

# OAMARU INTERMEDIATE



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**School Directory**

**Ministry Number:** 3784

**Principal:** Rebecca Meek

**School Address:** Pembroke Street, Oamaru, 9400

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# OAMARU INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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# Oamaru Intermediate

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Benjamin John Stratford  
Full Name of Presiding Member

Rebecca Meek  
Full Name of Principal

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Signature of Presiding Member

~~\_\_\_\_\_  
Signature of Principal~~

24 May 2023  
Date:

24 May 2023  
Date:

# Oamaru Intermediate

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Rebecca O'Sullivan	Presiding Member	Elected Co-opted	Sep 2022 Mar 2023
Rebecca Meek	Principal	ex Officio	
Tessa Fifita	Parent Representative	Selected Elected	Sep 2022 Sep 2025
Lyndon Wardle	Parent Representative	Elected	Sep 2022
Jane Taafaki	Parent Representative	Elected	Nov 2023
Damian Brown	Parent Representative	Elected	Nov 2023
Anneke Catto	Staff Representative	Elected	Sep 2022
Ian Cathcart	Parent Representative	Co-opted Elected	Sep 2022 Sep 2025
Ben Stratford	Parent Representative	Elected	Sep 2025
Isabelle Raukete	Staff Representative	Elected	Sep 2025

# Oamaru Intermediate

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,752,519	3,516,975	3,319,348
Locally Raised Funds	3	127,902	127,072	160,668
Interest Income		7,418	1,000	2,845
		<u>3,887,839</u>	<u>3,645,047</u>	<u>3,482,861</u>
<b>Expenses</b>				
Locally Raised Funds	3	84,944	83,000	109,123
Learning Resources	4	2,434,107	2,472,389	2,373,073
Administration	5	594,496	510,433	265,389
Finance		2,909	-	1,176
Property	6	644,541	599,845	513,963
Other Expenses	7	7,028	3,000	4,188
Loss on Disposal of Property, Plant and Equipment		343	-	2,570
		<u>3,768,368</u>	<u>3,668,667</u>	<u>3,269,482</u>
<b>Net Surplus / (Deficit) for the year</b>		119,471	(23,620)	213,379
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>119,471</u>	<u>(23,620)</u>	<u>213,379</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.

# Oamaru Intermediate

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		969,054	969,054	736,688
Total comprehensive revenue and expense for the year		119,471	(23,620)	213,379
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,500	19,500	18,987
Contribution to Ministry Project		-	(200,000)	-
<b>Equity at 31 December</b>		1,108,025	764,934	969,054
Accumulated comprehensive revenue and expense		1,108,025	764,934	969,054
<b>Equity at 31 December</b>		1,108,025	764,934	969,054

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.

# Oamaru Intermediate

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	744,379	426,772	624,547
Accounts Receivable	9	280,861	199,376	199,376
GST Receivable		40,296	15,016	15,016
Prepayments		23,511	19,529	19,529
Investments	10	105,000	105,048	105,048
Funds Receivable for Capital Works Projects	17	20,030	-	-
		<u>1,214,077</u>	<u>765,741</u>	<u>963,516</u>
<b>Current Liabilities</b>				
Accounts Payable	12	312,217	209,113	208,248
Revenue Received in Advance	13	2,322	3,064	3,064
Provision for Cyclical Maintenance	14	30,926	23,933	22,219
Painting Contract Liability	15	-	-	5,350
Finance Lease Liability	16	18,921	4,652	4,652
Funds held for Capital Works Projects	17	60,905	57,013	57,013
		<u>425,291</u>	<u>297,775</u>	<u>300,546</u>
<b>Working Capital Surplus/(Deficit)</b>		788,786	467,966	662,970
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	372,410	313,519	339,519
		<u>372,410</u>	<u>313,519</u>	<u>339,519</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	16,437	15,289	32,173
Finance Lease Liability	16	36,734	1,262	1,262
		<u>53,171</u>	<u>16,551</u>	<u>33,435</u>
<b>Net Assets</b>		<u>1,108,025</u>	<u>764,934</u>	<u>969,054</u>
<b>Equity</b>		<u>1,108,025</u>	<u>764,934</u>	<u>969,054</u>

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



# Oamaru Intermediate

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		872,396	1,086,975	725,238
Locally Raised Funds		136,932	127,072	160,106
Goods and Services Tax (net)		(25,280)	-	(6,903)
Payments to Employees		(456,867)	(431,200)	(401,961)
Payments to Suppliers		(402,036)	(737,307)	(375,750)
Interest Received		8,003	1,000	2,238
Net cash from/(to) Operating Activities		133,148	46,540	102,968
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(34,457)	(39,000)	(23,470)
Proceeds from Sale of Investments		48	-	-
Net cash from/(to) Investing Activities		(34,409)	(39,000)	(23,470)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,500	19,500	18,987
BOT Contribution for Project		-	(200,000)	-
Finance Lease Payments		(11,397)	-	(6,439)
Painting Contract Payments		(5,350)	(24,815)	5,350
Funds Administered on Behalf of Third Parties		18,340	-	142,929
Net cash from/(to) Financing Activities		21,093	(205,315)	160,827
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>119,832</b>	<b>(197,775)</b>	<b>240,325</b>
Cash and cash equivalents at the beginning of the year	8	624,547	624,547	384,222
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>744,379</b>	<b>426,772</b>	<b>624,547</b>

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.



# Oamaru Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 whole dollar.

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical Maintenance*

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

###### *Useful lives of property, plant and equipment*

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



### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

#### ***Recognition of grants***

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

### **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 to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

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

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **1.4. 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.

### **1.5. 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.

### 1.6. 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.

### 1.7. Accounts Receivable

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

### 1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery, canteen 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.

### 1.9. 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.

### 1.10. Property, Plant and Equipment

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

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

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

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

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the Statement of Comprehensive Revenue and Expense 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	5 %Straight Line
Furniture and equipment	5-20 %Straight Line
Information and communication technology	4-5 years
Motor vehicles	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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 Statement of Comprehensive Revenue and Expense.

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

### **1.12. 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.

### **1.13. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **1.14. 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.

### **1.15. Funds held for Capital Works**

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

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

#### **1.16. 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.

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **1.17. Financial Instruments**

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

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

#### **1.18. 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.

#### **1.19. Budget Figures**

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

#### **1.20. Services received in-kind**

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

## 2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	872,776	744,000	797,634
Teachers' Salaries Grants	2,086,838	2,079,975	2,048,618
Use of Land and Buildings Grants	405,335	370,000	360,775
Healthy Lunches Grants	384,981	322,000	91,846
Other Government Grants	2,589	1,000	20,475
	<u>3,752,519</u>	<u>3,516,975</u>	<u>3,319,348</u>

The School has opted in to the donations scheme for this year. Total amount received was \$52,350 (2021: \$49,500).

## 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	12,806	21,100	29,034
Fees for Extra Curricular Activities	51,265	66,500	64,462
Trading	6,041	7,000	3,491
Fundraising & Community Grants	26,029	400	31,296
Other Revenue	31,761	32,072	32,385
	<u>127,902</u>	<u>127,072</u>	<u>160,668</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	68,331	66,000	76,916
Trading	4,712	7,000	1,987
Fundraising & Community Grant Costs	6,240	8,000	16,119
Other Locally Raised Funds Expenditure	5,661	2,000	14,101
	<u>84,944</u>	<u>83,000</u>	<u>109,123</u>
<i>Surplus for the year Locally raised funds</i>	<u>42,958</u>	<u>44,072</u>	<u>51,545</u>

## 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	70,216	94,695	73,297
Information and Communication Technology	22,961	33,744	12,611
Library Resources	1,634	150	590
Employee Benefits - Salaries	2,250,972	2,264,500	2,216,729
Staff Development	17,708	14,300	7,259
Depreciation	70,616	65,000	62,587
	<u>2,434,107</u>	<u>2,472,389</u>	<u>2,373,073</u>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,250	5,250	5,097
Board Fees	3,820	3,500	4,235
Board Expenses	4,319	6,250	1,260
Communication	5,362	5,680	6,577
Consumables	5,061	4,900	2,814
Operating Lease	11,982	25,160	10,398
Healthy Lunches Expenses	384,981	322,000	91,846
Other	12,760	13,500	8,201
Employee Benefits - Salaries	146,416	112,300	122,853
Insurance	9,610	7,050	7,550
Service Providers, Contractors and Consultancy	4,935	4,843	4,558
	<u>594,496</u>	<u>510,433</u>	<u>265,389</u>



## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	8,483	10,850	11,923
Cyclical Maintenance Provision	10,659	11,295	(68,443)
Grounds	27,486	21,600	26,041
Heat, Light and Water	33,132	35,400	36,624
Rates	3,850	3,500	3,246
Repairs and Maintenance	24,963	24,000	16,970
Use of Land and Buildings	405,335	370,000	360,775
Security	9,007	8,800	8,613
Employee Benefits - Salaries	121,626	114,400	118,214
	<u>644,541</u>	<u>599,845</u>	<u>513,963</u>

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

## 7. Other Expenses

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	7,028	3,000	4,188
	<u>7,028</u>	<u>3,000</u>	<u>4,188</u>

## 8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	744,379	426,772	624,547
Cash and Cash Equivalents for Statement of Cash Flows	<u>744,379</u>	<u>426,772</u>	<u>624,547</u>

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

Of the \$744,379 Cash and Cash Equivalents, \$68,748 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 9. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	37	9,809	9,809
Receivables from the Ministry of Education	76,641	18,957	18,957
Interest Receivable	400	985	985
Banking Staffing Underuse	33,250	19,975	19,975
Teacher Salaries Grant Receivable	170,533	149,650	149,650
	<u>280,861</u>	<u>199,376</u>	<u>199,376</u>
Receivables from Exchange Transactions	437	10,794	10,794
Receivables from Non-Exchange Transactions	280,424	188,582	188,582
	<u>280,861</u>	<u>199,376</u>	<u>199,376</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	\$	\$	\$
Short-term Bank Deposits	105,000	105,048	105,048
Total Investments	<u>105,000</u>	<u>105,048</u>	<u>105,048</u>

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	191,202	-	-	-	(19,851)	171,351
Furniture and Equipment	52,175	19,687	-	-	(9,623)	62,239
Information and Communication Technology	50,224	18,525	(343)	-	(21,001)	47,405
Motor Vehicles	33,061	-	-	-	(4,905)	28,156
Leased Assets	5,800	64,721	-	-	(14,239)	56,282
Library Resources	7,057	917	-	-	(997)	6,977
<b>Balance at 31 December 2022</b>	<b>339,519</b>	<b>103,850</b>	<b>(343)</b>	<b>-</b>	<b>(70,616)</b>	<b>372,410</b>

The net carrying value of equipment held under a finance lease is \$56,282 (2021: \$5,800)

#### Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	648,407	(477,056)	171,351	648,407	(457,205)	191,202
Furniture and Equipment	390,253	(328,014)	62,239	387,723	(335,548)	52,175
Information and Communication Technology	165,286	(117,881)	47,405	134,695	(84,471)	50,224
Motor Vehicles	75,942	(47,786)	28,156	75,942	(42,881)	33,061
Leased Assets	70,467	(14,185)	56,282	53,537	(47,737)	5,800
Library Resources	62,932	(55,955)	6,977	62,015	(54,958)	7,057
<b>Balance at 31 December</b>	<b>1,413,287</b>	<b>(1,040,877)</b>	<b>372,410</b>	<b>1,362,319</b>	<b>(1,022,800)</b>	<b>339,519</b>

### 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	98,981	21,576	20,711
Accruals	5,250	5,097	5,097
Employee Entitlements - Salaries	195,342	169,944	169,944
Employee Entitlements - Leave Accrual	12,644	12,496	12,496
	<b>312,217</b>	<b>209,113</b>	<b>208,248</b>
Payables for Exchange Transactions	312,217	209,113	208,248
	<b>312,217</b>	<b>209,113</b>	<b>208,248</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	2,322	3,064	3,064
	<b>2,322</b>	<b>3,064</b>	<b>3,064</b>



#### 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	54,392	54,392	153,000
Increase to the Provision During the Year	11,231	11,295	11,294
Other Adjustments	(572)	-	(79,737)
Use of the Provision During the Year	(17,688)	(26,465)	(30,165)
Provision at the End of the Year	47,363	39,222	54,392
Cyclical Maintenance - Current	30,926	23,933	22,219
Cyclical Maintenance - Non current	16,437	15,289	32,173
	47,363	39,222	54,392

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

#### 15. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	-	-	5,350
	-	-	5,350

In 2021 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a three year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. As at 31 December 2022 the School has paid 67% of the contract however only 64% of the contract has been completed, with the remaining 36% to be completed in 2023, accordingly no liability is recorded at year end. A prepayment of \$1,776 has been recorded (3%). The balance has not been adjusted for inflation and the effect of the time value of money.

#### 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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	22,653	4,940	4,940
Later than One Year and no Later than Five Years	40,388	1,345	1,345
Future Finance Charges	(7,386)	(371)	(371)
	55,655	5,914	5,914
<b>Represented by:</b>			
Finance lease liability - Current	18,921	4,652	4,652
Finance lease liability - Non current	36,734	1,262	1,262
	55,655	5,914	5,914

#### 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Admin Blk - 220492	57,013	256,102	(316,441)	-	(3,326)
HWC Leak Damage - 233666	-	-	(10,242)	-	(10,242)
Water Leak (Jan 2022) -229355	-	-	(6,462)	-	(6,462)
Roofing - 232694	-	19,115	-	-	19,115
Block 4 Upgrade -232696	-	47,530	(5,740)	-	41,790
Totals	57,013	322,747	(338,885)	-	40,875

#### Represented by:

Funds Held on Behalf of the Ministry of Education	60,905
Funds Receivable from the Ministry of Education	(20,030)

2021	Opening Balances	Receipts from MoE	Payments		Closing Balances
	\$	\$	\$	\$	\$
Visually impaired Inden. Wks	(3,317)	8,717	(5,400)	-	-
Admin Blk - 220492	-	57,013	-	-	57,013
Boiler Leak	-	7,767	(7,767)	-	-
Totals	(3,317)	73,497	(13,167)	-	57,013

**Represented by:**

Funds Held on Behalf of the Ministry of Education 57,013

**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, Deputy and Assistant Principals.

	2022 Actual	2021 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,820	4,235
<i>Leadership Team</i>		
Remuneration	350,296	343,088
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	354,116	347,323

There are 9 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

*Principal*

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

	2022 Actual	2021 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	1-10	1-10
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	2022 FTE Number	2021 FTE Number
100 -110	4.00	2.00
	4.00	2.00

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 members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

## 21. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

### Additional funding wash up payment:

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The Ministry of Education has released design fees of \$47,530 in regards to Block 4 QLS Upgrade. As at balance date a total of \$5,740 had been spent project to date; and

(b) Design fees totalling \$19,115 have been released by the Ministry of Education for reroofing numerous blocks around the school. As at balance date no expenditure had been incurred against the project; and

(c) \$570,128 contract to upgrade the existing administration area, including the formation of LSC office space, as agents for the Ministry of Education. The Board have approved to contribute or spend up to \$200,000 on or towards the project to which the Ministry have agreed to. As at balance date funds totalling \$370,128 have been received of which \$373,454 have been spent on the project.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$57,013)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

## 23. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	744,379	426,772	624,547
Receivables	280,861	199,376	199,376
Investments - Term Deposits	105,000	105,048	105,048
Total Financial assets measured at amortised cost	<u>1,130,240</u>	<u>731,196</u>	<u>928,971</u>

### Financial liabilities measured at amortised cost

Payables	312,217	209,113	208,248
Finance Leases	55,655	5,914	5,914
Painting Contract Liability	-	-	5,350
Total Financial liabilities measured at amortised Cost	<u>367,872</u>	<u>215,027</u>	<u>219,512</u>

**24. Events After Balance Date**

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

**25. Comparatives**

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



# OAMARU INTERMEDIATE SCHOOL

## ANALYSIS OF VARIANCE REPORT

### Strategic Goal 1

Strategic Goal 1 Strategic Goal 2b	<p>Prioritising and sustaining a caring culture of inclusivity. Curriculum review is informed by data, observation and teacher inquiry.</p>
Annual Goal	<p>To ensure all students have equitable access to the curriculum through a specific focus on literacy. Using our data from assessment to assess where our gaps are and specifically target teaching from here.</p> <p><b>SPECIFIC GOAL</b></p> <p>To increase the percentage of students working within or above NZC Level 4 by the end of Year 8 (2022). To accelerate the progress of Year 7 students who are below or well below the start of Level four by the end of the year (2022).</p>
Monitoring	<p>TIC of Literacy and Head of Curriculum</p>
Baseline Data	<p>The school has a diversity of students who require support for reasons including well being, mental health, cultural and language, social and economic disparity. 48% of Year 8 students are at or above expected reading level The Year 8 data was taken from PaCT 53% of Year 7 students are at or above expected reading level The Year 7 data was taken Probe Year 7 Target group: Specifically looking at the Stanine 3 group 16% of children had a score of 3 of this 58% of these are boys and 42% are girls Year 7 Stanine 4: 18% What we can also see from our baseline data is that our Stanine 1, 2 children have a lot going on both at school and at their home environment.</p>
Specific Goal	<p>Using standardised test data to tailor reading programmes to assist students achievement.</p>
Outcomes	<p>Students graduating from OIS with a High School reading ability or strategies to assist to attain this level</p> <p><b>Cohort graduating 2022</b></p> <ul style="list-style-type: none"> <li>❖ At mid term last year 10% of student in year 7 were at or above Level 4, at the end of the year 23% of students were at or above Level 4</li> <li>❖ At the end of 2022 36% of our students were at or above expected level</li> <li>❖ 1% made insufficient progress, 4% made expected progress and 106% made accelerated progress</li> <li>❖ Every student had the opportunity to read one or more novel</li> <li>❖ Each class read a novel each term</li> </ul> <p>Cohort graduating 2023</p> <ul style="list-style-type: none"> <li>❖ At term 2 of 2022 49% students were at expected and above expected level</li> <li>❖ At the end of the year 24% were at or above expected level</li> </ul> <p>Points to note</p> <ul style="list-style-type: none"> <li>❖ 61% of students made expected level progress</li> <li>❖ 36% made accelerated progress</li> <li>❖ The 5 students who made insufficient progress are supported by MOE, attendance issues and /or neuro diverse learners</li> </ul>



**OAMARU INTERMEDIATE SCHOOL**  
**ANALYSIS OF VARIANCE REPORT**  
**Strategic Goal 1**

School Number 3784

<b>Resources</b>	<p>Novels - class sets for novel study</p> <p>Regular curriculum meetings</p> <p>Teachers set a novel as a staff to model how to teaching reading groups</p> <p>Money from budget allocated towards Reading resources</p> <p>Teachers are aware of a target group to track and monitor progress</p> <p>Support staff in class to support class programmes of targeted classrooms</p> <p>TV and stands brought for 4 classrooms, to ensure most up to date teaching</p> <p>Change of timetable to increase productive class time</p> <p>Targeted reading support for students with high vocab knowledge and low reading comprehension</p> <p>Online resources - read theory, Epic</p> <p>Learning Support Co ordinators are involved where needed</p> <p>Healthy lunches within the school</p> <p>Learning Village implemented</p> <p>LSC ran a target reading programme</p> <p>Word chain run by a support staff member</p> <p>C pen's brought by the school to support neuro diverse learners</p>
<b>Factors outside of control</b>	<p>Incoming students from various Schools with various reading knowledge and capabilities</p> <p>Attitude to reading and writing at home</p> <p>English as a second language - ESOL students and families</p> <p>COVID causing major disruption to learning- This has provided to be a lot great than expected</p> <p>Changing Currcillium and legislations within the MOE has meant that we have had a waiting for the new documents to roll out.</p>

Actions/ What did we do?	What are the outcomes/Indicators
<p>BOT allocated funding for support staff</p>	<ul style="list-style-type: none"> <li>SENCO has release to carry out duties</li> <li>Teacher Aides are employed and timetabled to meet the needs of students</li> <li>Students are placed in classrooms with careful thought given to students who need support</li> <li>Focus on accelerating students' learning</li> <li>Learning support register updated to ensure needs are being meet</li> </ul>



# OAMARU INTERMEDIATE SCHOOL

## ANALYSIS OF VARIANCE REPORT

### Strategic Goal 1

School Number 3784

<p>Focused teaching</p>	<ul style="list-style-type: none"> <li>• Teachers identify students who are at risk and below expected level</li> <li>• Deliberate acts of teaching to improve literacy skills</li> <li>• Students that were screened and who needed a support programmes implemented by the LSC</li> <li>• Regular discussions at year group meetings about target students, ideas and programmes supported by the TIC of area to help staff</li> <li>• A teacher was employed to provide a targeted teaching approach for students across Year 7 and 8</li> <li>• Word Chain resource delivered daily to build vocab for students (Terms 1-2 year 8, Terms 3-4 year 7)</li> <li>• Bilingual teacher supporting our programmes 2 blocks a week</li> <li>• ESOL programme running two days a week to support students from other language backgrounds, and opt in students as well</li> <li>• Our ESOL teacher did ESOL modules to update and enhance our programme</li> <li>• Using PaCT data to identify areas that require greater coverage and adapting programmes to student needs</li> </ul>
<p>Work with Agencies outside of school</p>	<ul style="list-style-type: none"> <li>• The SENCO meets regularly with RTLB, LSC and MOE to ensure our students are accessing supports as needed</li> <li>• Youthline work with in the school on a weekly basis to provide counseling for students</li> <li>• Ensure referrals are completed in a timely matter</li> <li>• Public health nurse providing support for students and families to address needs</li> </ul>
<p>Whanau communication</p>	<ul style="list-style-type: none"> <li>• Weekly emails from teachers sharing information</li> <li>• Providing learning opportunities for our whanau with outside specialists and speakers</li> <li>• Communication with parents in term 2 and 4 about achievement levels</li> </ul>
<p>Student Agency</p>	<ul style="list-style-type: none"> <li>• Students are given opportunities to feedback, Personal voice gathered</li> <li>• Students taught to give each other feedback and feedforward</li> <li>• Wellbeing survey and learning survey completed whole school-information gathered, reported back to students, teachers, whanau, BOT</li> </ul>
<p>Other actions linked to Culture of inclusivity</p>	<ul style="list-style-type: none"> <li>• School lunches have been implemented across the school, this has seen concentration, engagement and attendance lift</li> <li>• Addressing the well being of students by having a programme called Whatuia te Waiora Weaving Well Being through St John's</li> <li>• Practical tools for teachers to implement within their classroom</li> <li>• Workshop with Sarah Sharpe Nero diverse learning</li> <li>• Option for students to participate in an arts programme on a Wednesday to encourage communication skills</li> </ul>
<p>Target reading</p>	<p>Target Reading group: This year we have taken a group of students to enhance their reading skills. Given the urgent need that we saw for some of these students, we were looking at high impact strategies for improvement. We identified a group that had higher scores in reading vocabulary than reading comprehension. The reasoning was that these students are capable, have good word recognition skills and think about what they are reading but may not have a good basis of comprehension skills to recall, reason, infer and reflect on their reading. In line with the whole school approach of ensuring quality, sizable texts are being read, addressed these skills in a novel study. Each of these skills was explicitly taught and practised. The results of pre and post-testing are pleasing. Each student in the group has shown improvement, and some have substantial improvement. These skills, in addition to greater confidence, shows that this programme was indeed worthwhile.</p>

#### Evaluation: Where to next?

- Curriculum staff meetings to share ideas and best practice .
- Revising planning to better cover reading skills as revealed through PaCT data.



**OAMARU INTERMEDIATE SCHOOL**  
**ANALYSIS OF VARIANCE REPORT**  
**Strategic Goal 1**

School Number 3784

- Continue to provide pastoral support for students who need the support.
- Ensuring that teachers are using the EDGE system to put on all assessment data
- Term 3 judgement made on EDGE to ensure progress is tracked





# OAMARU INTERMEDIATE SCHOOL

## ANALYSIS OF VARIANCE REPORT

School Number 3784

### Strategic Goal 2a

Strategic Goal 2a	<b>2022</b>
Annual Goal	Curriculum review is informed by data, observation and teacher inquiry
Target	Using our data from assessment to determine where content gaps are to target teaching and ensure coverage.  Though effective use of data and reflective practice, with a focus on retention of knowledge using maintenance programmes. <b>SPECIFIC TARGET</b> To increase the percentage of students working within or above NZC Level 4 by the end of Year 8 (2022). To accelerate the progress of Year 7 students who are below or well below the start of Level four by the end of the year (2022).
Baseline Data	Currently we only have PAT data for our Year 7 cohort. 55% of students achieved at Stanine four or below. Our target students in this cohort will be the 32 students who achieved at stanine 4 in the Term 1 PAT Maths test.  Year 8 data based on 2021 end of year judgements informed by PaCT <ul style="list-style-type: none"> <li>• 28% Are working towards Level 4 or at Level 4</li> <li>• 72% Working under expected level</li> </ul> Our target students in this cohort will be the 37 students who achieved at stanine 4 in the Term 1 PAT Maths test.
Outcomes	41% of students in Year 8 at the end of 2022 are working at Level 4, this is a huge movement from 9% earlier in the year. Year 7 students progress 62% Expected, 32% accelerated
Resources	Maths Buddy online programme. Regular Curriculum meetings. Teachers are aware of a target group to track and monitor progress. The school has signed up for Just in times Math PD which will be delivered by the maths team-using problems solving to teach, learning what to teach on the fly. MOE supported programme. Support staff in class to support class programmes of targeted classrooms. Extension maths programme operating in year 7 and 8 Maths team involved in a Math programme-just in time math
Factors outside our control	What the students are arriving with from Primary school? Attitude towards math and believe in what students can achieve COVID causing major disruption to learning SStudents coming with very poor literacy which causes issues when reading word problems
Actions/ What did we do?	What are the outcomes/indicators



## OAMARU INTERMEDIATE SCHOOL ANALYSIS OF VARIANCE REPORT

### Strategic Goal 2a

Class programme - accelerated progress	<ul style="list-style-type: none"> <li>• Changes made to our math programme to reflect the teaching of Mathematics as a whole not just focusing on number knowledge</li> <li>• Target teaching groups within class Math language explained in ESOL lessons</li> <li>• Using the PACT data to identify the gaps and areas that needed to be explicitly taught</li> <li>• Differentiated learning plans provided with more practical approaches and teaching strategies being used in class</li> <li>• Encouragement for students to discuss their thinking and learning with each other</li> <li>• Action plan for Mathematics set up</li> <li>• Teacher Aide support in classrooms with target students</li> </ul>
Maths Buddy online tool	<ul style="list-style-type: none"> <li>• Programme used for revision and Modules tailored for spaced practice to ensure content has been retained</li> </ul>
Communication with parents and Whānau	<ul style="list-style-type: none"> <li>• Communicate with parents honestly where students are at, ways to assist their child at home</li> <li>• Communicate through the learning conversations and reports at the end of the year</li> </ul>
Teacher PD	<ul style="list-style-type: none"> <li>• Workshops for teachers on voluntary basis and workshops also in staff meetings</li> <li>• A number of teachers participated in COL inquiry groups with a math focus</li> <li>• PACT unpacking to ensure coverage and consistency and moderation of these OTJs in staff meetings</li> <li>• Just in time Math feedback from Carmen and Hannah</li> </ul>

#### **Evaluation: Where to next?**

Last year was again hampered by what we hope will be the last of COVID disruption. But we also have the benefits of a stable staff who are developing and embedding the approaches that we need to teach maths effectively and with confidence.

Staff have shown further development of their maintenance programmes. A priority for this year needs to be greater opportunities for modeling and observations of lessons.

Staff have continued to use the PACT tool to guide their assessment of student progress. However, as we have learnt more, it has become clear that we still have work to do in developing consistency and understanding across staff. In light of this, upcoming changes to PACT, as well as MUSAC releasing excellent new features on their Edge software, these reports will again look different. Apologies for the chopping and changing, but we hope that we now have a stable, reliable platform that we will be able to use for some time.

Ensure that we have our finger on our target groups and we are being specific about what the deliberated acts of teaching we are doing.



**OAMARU INTERMEDIATE SCHOOL**  
**ANALYSIS OF VARIANCE REPORT**  
**Strategic Goal 3**

School Number 3784

Strategic Goal 3	Strengthen our evaluative processes which identify practices that most effectively support positive outcomes for all learners
Annual Goal	Review current practices and begin to implement changes within the Social Sciences Curriculum area and the localised Curriculum.
Target	To provide opportunities for reflection during the year
Baseline Data	Reports to BOT and results from inquiries present data, findings and provided analyses. There are varying levels of evaluation of material; there was no systematic process used.
Improvement Strategy	Improvement Strategy <ul style="list-style-type: none"> <li>• Create a template that can be used for all areas-action plan</li> <li>• Use google forms to collect data forms students, staff and the community- whanau voice</li> </ul>
Actions/ What did we do?	
Deliberate acts of teaching	<ul style="list-style-type: none"> <li>• Planning and implementation of opportunities to learn about our local area in Year 7 and Year 8.</li> <li>• The year 7 team took a trip into town and out to Totara Estate</li> <li>• Opportunities to get involved in our local elections and our local council discussions about different discussion points-sharing these at a council level.</li> </ul> <p><i>Civics: all the responsibilities that you have as a citizen ie: voting, drivers license, education</i></p> <ul style="list-style-type: none"> <li>- COL inquiry group</li> <li>- Collaborative planning</li> <li>- Have members of the community come in to school to talk to, work with and be contributors to student work and outcomes</li> <li>- Give students opportunities to be actively involved in the community in structured, positive ways within our curriculum delivery</li> </ul>
Curriculum support	<ul style="list-style-type: none"> <li>• HOC of Social Sciences Curriculum -Carmen attended online discussions and has worked in her inquiry COL group with Sonya from WGHHS who was involved in writing the document <ul style="list-style-type: none"> <li>• Sonya Hull</li> <li>• OIS L.C WSL</li> <li>• Teacher PD to unpack new Curriculum</li> <li>• Be actively involved in the development of a resource bank with links to the community</li> </ul> </li> </ul>
Developing evaluative questions for teams to use	<ul style="list-style-type: none"> <li>• Social Science team developed an action plan for the implementation of the new documents</li> <li>• Understanding and unpacking the language was started by our teacher only day.</li> </ul>
Reporting to the BOT	<ul style="list-style-type: none"> <li>• Clearly reporting to the BOT under the strategic goal headings</li> <li>• Using our property groups to share action plans in the BOT report once a term</li> <li>• Budget end of 2022 in line with our current targets and areas of need for resourcing- depending on the cohort we have coming in</li> </ul>
TOD - Teacher Only Days	<ul style="list-style-type: none"> <li>• Dedicated time in our TOD to reflect on our current practices and next steps</li> </ul>



## OAMARU INTERMEDIATE SCHOOL ANALYSIS OF VARIANCE REPORT

School Number 3784

Learning points	<ul style="list-style-type: none"><li>● Introduce 'Understand, Know, Do' to students as a framework from inquiry</li><li>● Understand: the <u>big ideas</u></li><li>● Know: rich contexts for exploring the big ideas</li><li>● Do: practices that bring rigour to learning</li><li>● COL inquiry group</li><li>● Actively teach inquiry process</li><li>● Sonya Hull</li><li>● Build relationships with local iwi - so they understand our local history and how it was shaped and the significance in NZ history ( market garden, iwi, gold mining, history rock formation..)</li></ul>
<b>Evaluation: Where to next?</b>	
<ul style="list-style-type: none"><li>● The same action plan template being used across all curriculum and priority areas</li><li>● Continued implementation for the new document across the school</li><li>● Reflect on what was taught last year and how it went</li><li>● Key roll this year to provide opportunities for learners</li><li>● Review our strategic plan and goals with new cohort coming in</li></ul>	
Point to note Last year was a hugely stressful year for all, starting in the different zones, unable to teacher as normal. Students and teachers having a lot of absences due to COVID. Ongoing issues because of the implications with COVID. Limited capability for teachers to have the headspace to learn something new with the intense year we had	



# OAMARU INTERMEDIATE SCHOOL

## ANALYSIS OF VARIANCE REPORT

School Number 3784

### Strategic Goal 4

Strategic Goal 4	Commitment to collaboratively pursue the Achievement Goals of the Waitaki Ara Kahui Ako
Annual Goal	To collaborate with primary and secondary schools in Professional Development related to identified goals focussed on Collaborative Inquiry and Curriculum Design and Assessment.
Baseline Data	OIS teachers have been deeply involved in CoL groups and this was recognised at the Kahui Ako leadership hui with staff members being recognised for their engagement.
Actions/ What did we do?	What are the outcomes/indicators
Induction of new staff/Inquiry groups formed	<ul style="list-style-type: none"> <li>• Teachers supported by WSL and across School leads to support new staff</li> <li>• Workshop with all schools to establish inquiry groups</li> <li>• Groups across the WAKA were formed focusing on recognising individual learners, learners at the center, social and emotional wellbeing and building Horizontal connections, Groups reflected on their learnings at the end</li> <li>• TOD did not go ahead due to COVID settings</li> <li>• A lot of our Inquiry groups had to happen online last year which has limited outcomes</li> <li>• Stacey from TOM is the new across school Tumuaki</li> </ul>
Supports set up across the COL	<ul style="list-style-type: none"> <li>• A website set up by the team to ensure clear communication and resources gathering</li> <li>• BOT reports once a term from the Head Principal</li> <li>• Termly communication to whanau and teachers via a newsletter</li> <li>• Open dialogue between schools about the needs, looking at addressing and needs across the COL</li> <li>• We have seen a number of different teachers taking up the opportunity to observe in other schools, opening communication and seeing the different teaching approaches in schools</li> <li>• Creating a seamless transition for our learners as they move from school to school.</li> <li>• A framework has been created to identify learner capabilities at age 5, Y3, Y6, Y8 and Y10 and this information will be used to support the development of a Local Curriculum within each school. A graduate profile for the whole Kahui Ako has been developed using the key ideas from each of the transition points. This will support schools in their mentoring programmes and as they develop learner agency.</li> </ul>
Shared Curriculum understandings	<ul style="list-style-type: none"> <li>• PACT tool has been rolled out in schools across the COL for Writing along with across school moderation of writing with HOD, Yr 6 teachers and high schools</li> <li>• PACT workshops with staff at OIS have meant that students have writing, reading and mathematics data across Year 7 and Year 8. This will allow more consistency with assessment within our schools.</li> <li>• PACT information is beginning to inform teacher practice and the PACT data to support reporting</li> <li>• Discussion groups have been set up for Mathematics and Social Sciences- 2</li> </ul>
Learning support Coordinators working across the schools	<ul style="list-style-type: none"> <li>• The learning support coordinators have been working within the school, supporting students and teachers to help engagement and achievement within schools</li> <li>• Kim was appointed our new LSC-she has implemented a number of new porgrammes to support well being of our ākonga</li> </ul>



# OAMARU INTERMEDIATE SCHOOL ANALYSIS OF VARIANCE REPORT

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## **Strategic Goal 4**

### **Evaluation: Where to next?**

- Whilst we have the PACT tool established in writing across the COL, the next step is getting reading and math data on to ensure that we are consistent in the use of the tool.
- Student profiles have been developed and are in the early stages of implementation.
- Targets have been written for 2022- PLD secured for 2023
- Next step is moving on our localized Curriculum and building resilience within our schools
- 2023 Curriculum group set up for English
- New direction set with the plan



## Oamaru Intermediate School

### **Kiwisport 2022**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2022, Oamaru Intermediate School received total Kiwisport funding of \$ 4934.26 (excluding GST).*

*The funding was spent on Youthtown Activator and our Swimming Programme.*



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## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Oamaru Intermediate School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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





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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.



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- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on page 2 and on pages 19 to 29, 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.

Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand