

NORTHCROSS INTERMEDIATE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1396

Principal: Jonathon Tredray

School Address: 10 Sartors Ave, Browns Bay, Auckland 0630

School Postal Address: As Above

School Phone: 09 477 0167

School Email: office@northcross.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jared Cuff	Presiding Member *	BOT Election	Sep-25
Jonathon Treday	Principal	Appointed	-
David Oakley	Parent Representative	BOT Election	Sep-25
Tania Wansink	Parent Representative	BOT Election	Sep-25
Stephen Murray	Parent Representative	BOT Election	Sep-25
James de Villiers	Parent Representative	BOT Election	Sep-25
Kelly Young	Parent Representative	Co-Opted by Board	Sep-25
Marc Rowlinson	Staff Representative	Staff Election	Sep-25

Accountant / Service Provider: Executive Officer, Northcross Intermediate School

* Presiding Member change in 2024 to David Oakley (Parent Representative in 2023)

NORTHCROSS INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Northcross Intermediate School

Statement of Responsibility

For the year ended 31 December 2023

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


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

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

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

David Oakley

Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

31 May 2024

Date:

Jonathon Tredray

Full Name of Principal

DocuSigned by:

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Signature of Principal

02 June 2024

Date:

Northcross Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	10,838,173	10,056,015	9,977,583
Locally Raised Funds	3	1,768,080	1,702,470	1,269,184
Interest		51,734	19,390	21,307
Total Revenue		12,657,987	11,777,875	11,268,074
Expense				
Locally Raised Funds	3	1,201,229	1,053,925	804,644
Learning Resources	4	8,344,666	8,093,865	7,398,536
Administration	5	623,943	456,405	564,847
Interest		11,265	3,445	14,258
Property	6	2,554,612	2,164,435	2,295,569
Total Expense		12,735,715	11,772,075	11,077,854
Net Surplus / (Deficit) for the year		(77,728)	5,800	190,220
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(77,728)	5,800	190,220

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

Northcross Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,645,873	2,521,598	2,455,653
Total comprehensive revenue and expense for the year		(77,728)	5,800	190,220
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		49,967	-	-
Equity at 31 December		2,618,112	2,527,398	2,645,873
Accumulated comprehensive revenue and expense		2,618,112	2,527,398	2,645,873
Reserves		-	-	-
Equity at 31 December		2,618,112	2,527,398	2,645,873

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.

Northcross Intermediate School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,185,803	1,021,513	1,610,973
Accounts Receivable	8	563,367	332,695	524,114
GST Receivable		-	-	62,240
Prepayments		70,003	40,000	69,557
Inventories	9	20,764	29,780	23,459
Funds Receivable for Capital Works Projects	16	123,194	-	-
		<u>1,963,131</u>	<u>1,423,988</u>	<u>2,290,343</u>
Current Liabilities				
GST Payable		8,360	7,300	-
Accounts Payable	11	764,830	380,535	588,849
Revenue Received in Advance	12	330,592	194,365	191,885
Provision for Cyclical Maintenance	13	54,000	40,000	46,800
Painting Contract Liability	14	-	18,335	13,202
Finance Lease Liability	15	49,004	23,570	83,099
Funds held for Capital Works Projects	16	-	-	299,958
		<u>1,206,786</u>	<u>664,105</u>	<u>1,223,794</u>
Working Capital Surplus/(Deficit)		756,345	759,883	1,066,549
Non-current Assets				
Property, Plant and Equipment	10	2,003,316	1,904,545	1,686,681
		<u>2,003,316</u>	<u>1,904,545</u>	<u>1,686,681</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	49,100	110,700	78,800
Painting Contract Liability		-	-	-
Finance Lease Liability	15	92,449	26,330	28,557
		<u>141,549</u>	<u>137,030</u>	<u>107,357</u>
Net Assets		<u><u>2,618,112</u></u>	<u><u>2,527,398</u></u>	<u><u>2,645,873</u></u>
Equity		<u><u>2,618,112</u></u>	<u><u>2,527,398</u></u>	<u><u>2,645,873</u></u>

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

Northcross Intermediate School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		2,391,930	2,166,754	2,289,420
Locally Raised Funds		1,506,159	1,470,190	1,238,617
International Students		398,885	411,315	186,361
Goods and Services Tax (net)		70,600	(20,000)	(63,221)
Payments to Employees		(1,651,425)	(1,224,015)	(1,368,584)
Payments to Suppliers		(2,224,495)	(2,288,345)	(1,791,241)
Interest Paid		(11,265)	(3,445)	(14,258)
Interest Received		51,174	15,390	17,032
Net cash from/(to) Operating Activities		531,563	527,844	494,126
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(5,000)	-
Purchase of Property Plant & Equipment (and Intangibles)		(470,998)	(91,685)	(95,656)
Net cash from/(to) Investing Activities		(470,998)	(96,685)	(95,656)
Cash flows from Financing Activities				
Furniture and Equipment Grant		49,967	-	-
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(99,348)	(61,820)	(72,725)
Painting Contract Payments		(13,202)	(110,010)	(13,202)
Funds Administered on Behalf of Other Parties		(423,152)	-	(61,336)
Net cash from/(to) Financing Activities		(485,735)	(171,830)	(147,263)
Net increase/(decrease) in cash and cash equivalents		(425,170)	259,329	251,207
Cash and cash equivalents at the beginning of the year	7	1,610,973	762,184	1,359,766
Cash and cash equivalents at the end of the year	7	1,185,803	1,021,513	1,610,973

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

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

Northcross Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–50 years
Board Owned Buildings	10–50 years
Furniture and equipment	5–20 years
Information and communication technology	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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School would engage 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 surplus or deficit.

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

j) Accounts Payable

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

k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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

p) Borrowings

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,204,520	1,904,945	2,079,832
Teachers' Salaries Grants	6,496,598	6,401,830	5,957,088
Use of Land and Buildings Grants	1,952,143	1,579,590	1,734,568
Other Government Grants	184,912	169,650	206,095
	<u>10,838,173</u>	<u>10,056,015</u>	<u>9,977,583</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	349,716	411,870	414,085
Fees for Extra Curricular Activities	962,998	867,800	648,146
Trading	91,776	111,190	87,821
Fundraising & Community Grants	73,537	62,030	59,078
Other Revenue	677	2,300	1,635
International Student Fees	289,376	247,280	58,419
	<u>1,768,080</u>	<u>1,702,470</u>	<u>1,269,184</u>
Expense			
Extra Curricular Activities Costs	1,054,891	894,320	698,890
Trading	54,851	82,650	63,180
Fundraising and Community Grant Costs	10,811	8,585	8,176
Other Locally Raised Funds Expenditure	650	1,870	1,515
International Student - Student Recruitment	30,325	15,000	14,836
International Student - Other Expenses	49,701	51,500	18,047
	<u>1,201,229</u>	<u>1,053,925</u>	<u>804,644</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>566,851</u>	<u>648,545</u>	<u>464,540</u>

All Donations consist of contributions from the families of our current school community.

During the year, the School hosted 23.4 FTE International students (2022: 6.4 FTEs)

Overseas Travel 1: In order to continue the rebuild of the school's international student programme following the Covid-affected years, the Board agreed that a combined trip to (a) our largest market and (b) a market showing increased potential would be beneficial both culturally and financially. The Board agreed to fund the Principal and the Director of International Students to travel for a week in October 2023 to attend fairs, connect with agents and to promote the school to potential new families/students. The cost of the trip was met from budgeted funds (\$20,000) and from additional, unbudgeted international student income received during 2023.

Overseas Travel 2: To build on our Project-Based Learning (PBL) programme to help prepare students with employment skills, the Board agreed to fund the Principal and an Associate Principal to attend the World PBL Conference in the USA in June 2023. The funds to cover the cost (budgeted at \$18,000) were met from savings in our new printer/copier lease agreement along with the Principal's \$6,000 2023 Well-Being Fund.

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	133,408	194,230	149,172
Equipment Repairs	-	-	-
Information and Communication Technology	168,908	210,085	120,783
Library Resources	829	2,390	1,900
Employee Benefits - Salaries	7,405,186	7,072,750	6,643,434
Staff Development	352,825	330,100	194,337
Depreciation	283,510	284,310	288,910
	<u>8,344,666</u>	<u>8,093,865</u>	<u>7,398,536</u>

Overseas Travel 1: Our national winners of Future Problem Solving (FPS) in 2022 were invited to participate in the international tournament held in the USA in June 2023. The costs for the students and chaperone were fully met by the students' families with the Board agreeing to meet the cost of the FPS Coach budgeted at \$7,500. Overseas Travel 2: The Board agreed to a group of 22 students to travel to New Caledonia for a week's French cultural and language experience in October 2023. The cost of the trip including teachers/chaperones, budgeted at \$60,000, was funded by the students' families.

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	12,755	12,425	11,835
Board Fees	6,510	6,250	7,186
Board Expenses	1,866	1,880	5,201
Communication	22,381	20,225	18,857
Consumables	5,946	10,255	9,293
Other	53,944	45,495	46,675
Employee Benefits - Salaries	510,738	350,075	457,361
Insurance	9,803	9,800	8,439
	<u>623,943</u>	<u>456,405</u>	<u>564,847</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	92,589	79,050	67,750
Consultancy and Contract Services	5,134	18,335	5,134
Cyclical Maintenance	5,750	48,500	9,500
Grounds	37,857	27,045	21,827
Heat, Light and Water	56,475	47,835	46,482
Rates	33,643	29,965	27,029
Repairs and Maintenance	106,145	104,235	130,804
Use of Land and Buildings	1,952,143	1,579,590	1,734,568
Security	21,399	21,320	25,147
Employee Benefits - Salaries	243,477	208,560	227,328
	<u>2,554,612</u>	<u>2,164,435</u>	<u>2,295,569</u>

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

7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	435,803	58,513	110,973
Short-term Bank Deposits	750,000	963,000	1,500,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,185,803</u>	<u>1,021,513</u>	<u>1,610,973</u>

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

\$123,194 is held by the Ministry of Education on behalf of the School. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings. See note 16 for a detailed breakdown of funds for Capital Works Projects.

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	1,743	-	-
Receivables from the Ministry of Education	19,425	20,000	21,923
Interest Receivable	5,660	5,500	5,100
Teacher Salaries Grant Receivable	536,539	307,195	497,091
	<u>563,367</u>	<u>332,695</u>	<u>524,114</u>
Receivables from Exchange Transactions	7,403	5,500	5,100
Receivables from Non-Exchange Transactions	555,964	327,195	519,014
	<u>563,367</u>	<u>332,695</u>	<u>524,114</u>

9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Stationery	7,882	2,525	5,994
School Uniforms	12,882	27,255	17,465
	<u>20,764</u>	<u>29,780</u>	<u>23,459</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	1,268,541	286,038	-	-	(69,661)	1,484,918
Furniture and Equipment	99,274	132,673	-	-	(69,060)	162,887
Information and Communication Technology	157,224	46,107	-	-	(71,148)	132,183
Motor Vehicles	31,712	-	-	-	(10,016)	21,696
Textbooks	5,927	-	-	-	(559)	5,368
Leased Assets	91,359	129,144	-	-	(58,213)	162,290
Library Resources	32,643	6,181	-	-	(4,853)	33,971
Balance at 31 December 2023	1,686,681	600,143	-	-	(283,510)	2,003,316

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$162,290 (2022: \$91,358)

The net carrying value of motor vehicles held under a finance lease is \$000 (2022: \$000)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	-	-	-	-	-	-
Building Improvements	2,442,650	(957,732)	1,484,918	2,156,612	(888,071)	1,268,541
Hostel	-	-	-	-	-	-
Furniture and Equipment	1,220,222	(1,057,335)	162,887	1,087,548	(988,274)	99,274
Information and Communication Technology	2,041,994	(1,909,811)	132,183	1,995,887	(1,838,663)	157,224
Motor Vehicles	67,935	(46,238)	21,697	67,935	(36,222)	31,712
Textbooks	110,578	(105,210)	5,368	110,917	(104,990)	5,927
Leased Assets	860,108	(697,818)	162,290	730,963	(639,604)	91,359
Library Resources	175,673	(141,700)	33,973	172,097	(139,452)	32,643
Balance at 31 December 2023	6,919,160	(4,915,844)	2,003,316	6,321,959	(4,635,276)	1,686,681

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	22,964	35,000	43,682
Accruals	152,161	5,000	6,292
Employee Entitlements - Salaries	536,539	315,535	497,091
Employee Entitlements - Leave Accrual	53,166	25,000	41,784
	<u>764,830</u>	<u>380,535</u>	<u>588,849</u>
Payables for Exchange Transactions	764,830	380,535	588,849
	<u>764,830</u>	<u>380,535</u>	<u>588,849</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	273,542	164,035	164,033
Other revenue in Advance	57,050	30,330	27,852
	<u>330,592</u>	<u>194,365</u>	<u>191,885</u>

13. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	125,600	110,700	116,100
Increase to the Provision During the Year	5,750	48,500	9,500
Use of the Provision During the Year	(28,250)	(8,500)	
Provision at the End of the Year	<u>103,100</u>	<u>150,700</u>	<u>125,600</u>
Cyclical Maintenance - Current	54,000	40,000	46,800
Cyclical Maintenance - Non current	49,100	110,700	78,800
	<u>103,100</u>	<u>150,700</u>	<u>125,600</u>

The schools cyclical maintenance schedule details annual painting 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 schools 10 Year Property plan.

14. Painting Contract Liability

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Due within one year	-	18,335	13,202
Due after one year	-	-	-
	-	18,335	13,202

In 2017 the Board signed an agreement with Platinum Painters Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

15. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	49,005	23,570	83,099
Later than One Year and no Later than Five Years	92,449	26,330	28,557
	141,454	49,900	111,656
Represented by			
Finance lease liability - Current	49,005	23,570	83,099
Finance lease liability - Non current	92,449	26,330	28,557
	141,454	49,900	111,656

16. Funds Held for Capital Works Projects

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

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Weather Tightness project	48,554	-	(80,728)	-	(32,174)
School Investment Project	118,495	40,000	(164,053)	5,558	-
ILE Project: Rooms 46-49	132,909	-	(223,929)	-	(91,020)
Totals	299,958	40,000	(468,710)	5,558	(123,194)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(123,194)

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Weather Tightness Project	53,354	-	(4,800)	-	48,554
School Investment Project	328,215	-	(209,720)	-	118,495
ILE Project: Rooms 46-49	(69,787)	1,063,697	(861,001)	-	132,909
Fire Alarms Project	49,512	5,554	(56,114)	1,048	-
Totals	361,294	1,069,251	(1,131,635)	1,048	299,958

Represented by:

Funds Held on Behalf of the Ministry of Education	299,958
Funds Receivable from the Ministry of Education	-

17. 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.

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,375	3,335
<i>Leadership Team</i> Remuneration Full-time equivalent members	792,995 6	704,553 5
Total key management personnel remuneration	796,370	707,888

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (**1 member**) and Property (**3 members**) committees that meet regularly as required. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	180 - 190
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	15.00	8.00
110 - 120	5.00	0.00
120 - 130	0.00	3.00
130 - 140	3.00	0.00
	23.00	11.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual \$0	2022 Actual \$0
Total Number of People	0	0

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has not entered into contract agreements for capital works other than the 5YA projects detailed in Note 16. (Capital commitments as at 31 December 2022: \$Nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,185,803	1,021,513	1,610,973
Receivables	563,367	332,695	524,114
Total financial assets measured at amortised cost	<u>1,749,170</u>	<u>1,354,208</u>	<u>2,135,087</u>

Financial liabilities measured at amortised cost

Payables	765,076	380,535	588,849
Finance Leases	141,453	49,900	111,656
Painting Contract Liability	-	18,335	13,202
Total financial liabilities measured at amortised cost	<u>906,529</u>	<u>448,770</u>	<u>713,707</u>

23. Events After Balance Date

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

Independent Auditor's Report

To the readers of Northcross Intermediate's Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of Northcross Intermediate (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 4 June 2024. 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 of 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.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, Compliance with Te Tiriti o Waitangi and kiwisport report, 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.

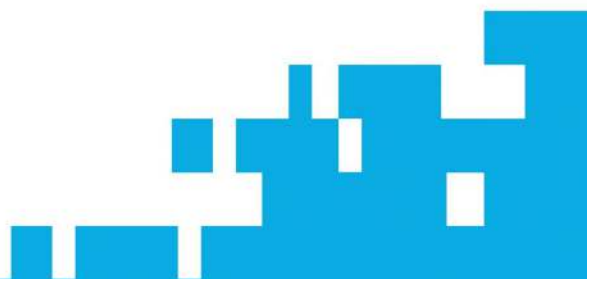
Independence

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 Northcross Intermediate.

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping underline.

Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



School Name:	Northcross Intermediate School	School Number:	1396
Strategic Aim:	Student Learning—Progress - Literacy		
Annual Aim:	All students are able to effectively access the NZC. Raise student achievement in numeracy and literacy whereby target students exceed a years' progress annually.		
Target:	80% of students achieve at least 12 months progress in Literacy		
Baseline Data:	<p>Reading:</p> <ul style="list-style-type: none"> • 72% of Year 7 students (510) were achieving below expectation • 40% of Year 8 students (235) were achieving below expectation • 80 Year 7 students and 93 Year 8 students were achieving well below expectation <p>Writing:</p> <ul style="list-style-type: none"> • 69% of Year 7 students (494) were achieving below expectation • 47% of Year 8 students (275) were achieving below expectation • 164 Year 7 students and 147 Year 8 students were achieving well below expectation 		
Actions <i>What did we do?</i>	<p>Learning Mentors Learning mentors were assigned to teams and the Associate Principals were afforded the autonomy to utilise the LM's with the students whom they felt would best benefit from their time.</p> <p>Teams A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress.</p> <ul style="list-style-type: none"> - What interventions and strategies are working for our target students? - How can we ensure that accelerated progress is being made? - Teams tracking and analysing their own team data and identifying collective actions. <p>PLD Continue Writers Toolbox PLD - using internal expertise and Writers Toolbox coaches to develop differentiated PD for various individual teachers Quick60 PLD for Learning Assistants</p> <p>Learning Support Head of Inclusive Learning More Quick60 material purchased and used for identified students - daily sessions with a Learning Mentor</p> <p>RAZ Kids (ESOL and low readers) All ESOL students have RaZ kids accounts levelled to the students current reading ability. Low ability readers have also been set-up with accounts.</p> <p>ALL - Accelerated Learning in Literacy (Team Approach) A number of teams who have adopted the ALiM structure to meet the needs of their "below" learners. One teacher in the team is allocated this group of learners.</p> <p>Writers Toolbox This programme is being used school-wide teaching students the structures and conventions of writing.</p>		

Disclosure appears reasonable and in line with audit expectations and understanding

Outcomes

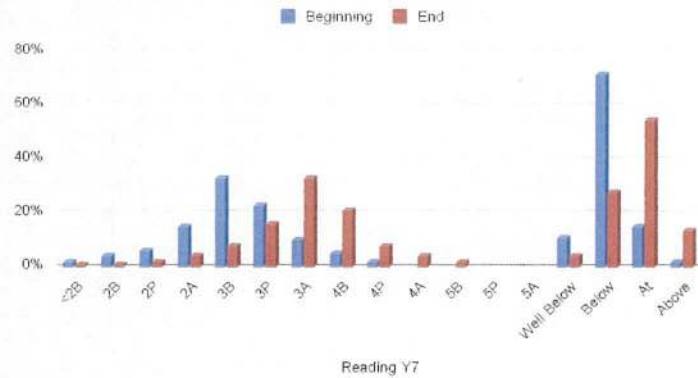
What happened?

Reading (End of Year)

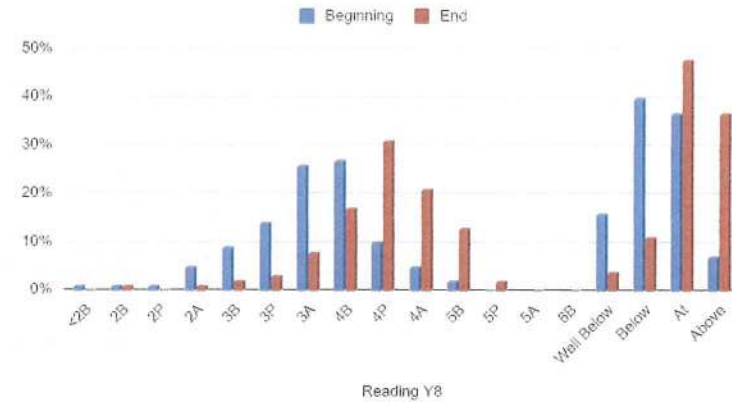
Achievement Data

- 28% of Year 7 students (199) were achieving **below** expectation
- 11% of Year 8 students (67) were achieving **below** expectation
- 26 Year 7 students and 21 Year 8 students were achieving **well below** expectation

2023 Reading Achievement Levels - Year 7



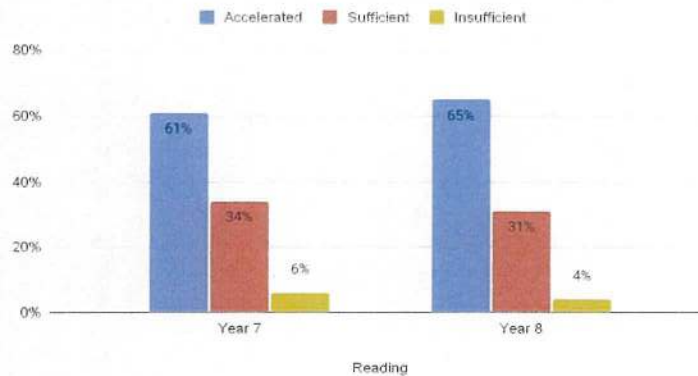
2023 Reading Achievement Levels - Year 8



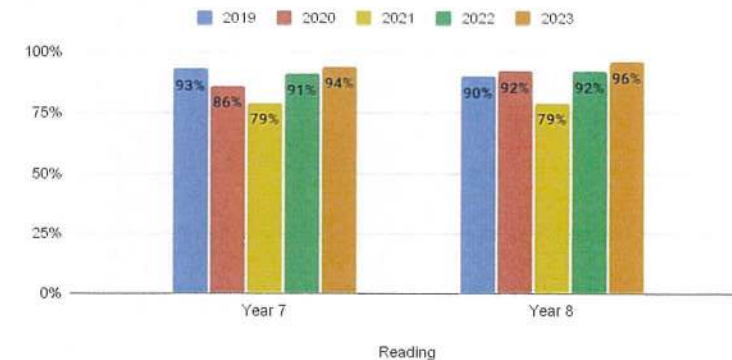
Progress Data:

- 94% of Year 7 students (671) are achieving **accelerated or sufficient** progress - 61% (432) students = accelerated progress; 33% (239) students = sufficient progress
- 95% of Year 8 students (562) are achieving **accelerated or sufficient** progress - 65% (381) students = accelerated progress; 30% (181) students = sufficient progress

2023 Reading Progress - All



Reading Progress - Accelerated and Sufficient Progress (2019 - 2023)

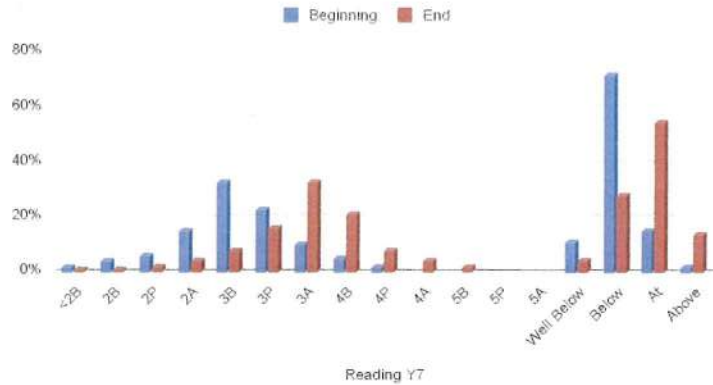


Writing (End of Year)

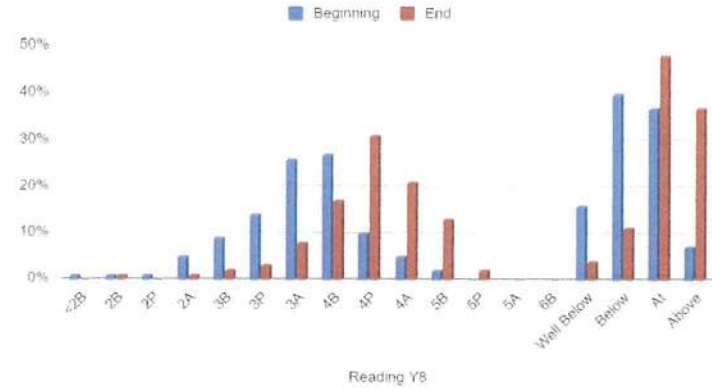
Achievement Data

- 40% of Year 7 students (282) were achieving **below** expectation
- 19% of Year 8 students (114) were achieving **below** expectation
- 42 Year 7 students and 28 Year 8 students were achieving **well below** expectation

2023 Reading Achievement Levels - Year 7



2023 Reading Achievement Levels - Year 8



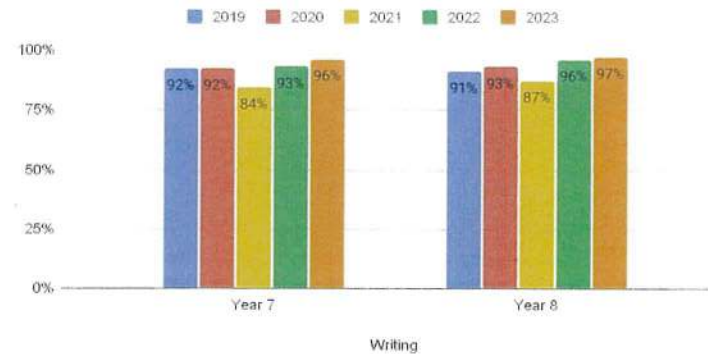
Progress Data:

- 96% of Year 7 students (680) are achieving **accelerated or sufficient** progress - 67% (476) students = accelerated progress; 29% (204) students = sufficient progress
- 97% of Year 8 students (472) are achieving **accelerated or sufficient** progress - 65% (385) students = accelerated progress; 32% (187) students = sufficient progress

2023 Writing Progress - All



Writing Progress - Accelerated and Sufficient Progress (2019 - 2023)



We far exceeded our target of having 80% of students making at least 12 months progress in Reading and Writing
 94% of Year 7 students and 95% of Year 8 students in Reading
 96% of Year 7 students and 97% of Year 8 students in Writing

**Reasons for the
variance**
Why did it happen?

Our continued use of Writers Toolbox continues to allow us to see great progress. Teachers are able to ensure that there is consistency of teaching the various sentence types and the updated features of this software allow for more individualised approaches for the needs of various students.

Targeted teacher aide assistance has also helped in the area of Literacy, with priority/target students being offered individual support.

Many teams that adopted the ALL approach saw significant shifts in the progress of these students. The additional Literacy support that these students received helped to reinforce key concepts.

	<p>Classroom teachers better used their PAT data to inform the next steps in learning for their students. The PLD that was undertaken by NZCER enabled them to better access the Assessment Resource Banks. In those classes that used the ARB's extensively saw great progress in PAT Reading Comprehension tests from Term 1 to Term 4.</p> <p>With many teams now working in collaborative environments the need for greater discussion of student achievement at a team level is very evident. A key component of all team meetings is discussing the target students – what strategies and interventions are working well, what else could be tried?</p>
Evaluation <i>Where to next?</i>	<p>Teachers to continue to build greater confidence in making Overall Teacher Judgements.</p> <p>In 2023 we have introduced the Northcross Writing Progressions - making these visible to students so that they are aware of their next steps in Writing.</p> <p>Continue to work on schoolwide moderation in Writing to ensure consistency of OTJ's.</p>
Planning for next year:	<p>Internal expertise to continue to upskill the teachers on Writers Toolbox and the new features.</p> <p>Two teachers working with the RTLB on the Oral Language Project Programme.</p>

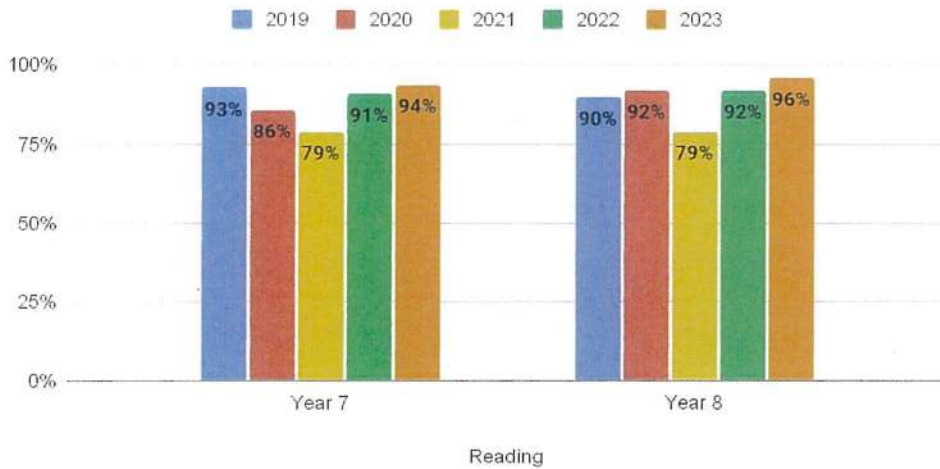


NORTHCROSS
INTERMEDIATE

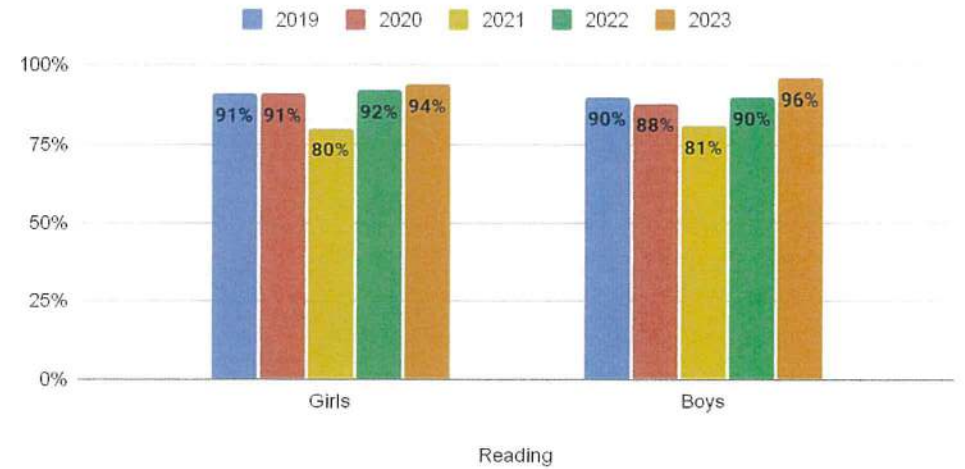
Reading Report

End of Year 2023

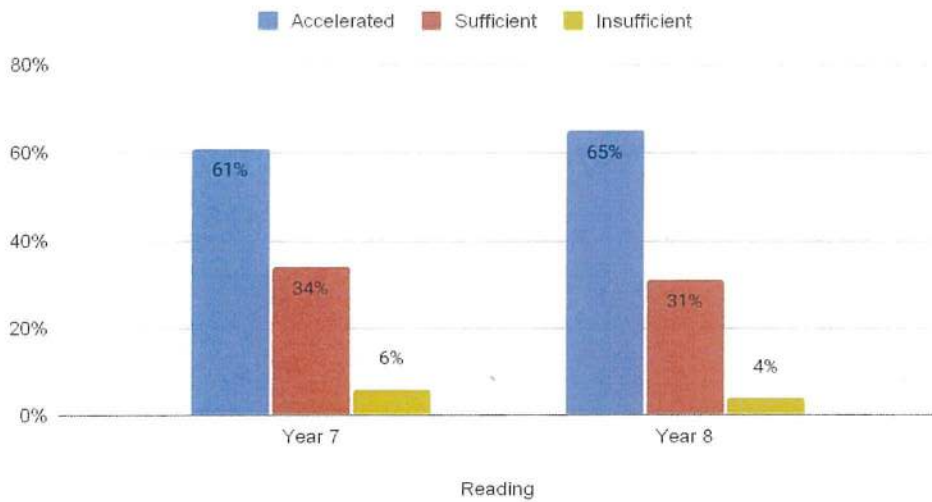
Reading Progress - Accelerated and Sufficient Progress (2019 - 2023)



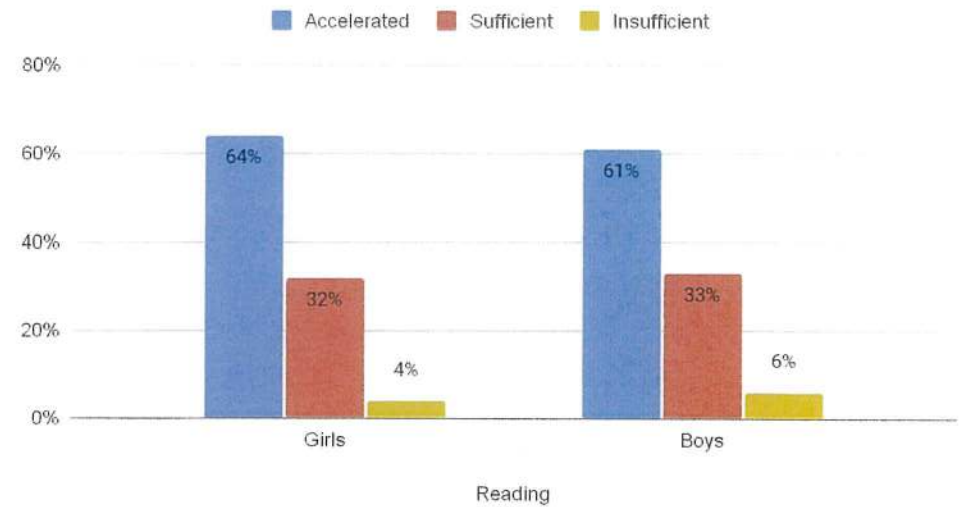
Reading Progress - Accelerated and Sufficient Progress (2019 - 2023) - Gender



2023 Reading Progress - All

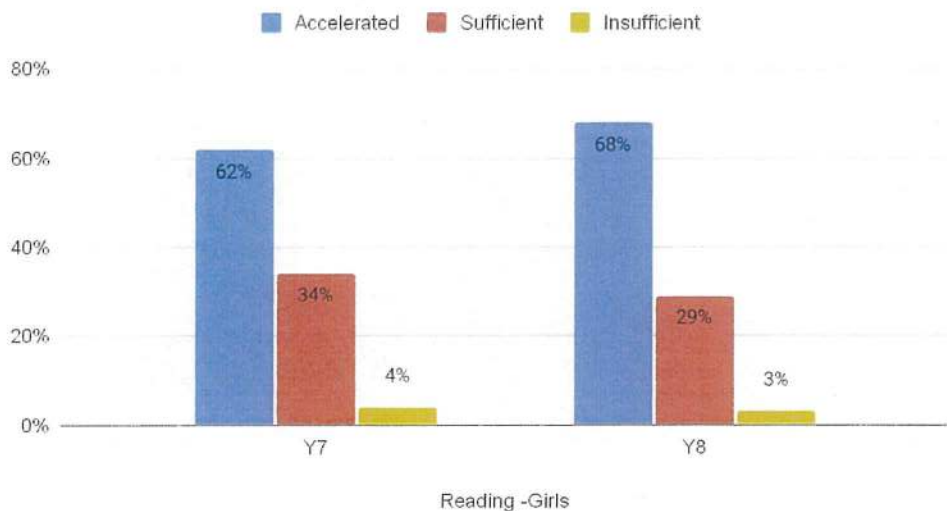


2023 Reading Progress - Gender

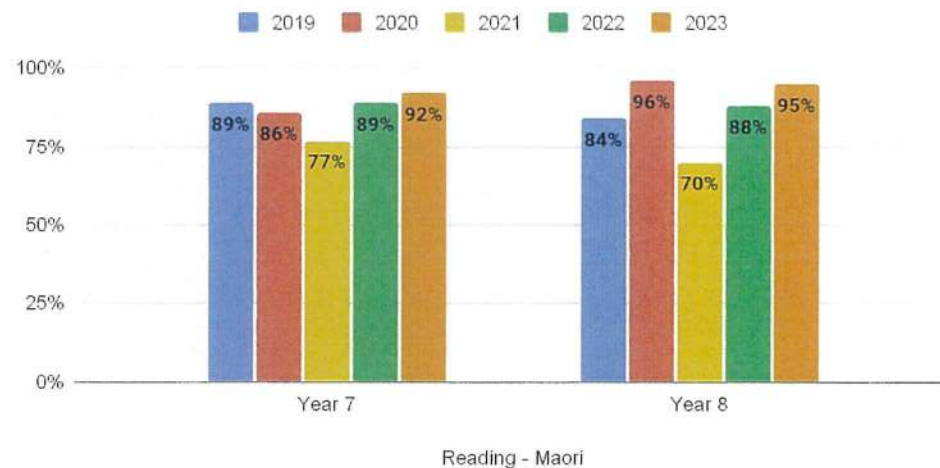


Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

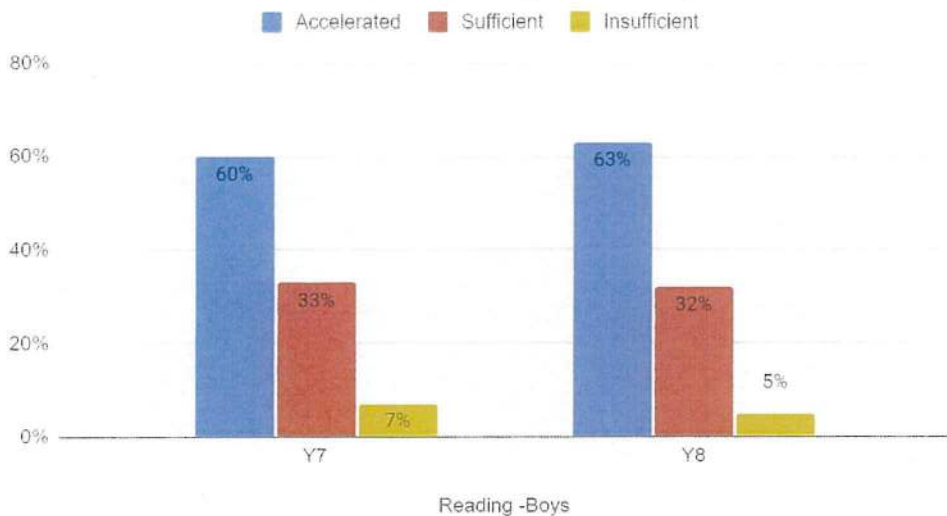
2023 Reading Progress - Girls



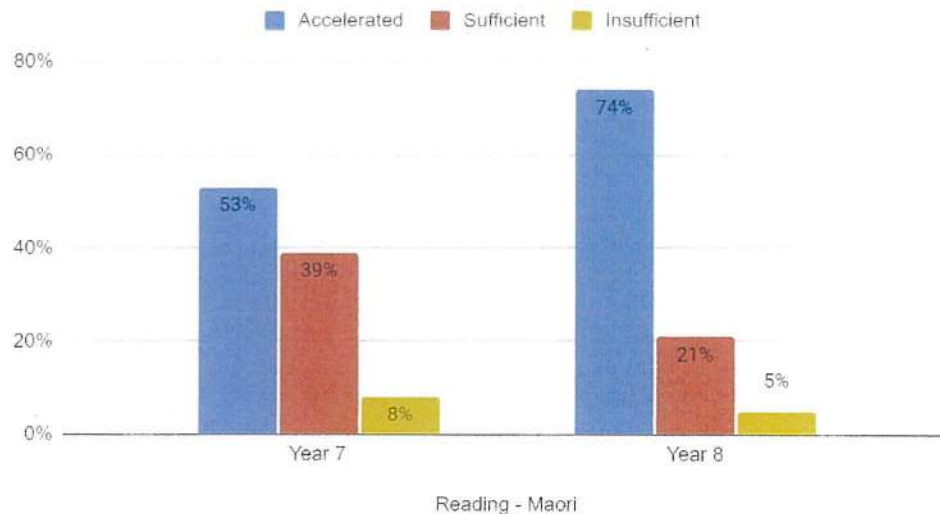
Reading: Maori - Accelerated and Sufficient Progress (2019 - 2023)



2023 Reading Progress - Boys

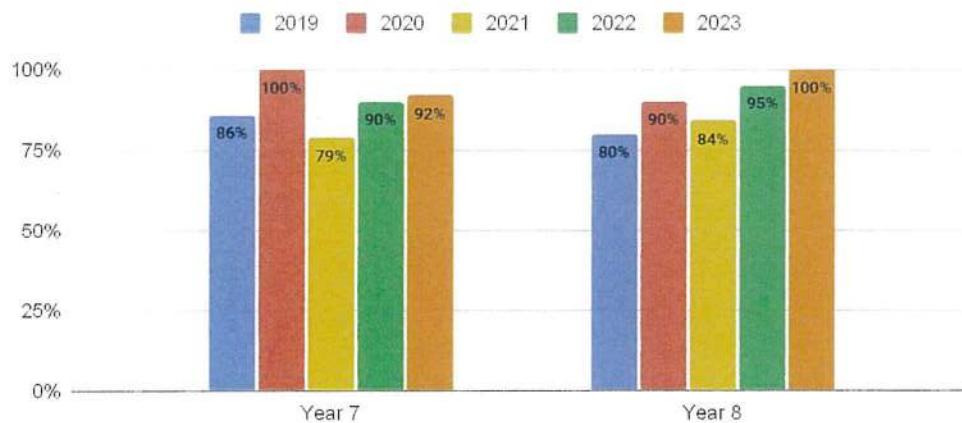


2023 Reading Progress - Maori



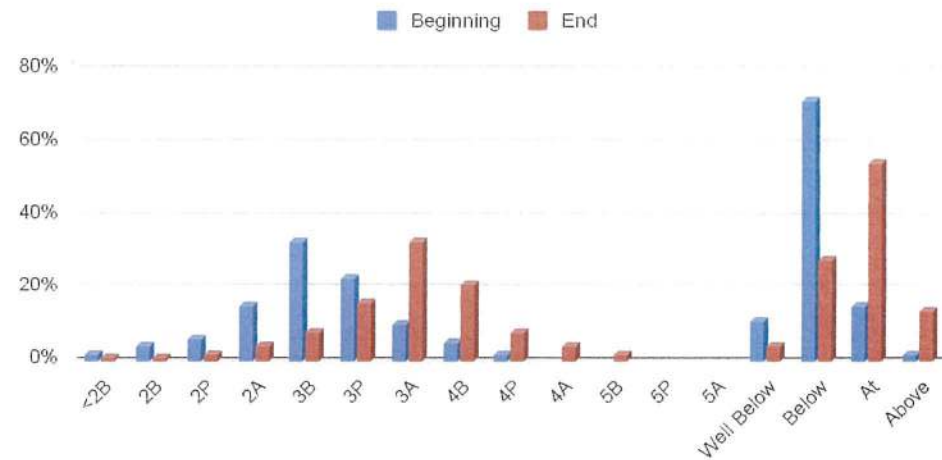
Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

Reading: Pasifika - Accelerated and Sufficient Progress (2019 - 2023)



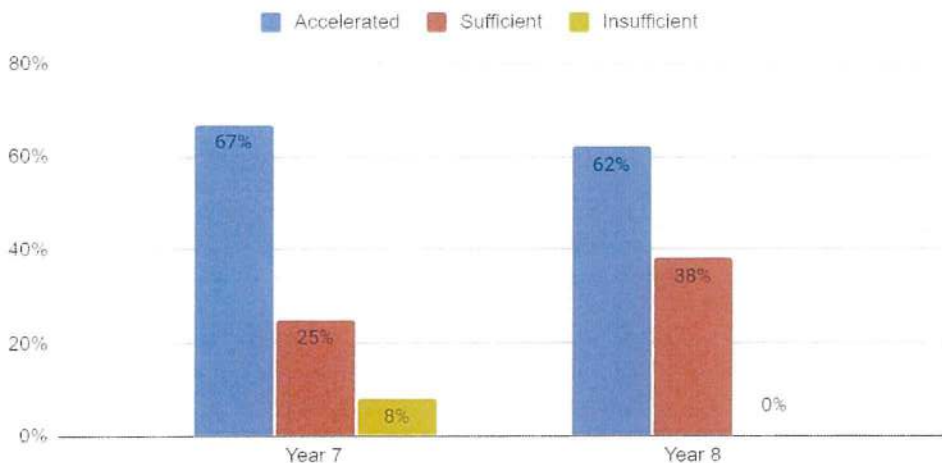
Reading - Pasifika

2023 Reading Achievement Levels - Year 7



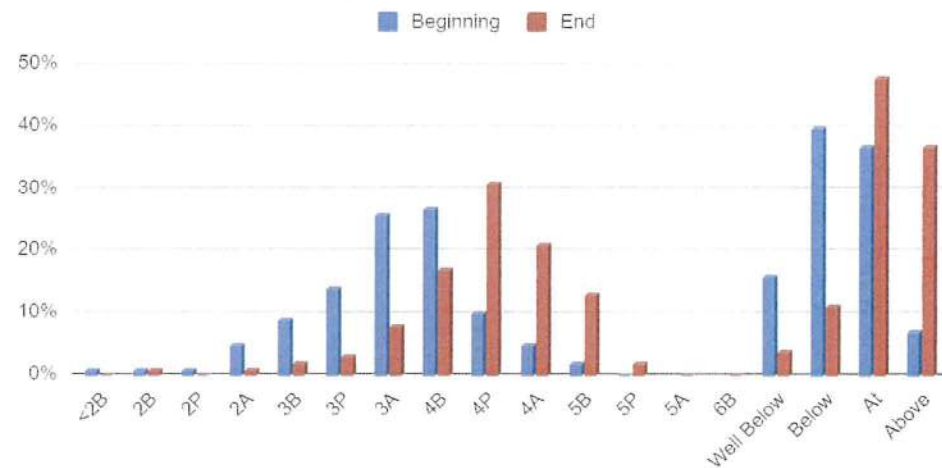
Reading Y7

2023 Reading Progress - Pasifika



Reading - Pasifika

2023 Reading Achievement Levels - Year 8



Reading Y8

Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

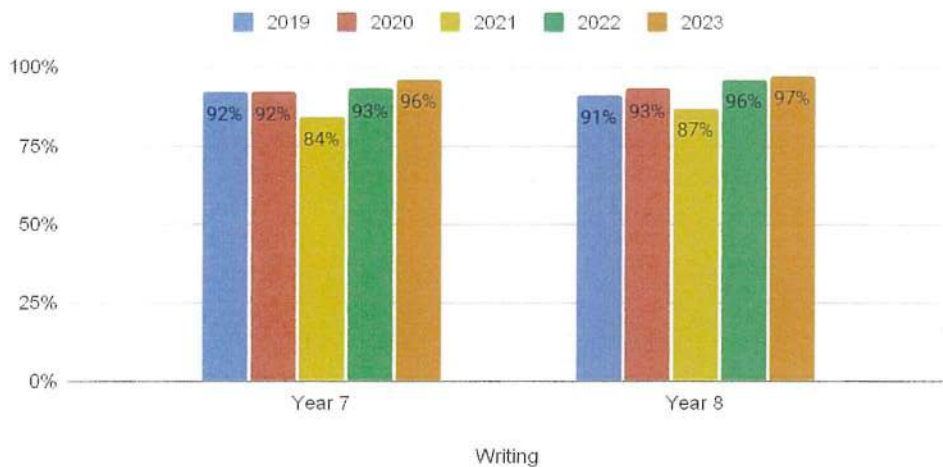


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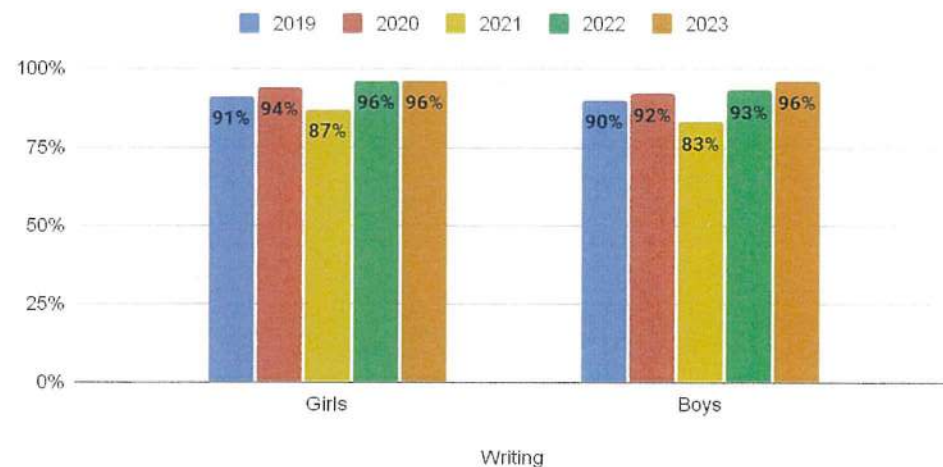
Writing Report

End of Year 2023

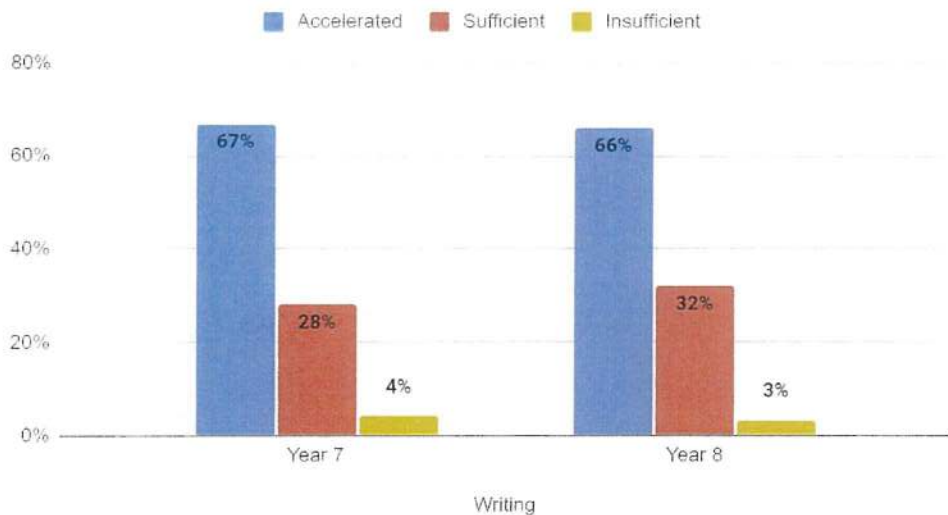
Writing Progress - Accelerated and Sufficient Progress (2019 - 2023)



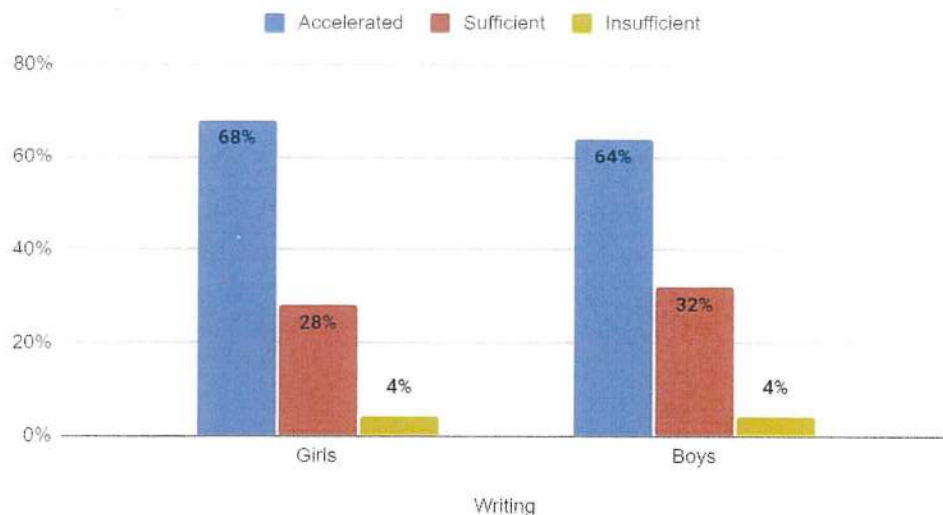
Writing: Gender - Accelerated and Sufficient Progress (2019 - 2023) - Gender



2023 Writing Progress - All

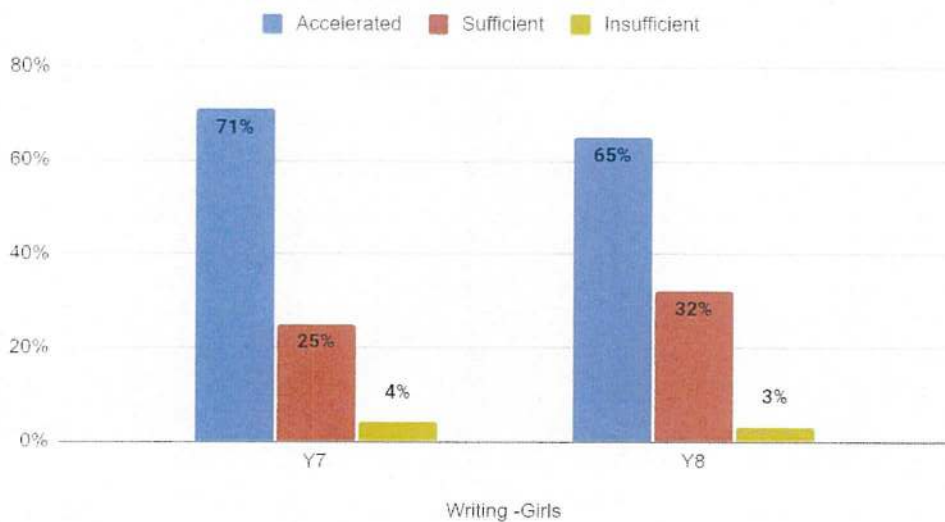


2023 Writing Progress - Gender

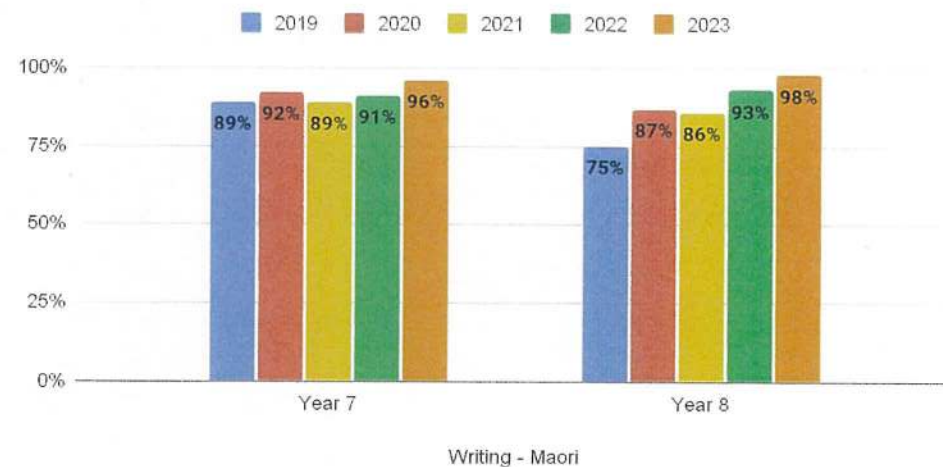


Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

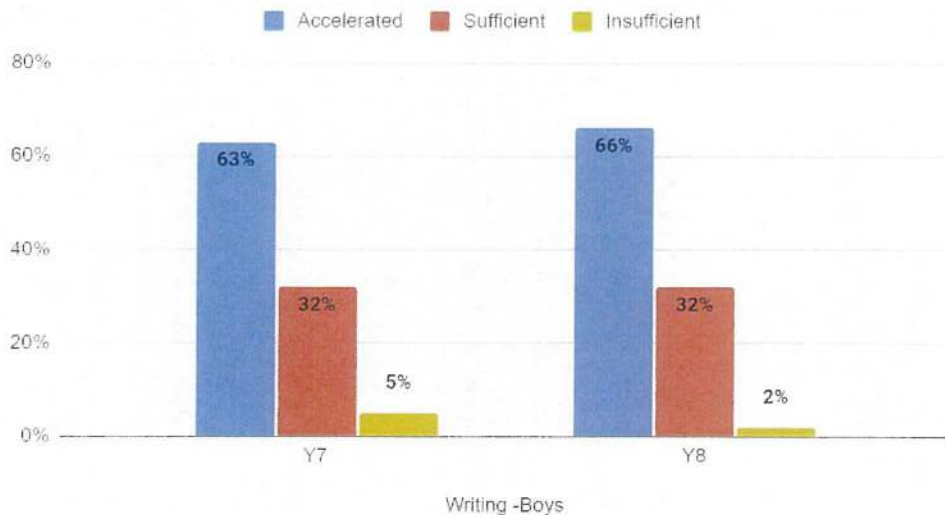
2023 Writing Progress - Girls



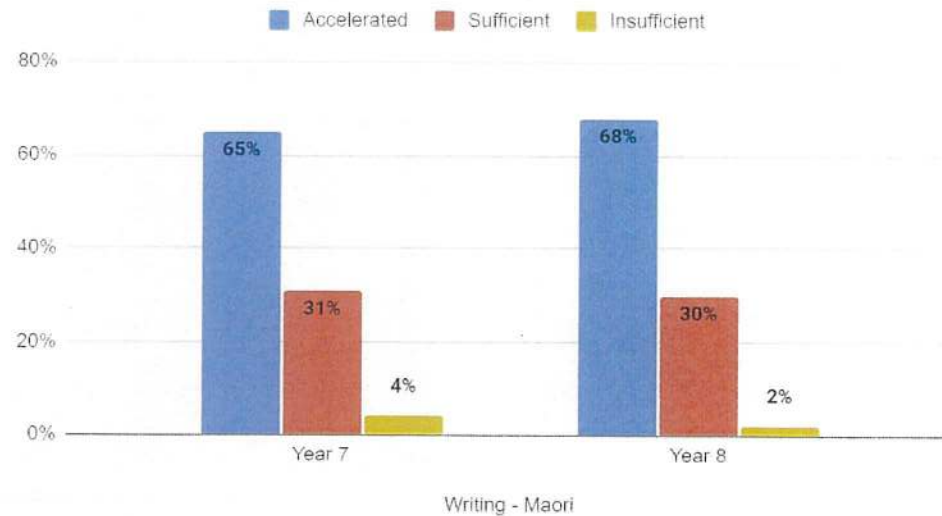
Writing: Maori - Accelerated and Sufficient Progress (2019 - 2023)



2023 - Writing Progress - Boys

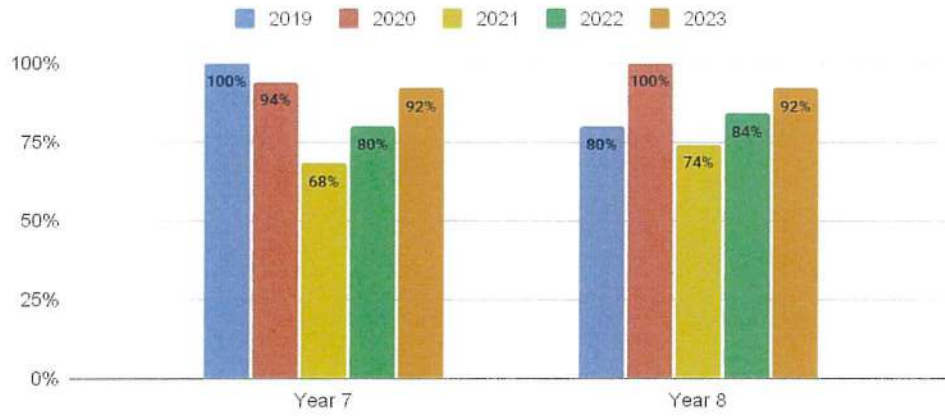


2023 Writing Progress - Maori



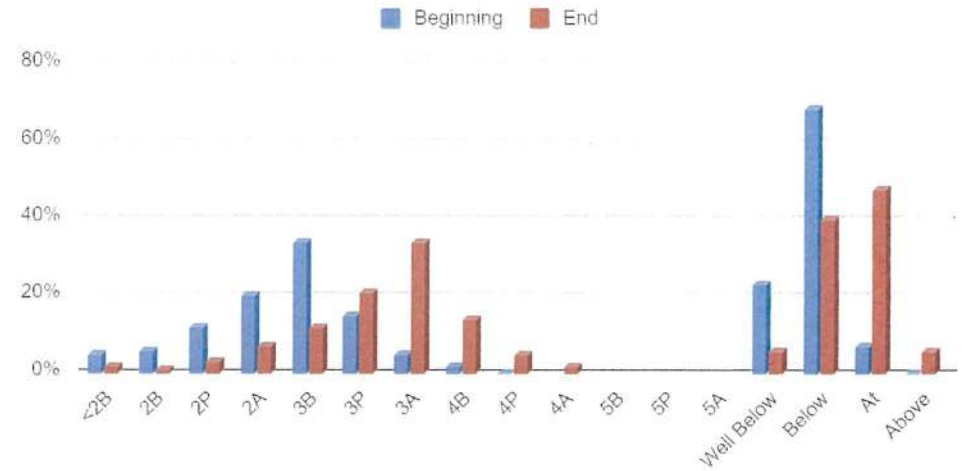
Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

Writing: Pasifika - Accelerated and Sufficient Progress (2019 - 2023)



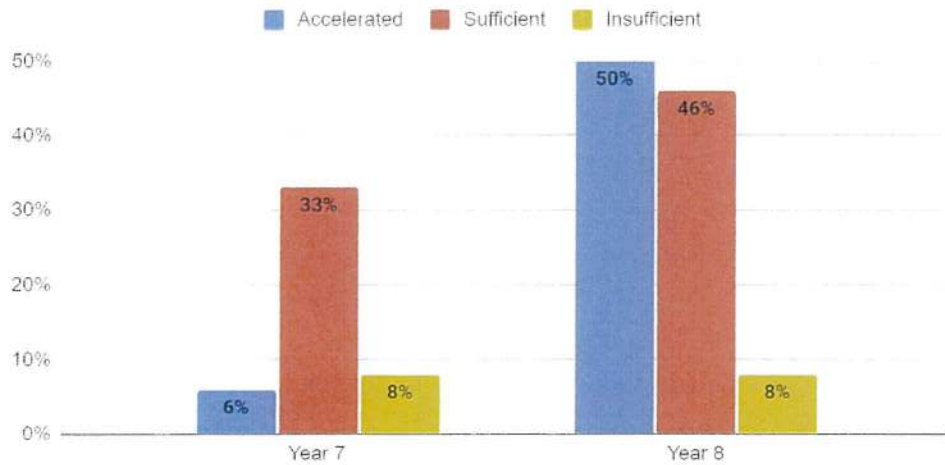
Writing - Pasifika

2023 Writing Achievement Levels - Year 7



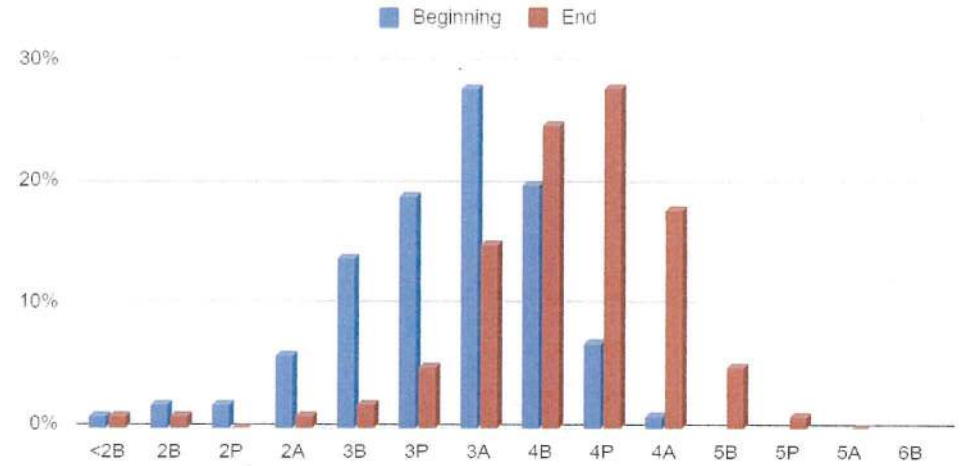
Writing Y7

2023 Writing Progress - Pasifika



Writing - Pasifika

2023 Writing Achievement Levels - Year 8



Writing Y8

Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

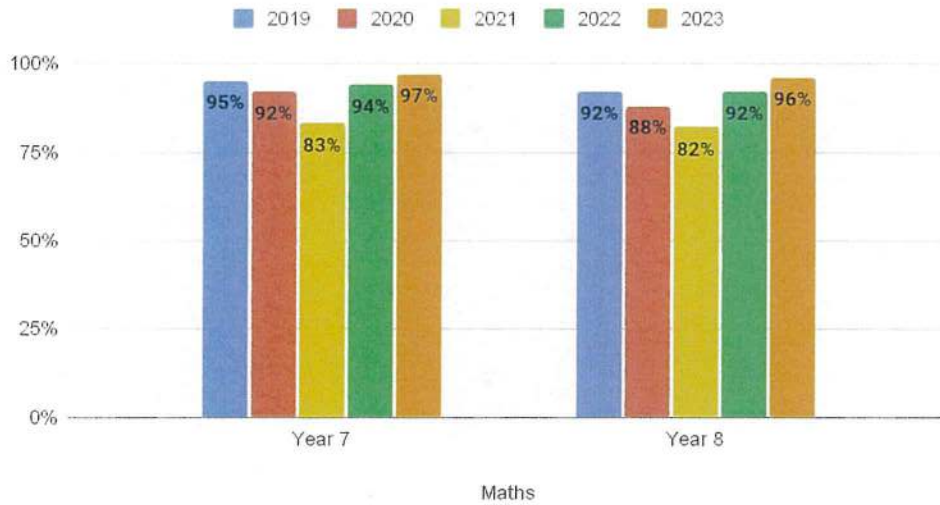


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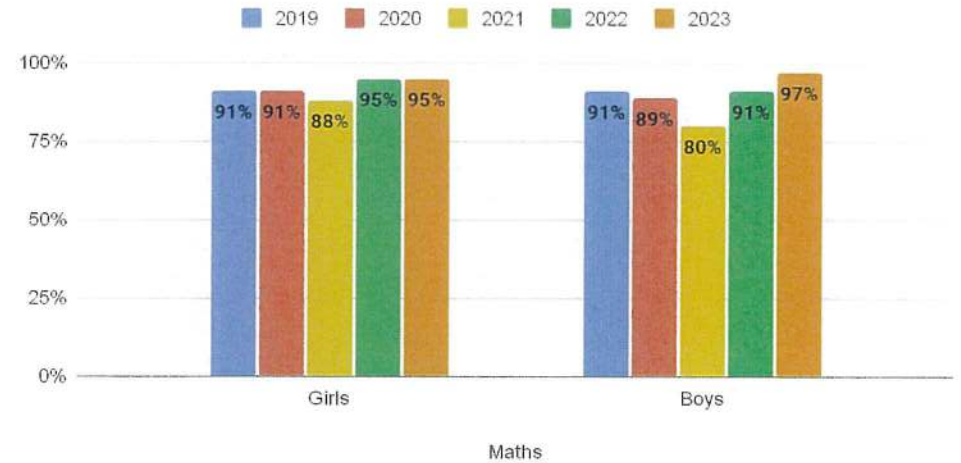
Mathematics Report

End of Year 2023

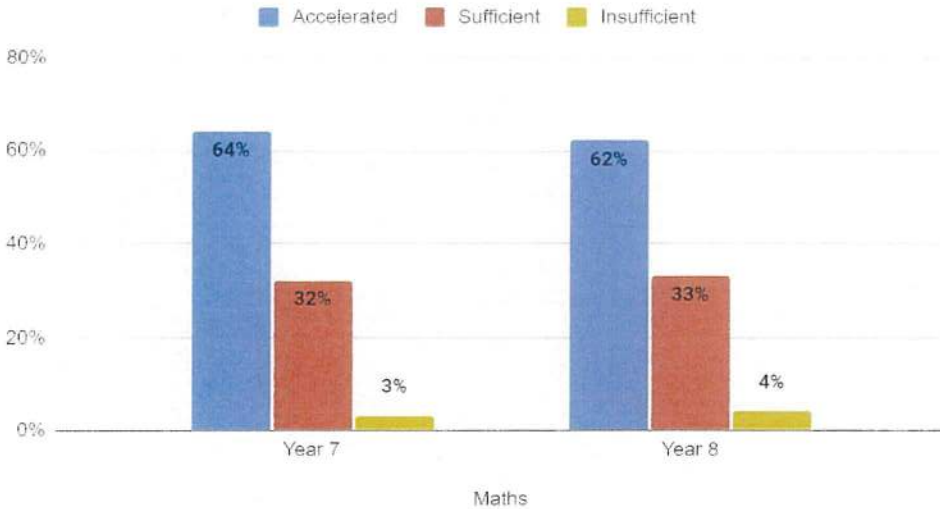
Maths - Accelerated and Sufficient Progress (2019 - 2023)



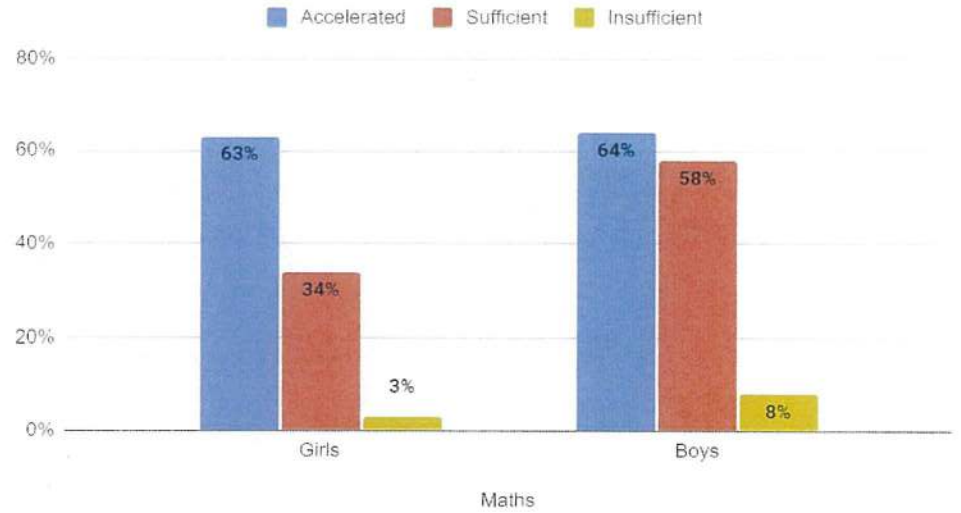
Maths: Gender - Accelerated and Sufficient Progress (2019 - 2023) - Gender



2023 Maths Progress - All

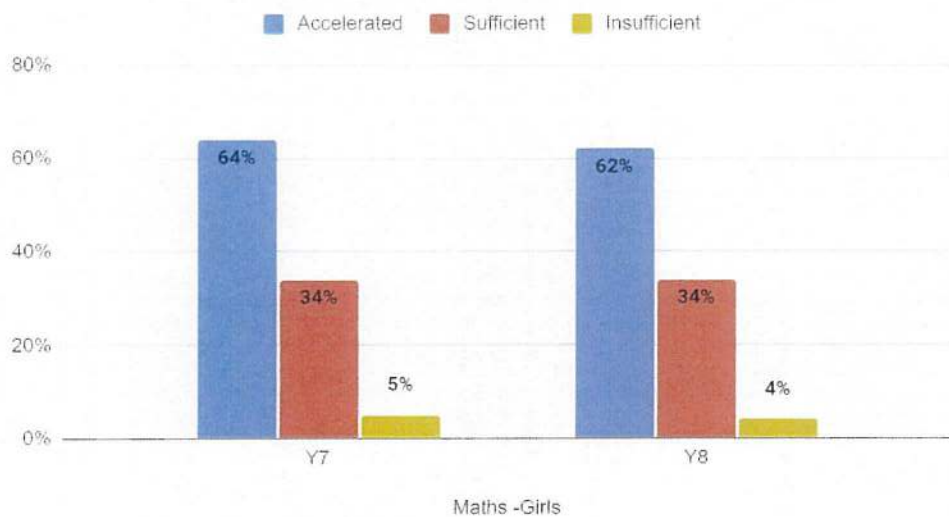


2023 Mathematics Progress - Gender

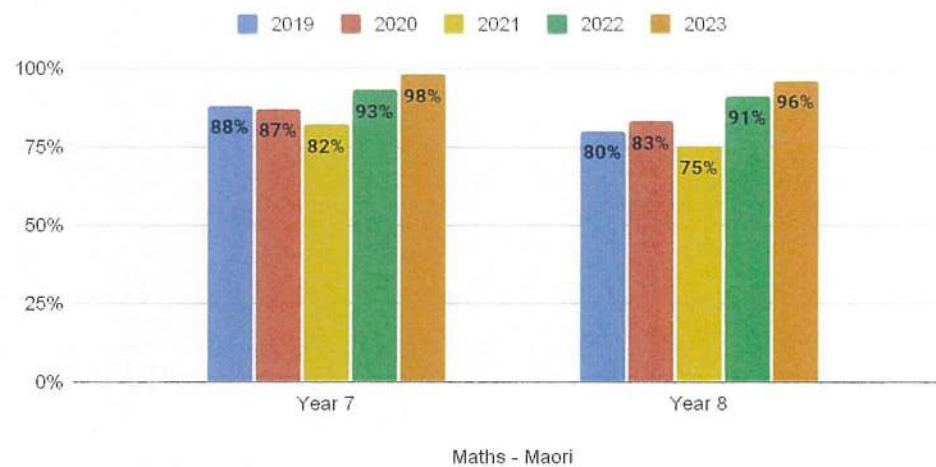


Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

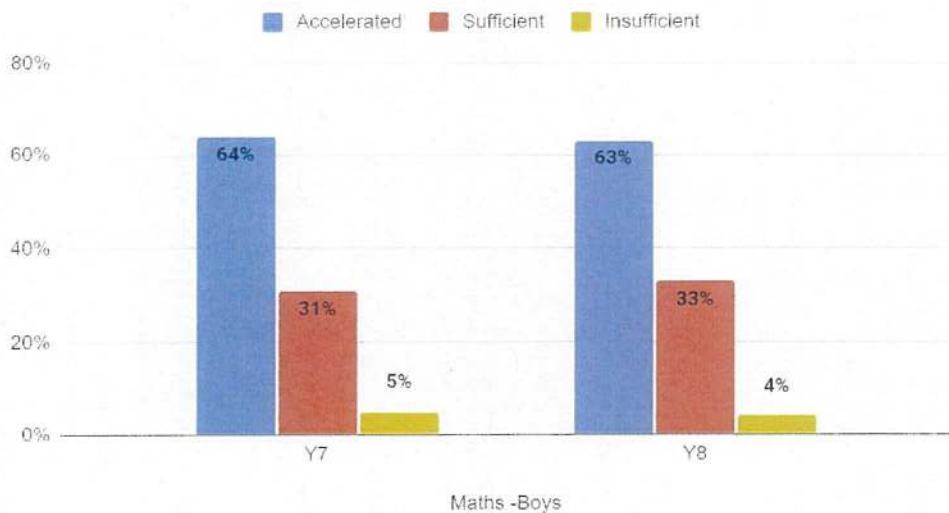
2023 Maths Progress - Girls



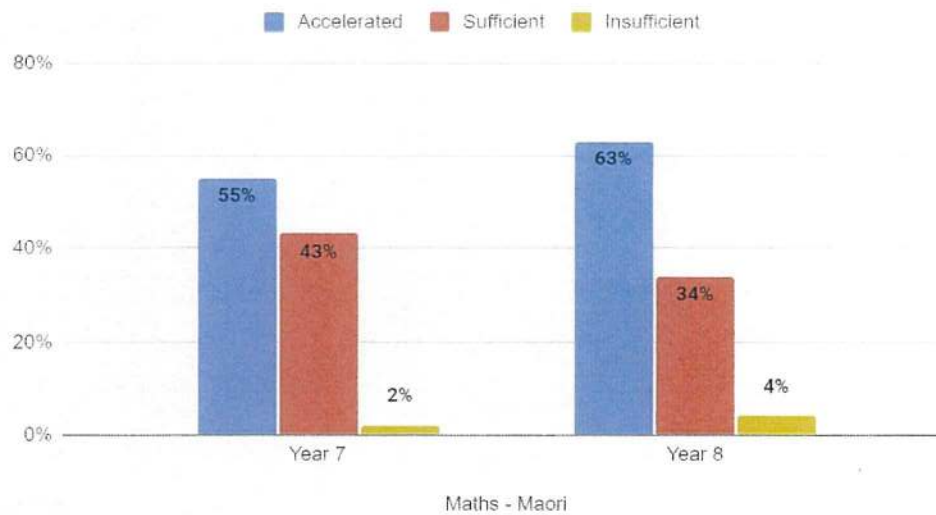
Maths: Maori - Accelerated and Sufficient Progress (2019 - 2023)



2023 Maths Progress - Boys

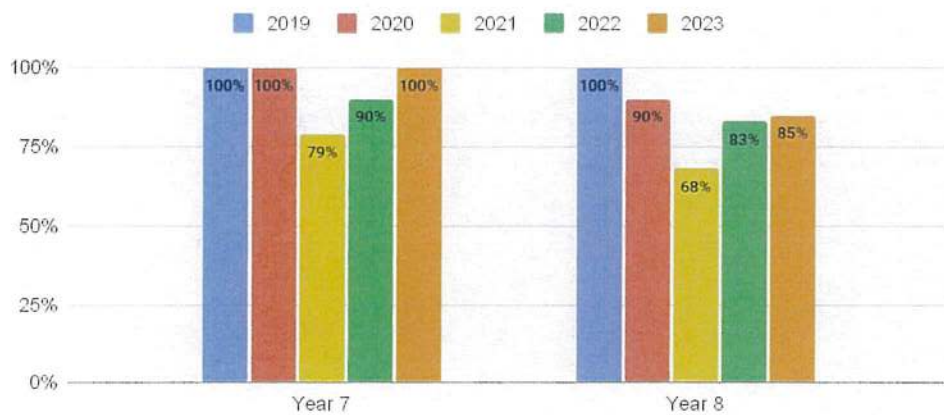


2023 Maths Progress - Maori



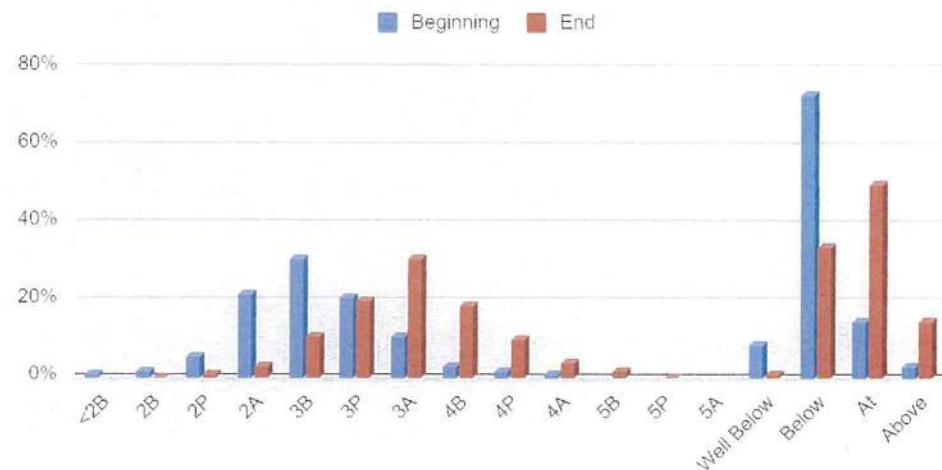
Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)

Maths: Maori - Accelerated and Sufficient Progress (2019 - 2023)



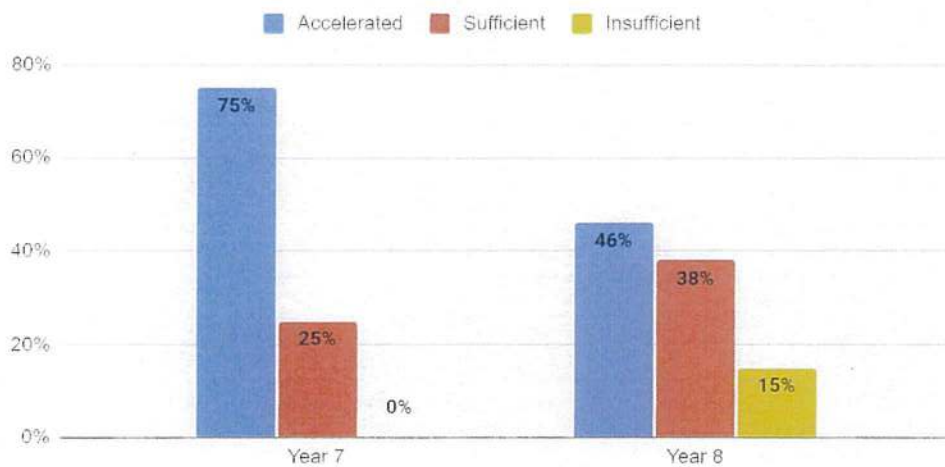
Maths - Pasifika

2023 Maths Achievement Levels - Year 7



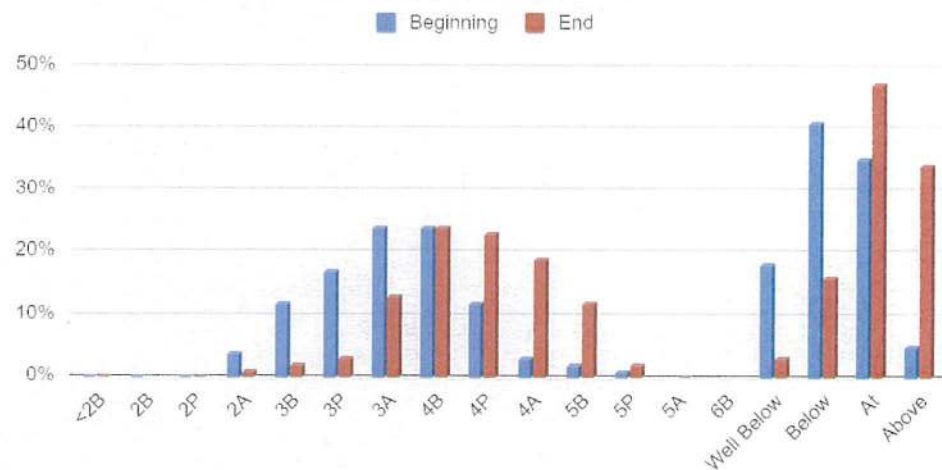
Maths Y7

2023 Maths Progress - Pasifika



Maths - Pasifika

2023 Maths Achievement Levels - Year 8



Maths Y8

Accelerated (2 or more sub-levels growth)
 Sufficient (at least 1 sub-level growth)
 Insufficient (no progress or regression)



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

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KIWISPORT 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$19,279.40 (excluding GST). The funding was spent on providing sporting opportunities in American Flag Football, Softball, Squash and Table Tennis to all 1,316 students and 44 classroom teachers.



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>By following the guidelines in our Health, Safety and Welfare Policy available publicly on the school docs website which states:</i></p> <p><i>A primary objective of the Northcross Intermediate School board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1)</i></p>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>By following the guidelines in our Health, Safety and Welfare Policy available publicly on the school docs website which states:</i></p> <p><i>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</i></p> <ul style="list-style-type: none"> • <i>to maintain, and comply with their school's Equal Employment Opportunities policy, and</i> • <i>to include in the annual report a summary of the year's compliance.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>Candidates are evaluated according to their experience, the needs of our students and school, the job description, the strengths they bring and referee reports (in alignment with our EEO Policy)</i></p>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and <ul style="list-style-type: none"> - Greater involvement of Maori in the Education service? 	<p><i>This will be considered when interviewing a candidate for a position within our school</i></p> <p><i>Regular discussions with staff and encouragement to further develop their own knowledge or seek PD opportunities to upskill themselves to be the best version of themselves that they can be. This approach will then benefit the ākonga in their classrooms.</i></p>
How have you enhanced the abilities of individual employees?	<p><i>We have allocated Operation Funding to support teachers professional development opportunities and encourage them to be proactive and seek out these opportunities to strengthen areas of weakness OR further develop areas of strength</i></p>

How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • <i>Maternity Leave provisions</i> • <i>Sick leave provision for dependents</i> • <i>Personal amenities for women</i> • <i>Respecting cultural boundaries</i>
How are you recognising the employment requirements of persons with disabilities?	<p><i>In 2023 we did not have any staff with physical disabilities however we have:</i></p> <ul style="list-style-type: none"> • <i>disabled toilets</i> • <i>wheel-chair access to every area of the school</i> • <i>ability to allow a disabled car park space if needed</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



NORTHCROSS

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

Next review: Term 1 2027

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Northcross Intermediate School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Northcross Intermediate School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Northcross Intermediate School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Northcross Intermediate School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Northcross Intermediate School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia**.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their

understanding and practice of culturally responsive teaching that takes into account ākongā contexts (NELP Priority 6).

Participation

Northcross Intermediate School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Related topics

- **Māori Educational Achievement**
- **School Planning and Reporting**
- **Equal Employment Opportunities**
- **Learning Support**
- **Inclusive Education**

Legislation

- Education and Training Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **The Education and Training Act 2020: Te Tiriti o Waitangi**
- TKI | Te Kete Ipurangi: **Treaty of Waitangi principle**
- Victoria University of Wellington | Te Herenga Waka: **Te Tiriti o Waitangi Guide**

Release history: [Term 4 2022](#), [Term 4 2020](#), [Term 2 2017](#)

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Last review	Term 4 2022
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Topic type	Core
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