes for the term 4 Enterprise unit. These were shared with teachers/leaders. A MoE PLD application was submitted in term 4.	Previous unit holder was not able to carry this out.	Use MoE funding to raise awareness of the Digital technology curriculum and embed this into classrooms.
Evaluation: Students continued to choose global focus when choosing own inquiry topics. Complete revamp of our inquiry units implemented for 2021 where students, whanau and staff chose concepts to be taught.			

ANNUAL PLAN ACTION PLAN: Teaching is our Craft- Kia Whakaako/Kia Ako

Strategic Aim:

Teachers use responsive pedagogies to engage and progress all students' learning

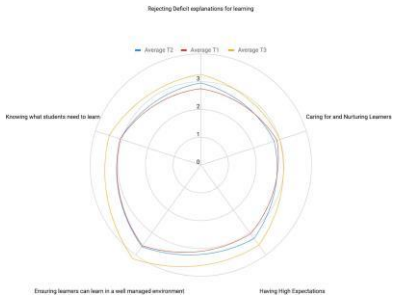
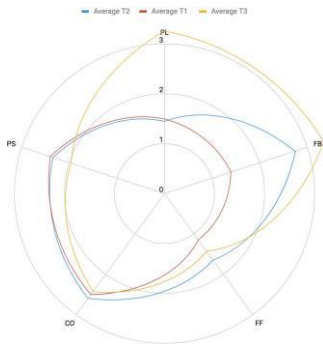
Annual Objectives:

3.1 Embed systems and processes based on best practice in regard to Relationship based learning (RBL)

Baseline Data: Impact coaching observations data showed that teachers are sitting at 9 out of 20 for discursive (A4L) practices and 3 out of 5 for whanau-like practices

Goal: Teachers to demonstrate "having high" level of relationship skills and teaching skills. To have all teachers at 10 out of 20 for discursive practices and 4 out of 5 for whanau-like practices.

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What didn't work and Why?	Evaluation (Planning for next year)

Ensure all teachers are familiar with and follow impact coaching protocols.	2019 vs 2020 Data from Impact Coaching cycle. 2019 Part 1 - Family-Like Context Average 3.07/5 2020 Part 1 - Family-Like Context Average 3.50/5  14% increase 2019 vs 2020 2019 Part 2 - Discursive Practices Average 8.95 2020 Part 2 - Discursive Practices Average 11.92 33% increase 2019 vs 2020 	Due to Covid, Term 1 Impact Coaching cycle failed to materialise. This was put back into Term 2. All bar one teacher was observed as the teacher was ill. Due to being Term 2, the next cycle was due to be done in Term 4 but due to staff feeling pressured with all the happenings of 2020, it was decided to change how this was done. Goals from the first impact cycle were not followed through for all teams and it felt that we were going IC cycle to IC cycle, with a lot of measuring but no real reflection for effectiveness.	Coaching cycle to be implemented in Term 1 with week 5, 6 and 7 put aside for observations to be done. Changes to 2021 possibly include having just the first observation decoded with JM for moderation purposes and then 3-4 shorter observations decoded by the respective coach.
Co-construction meetings to be developed.	Term 3/4 Co-construction meeting happening within syndicates with a focus on priority learners and accelerating	Term 4 first meetings were done to reestablish the relationships and whanautanga.	Continue to roll out in Term 1.

	their progress. Meetings using power sharing, enabling all involved to analyse data to find interventions. Success is then measured. - Positive feedback from staff gathered	Meeting 2 Co-construction protocols was established with a focus on PB4L and reflection on previous PL Week 5 is scheduled for PLD to 'fishbowl' the technique based on FB that not all staff are fully understanding the process.	
Monitor learner's progress and the impact of the processes of learning by assessing their AREA (attendance, retention, engagement, achievement) data.	Term 1 new template shared with team leaders and discussed at coaching session. Term 2 we had lockdown COVID-19 so had no meetings. Term 3 Co-construction meetings framework developed. Teachers to trial this model from Week 5 using one priority learner and the protocols, template, questions.	See above	GC meetings to be a focus each term so that we can share AREA data and look at actions and outcomes.
Evaluation: In 2020 the Part 1 - Family-Like Context average was 3.50 out of 5 which is a 33% increase from 2019 to 2020. We have not achieved our goal of 4 out of 5 for this area, due to only completing one coaching observation in 2020. This meant that staff were unable to follow up on their first observation and work on goals set around their classroom practice. The Part 2 - Discursive Practices average increased from 8.95 in 2019 to 11.92 out of 20 in 2020, a 33% increase.			

ANNUAL PLAN ACTION PLAN: Teaching is our Craft - Kia Whakaako/Kia Ako

Strategic Aim:

Teachers use responsive pedagogies to engage and progress all students' learning

Annual Objectives:

3.2 Embed teacher capability in pedagogical knowledge and best practice

Baseline Data: 73% of teachers stated that they keep up to date with relevant knowledge about teaching and learning.

Goal: All teachers state that they keep up to date with relevant knowledge about teaching and learning.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action (Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons (What didn't work and Why?)		Evaluation (Planning for next year)
Provide regular PLD and exemplars of best practice in line with our current school-wide initiatives	Term 1 PLD covered aspects relating to our BIS Learning and Values programme. Term 2 & 3 PLD focused on Prior Learning RBL which was identified as a whole staff need from our coaching observation data. Term 3 Reading PLD with Sheena Cameron for our four beginning teachers	PLD was mainly focused on RBL for the last 2 years. Literacy, Inquiry and PB4L took a back seat for this to happen as we needed to focus on building our relationships. We can now use RBL to build effective teaching practices.		PLD focus on developing the digital technology curriculum, restorative practice and use of Spotlight. Literacy and Mathematics will be an ongoing focus with links to RBL and effective pedagogies.
Impact Coaching observations and teaching as inquiry follow ups	Whole school had an impact coaching session in Term 2 which gave us the necessary data/evidence to run our PLD sessions. Data showed huge	Due to being Term 2 instead of Term 1, the next cycle was due to be done in Term 4 but due to staff feeling pressured with all the happenings of 2020, it was decided to change how this was done. Still to be confirmed with SMT.		New IC cycle to be done in T1 next year for all staff. Moving forward, "Spotlight" observations to be done with identified Part 2 Discursive Practices gaps.

	improvements in Prior Learning, Feedback and Feedforward. Still need to focus on Co-construction and Power Sharing.	To be developed "Spotlight" Part 2, Discursive Practices to target gaps for those that require it.	
Evaluation: TSP Survey results stipulated that 91% of teachers state that they keep up to date with relevant knowledge about teaching and learning and 9% stated they do this somewhat well.			

ANNUAL PLAN ACTION PLAN: Inclusivity is our Foundation -Whanau a Kura

Strategic Aim:

All students' cultures and abilities are celebrated and they are supported to achieve educational success across the curriculum

Annual Objectives:

4.1 Develop our culturally responsive practices

Baseline Data: 82% of teachers stated that they ensure all students can achieve success while maintaining their own sense of identities and differences

Goal:
All teachers and students to feel that they can achieve success while maintaining their own sense of identities and differences

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What didn't work and Why?		Evaluation (Planning for next year)	
Develop a schoolwide property plan that reflects our students, their culture and our community.	Schoolwide development plan produced by Kūmanu then developed further by local Iwi Hamuera and BOT. Property developments underway particularly with court yard	Getting everything coordinated for the whole project takes time to coordinate but everything is underway.		At the start of 2021 tiger turf courtyards, archgola and planters should be in place and murals going on the walls. Investigate painting the school to give a fresh attractive canvas to	

	areas. New seating areas put in term 3 to encourage whanaugatanga.		get cultural elements completed looking great. 5 classrooms being developed, consider cultural aspects.
Treaty of Waitangi principles to be a focus through partnership, protection and participation.	BOT completed Hautu training and are reviewing a section at a time in BOT meetings	The need to embed within our systems to ensure this is done as part of everything we do. Inconsistency amongst staff.	Continue to develop Hautu aspects and review. Consider te tiriti PD training at the start of the year - TOD? Staff hui? BIS Local Curriculum needs to be looked at through the Ka Hikitia lens (domains).
Staff training around use of Karakia, haka, waiata and local curriculum. Staff training around local pūrakau that will tie in with school murals.	Staff singing fortnightly in Admin Karakia used regularly Termly planning introducing new karakia. Hamuera lead a PD session with staff. Hangi term 3.	Consistency with the amount of disruptions due to Covid 19. Inconsistency amongst classrooms using karakia, waiata etc.	Continue to develop by making it part of our agenda. Include a once a term staff meeting with a focus around te Ao Māori. School singing in assembly to include Māori waiata.
Introduction of the Maori language progressions (Capabilities)	Our goal is to have Te Reo as common place around our kura. 4 staff member participated in out of school Te Reo classes through NMIT.	Building it into our meetings. Inconsistency amongst staff teaching from the te reo plan.	One teacher on full time study leave to study Te Reo level 5 in 2021. Continue to work with them to build our schools capability. Encourage them to run a staff meeting once a term.
Inquiry units to include culturally responsive and place responsive practices.	RBL practices and Inquiry units have a strong emphasis on these pedagogies. Expectations set school wide on using the theories from these pedagogies in a classroom environment.	Lack of knowledge or extending knowledge further than a few words used in the classroom.	See above this has already been covered under "Develop our Local Curriculum".
Other plans for next year: - Hangi 2x a year. - Continue termly reo Māori planning. - Bring more reo Māori PD into our staff meetings - one a term?			

- Encourage a 'whanau' event once a term eg term 1 at Nayland pools on a Sunday afternoon, Term 2 tahuna bbq area, Term 3 Hāngi, Term 4 whānau shared kai at kura.

Evaluation: 81% of teachers stated that they can ensure all students achieve success while maintaining their own sense of identities and differences and 18% stated they do this somewhat well (TSP Survey)

ANNUAL PLAN ACTION PLAN: Inclusivity is our Foundation -Whanau a Kura

Strategic Aim:

All students' cultures and abilities are celebrated and they are supported to achieve educational success across the curriculum

Annual Objectives:

4.2 Consolidate responsive practices to diverse needs

Baseline Data:

Teams are in place but Information shared is not consistent and evident to everyone

Goal

To establish teams that implement, monitor and share learning & behaviour goals for students with diverse needs

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action (Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons (What didn't work and Why?)	Evaluation (Planning for next year)
Tier 2 / 3 team to consolidate the interventions put in place.	SLT looked at our stand down data and decided that in 2020 instead of standing down for a first offence, we will bring parents in and with the students we will see what we can offer to support	Tier 1, 2, 3 registers not that effective when it comes to the comments section as this is not being updated regularly. Information is already in other places so it	Whole school Restorative Training LS register to be trialed.

	them for the behaviour to change. Check in Check Out Contracts being introduced sooner as a precautionary measure.	seems like we are doubling up with the narrative.	
Establish support learning team around key students	Learning Support Team worked on sharing Google docs with classroom linked to SPEC learning for individuals: SPEC Google classroom. Staff uptake to monitor re 2021. Narratives written and shared with all stakeholders for identified students.(Student/Whanau/Teacher/Agencies) Work samples collated for students on the Learning support register and attending SPEC re conferences.Reports completed termly re Goals and Key competencies: include student voice. All SPEC data standardised for attending students: Data collated to direct ICS application and to support any intervention application. Reports contain student voice/Process for	Not all Staff accessing/aware of google docs: Covid positive's: Spec Link to Classroom learning through Google not used widely or consistently. Data collated not accessed by classroom teachers as part of Level 1 learners and below to guide differentiated learning level content in class. Covid interrupted:	Sharing/raz alerting staff to access SPEC work in home rooms to promote students to receive differentiated learning. 2021 goal to promote these Doc's with Teachers/Students independently accessing their Doc link to SPEC. Promote the sharing of SPEC data with classroom teachers for students working in SPEC. Share narratives with classroom teachers re fine grain assessment on Key competencies. Promote closer links with learning Spec/with class learning a goal. Student voice in learning to continue as a focus :

	IEP/BISTAP contain student voice.	Continue to develop student voice in learning	Student voice on reports Student voice in IEP's and TAPS Student voice in Narratives Students writing learning profiles in transition from SPEC students to be a focus 2021.
Establish communication schoolwide for Core 5 - Power Up and a new dyslexia focus group	Jo met with classroom teachers. Students signed in and data monitored by Jo for students with diagnosed Dyslexia. John Kennedy extended PowerUp to all students across school during Covid: extended our licence : teachers arranged for students to be logged on. As an extra for STAFF: PD on Dyslexia workshops which were delayed re covid, completed in Term 3 in two workshops in the staffroom with the RTLB Team.	CORE-5/Powerup: Teachers may sign students up on Core-5/Power-up, but there is more work to be done with the programme uptake and benefits of the data provided and worksheets for teaching presented to students within the programme response. Delayed workshops: Google doc shared, but limited time for further support for staff.	Further PD on the programme in 2021 with John Kennedy. Continued updates and promotion of strategy successful for Dyslexic students. RTLB revisit for staff PD.

			Individual time with RTLB a success.
Guiding Coalition team to focus on sharing AREA data with all staff.	GC Doc updated regularly by all stakeholders. Side meetings happening regularly that inform the GC doc. Data added to the doc. Term 3 Guiding Coalition meeting set after we have all our mid year data to present. Staff to be made more aware of this doc as it is shared at team meetings.	Due to COVID these meetings did not take place as regularly as we would have liked. The value of these needs to be seen by all.	Guiding Coalition team to meet at least once a term and data to be shared with all staff (already mentioned in “Teachers use responsive pedagogies to engage and progress all students’ learning (AO3.1)”
Evaluation: Teams have been established that implement, monitor and share learning & behaviour goals for students with diverse needs			



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BROADGREEN INTERMEDIATE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Broadgreen Intermediate (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, 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 3 to 18, that comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 2020; 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 Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 28th May 2021. 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 19 to 58, 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.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand