

KEDGLEY INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number: 1329

Principal: Pelu Leaupepetele

School Address: 181 Portage Road, Papatoetoe, Auckland

School Postal Address: PO Box 86065, Mangere East, Auckland

School Phone: 09-2784202

School Email: reception@kedgley.school.nz

Accountant / Service Provider: Edtech Financial Services Ltd

KEDGLEY INTERMEDIATE**Members of the Board**

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Casey Makiri	Presiding Member	Re-elected Sep-22	September 2022
Pelu Leaupepetele	Principal	Ex Officio	
Deepak Kumar	Parent Representative	Re-elected Sep-22	September 2022
Aioi Iona-Fruean	Parent Representative	Re-elected Sep-22	September 2022
Esther Matapo	Parent Representative	Elected Sep-22	2025
Patrick Nofo'akifolau	Parent Representative	Elected Sep-22	2025
Eleanor Baledrokadroka	Parent Representative	Elected Sep-22	2025
Outgoing Board Members			
Tommy Laban	Presiding Member	Elected May 2019	September 2022
Limaeka Amani	Parent Representative	Elected May 2019	September 2022
Sialele Pulou	Staff Representative	Elected May 2019	September 2022

KEDGLEY INTERMEDIATE

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	Good Employer Disclosure

Kedgley 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.

Casey Makiri

Pelu Leaupepetele

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

30 May 2023

30 May 2023

Date:

Date:

Kedgley Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	7,346,633	6,249,162	6,662,219
Locally Raised Funds	3	176,035	105,000	103,103
Interest Income		20,155	2,000	3,656
Gain on Sale of Property, Plant and Equipment		-	-	600
Total Revenue		7,542,823	6,356,162	6,769,578
Expenses				
Locally Raised Funds	3	67,490	143,393	45,057
Learning Resources	4	4,304,210	4,516,827	4,170,869
Administration	5	1,290,518	429,522	950,255
Finance		10,022	11,148	9,036
Property	6	1,430,329	1,244,546	1,078,886
Loss on Disposal of Property, Plant and Equipment		1,018	-	8,299
		7,103,587	6,345,436	6,262,402
Net Surplus / (Deficit) for the year		439,236	10,726	507,176
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		439,236	10,726	507,176

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

Kedgley Intermediate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,371,483	2,371,483	1,864,307
Total comprehensive revenue and expense for the year		439,236	10,726	507,176
Equity at 31 December		2,810,719	2,382,209	2,371,483

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.

Kedgley Intermediate

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,438,123	1,487,810	950,233
Accounts Receivable	8	315,013	341,000	328,534
GST Receivable		12,893	20,000	39,744
Prepayments		23,276	35,000	41,590
Inventories	9	5,344	1,500	1,478
Investments	10	500,000	-	300,000
Funds Receivable for Capital Works Projects	17	57,524	-	64,910
		<u>2,352,173</u>	<u>1,885,310</u>	<u>1,726,489</u>
Current Liabilities				
Accounts Payable	12	404,318	450,000	467,315
Revenue Received in Advance	13	62,723	-	-
Provision for Cyclical Maintenance	14	80,812	15,374	39,902
Finance Lease Liability	15	47,081	45,839	40,154
Funds held in Trust	16	6,865	500	465
Funds held for Capital Works Projects	17	259,401	-	
		<u>861,200</u>	<u>511,713</u>	<u>547,836</u>
Working Capital Surplus/(Deficit)		1,490,973	1,373,597	1,178,653
Non-current Assets				
Property, Plant and Equipment	11	1,543,015	1,140,105	1,320,105
		<u>1,543,015</u>	<u>1,140,105</u>	<u>1,320,105</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	198,532	108,932	65,815
Finance Lease Liability	15	24,737	22,561	61,460
		<u>223,269</u>	<u>131,493</u>	<u>127,275</u>
Net Assets		<u>2,810,719</u>	<u>2,382,209</u>	<u>2,371,483</u>
Equity		<u>2,810,719</u>	<u>2,382,209</u>	<u>2,371,483</u>

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

Kedgley Intermediate

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,954,564	3,868,653	1,873,784
Locally Raised Funds		176,219	104,800	93,104
Goods and Services Tax (net)		26,851	(20,000)	(60,209)
Payments to Employees		(804,654)	(460,093)	(764,497)
Payments to Suppliers		(1,477,668)	(744,397)	(483,254)
Interest Paid		(10,022)	(11,148)	(9,036)
Interest Received		16,017	1,200	3,083
Net cash from/(to) Operating Activities		881,307	2,739,015	652,975
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(1,018)	56,179	600
Purchase of Property Plant & Equipment (and Intangibles)		(480,501)	(1,111,507)	(598,623)
Purchase of Investments		(200,000)	-	(300,000)
Net cash from/(to) Investing Activities		(681,519)	(1,055,328)	(898,023)
Cash flows from Financing Activities				
Finance Lease Payments		14,917	(196,377)	(62,788)
Funds Administered on Behalf of Third Parties		273,185	500	144,122
Net cash from/(to) Financing Activities		288,102	(195,877)	81,334
Net increase/(decrease) in cash and cash equivalents		487,890	1,487,810	(163,714)
Cash and cash equivalents at the beginning of the year	7	950,233	-	1,113,947
Cash and cash equivalents at the end of the year	7	1,438,123	1,487,810	950,233

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.

Kedgley Intermediate

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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 comprised of stationery. 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) 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.

i) 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	20 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets**Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

k) 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 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 surplus or deficit.

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

l) Accounts Payable

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

m) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) 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.

r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting. The School's financial liabilities comprise accounts payable and finance lease 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.

s) 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.

t) Budget Figures

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

u) 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 (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,052,452	1,831,170	1,858,967
Teachers' Salaries Grants	3,571,909	3,643,584	3,451,452
Use of Land and Buildings Grants	900,358	768,408	768,408
Lunches in School	820,681		568,575
Other Government Grants	1,233	6,000	14,817
	<u>7,346,633</u>	<u>6,249,162</u>	<u>6,662,219</u>

The school has opted in to the donations scheme for this year. Total amount received was \$117,750.

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	122,369	70,000	55,883
Fees for Extra Curricular Activities	26,694	4,500	8,200
Trading	26,590	29,500	38,637
Fundraising & Community Grants	382	1,000	383
	<u>176,035</u>	<u>105,000</u>	<u>103,103</u>
Expenses			
Extra Curricular Activities Costs	47,620	108,500	19,408
Trading	13,959	27,093	22,949
Fundraising and Community Grant Costs	5,911	7,800	2,700
	<u>67,490</u>	<u>143,393</u>	<u>45,057</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>108,545</u>	<u>(38,393)</u>	<u>58,046</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	100,264	162,746	66,109
Information and Communication Technology	2,872	2,000	1,081
Library Resources	89	500	286
Employee Benefits - Salaries	3,963,050	4,134,081	3,891,085
Staff Development	25,061	37,500	33,058
Depreciation	212,874	180,000	179,250
	<u>4,304,210</u>	<u>4,516,827</u>	<u>4,170,869</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	12,720	12,719	10,730
Board Fees	3,306	4,500	3,380
Board Expenses	39,686	36,500	26,294
Communication	8,517	10,000	9,481
Consumables	46,794	69,578	34,748
Legal Fees	-	-	742
Other	3,052	1,560	678
Lunches In Schools	820,681		568,575
Employee Benefits - Salaries	332,561	272,521	271,218
Insurance	13,545	12,500	12,084
Service Providers, Contractors and Consultancy	9,656	9,644	12,325
	<u>1,290,518</u>	<u>429,522</u>	<u>950,255</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	19,603	27,000	20,502
Consultancy and Contract Services	94,500	90,000	90,000
Cyclical Maintenance Provision	220,143	96,094	27,669
Grounds	27,377	42,705	32,177
Heat, Light and Water	41,423	49,000	36,976
Repairs and Maintenance	47,273	91,264	37,412
Use of Land and Buildings	900,358	768,408	768,408
Security	12,487	13,000	9,209
Employee Benefits - Salaries	67,165	67,075	56,533
	<u>1,430,329</u>	<u>1,244,546</u>	<u>1,078,886</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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	1,438,123	637,810	750,233
Short-term Bank Deposits	-	850,000	200,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,438,123</u>	<u>1,487,810</u>	<u>950,233</u>

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

Of the \$1,438,123 Cash and Cash Equivalents, \$259,401 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	-	200	184
Receivables from the Ministry of Education	310,298	340,000	327,773
Interest Receivable	4,715	800	577
	<u>315,013</u>	<u>341,000</u>	<u>328,534</u>
Receivables from Exchange Transactions	4,715	1,000	761
Receivables from Non-Exchange Transactions	310,298	340,000	327,773
	<u>315,013</u>	<u>341,000</u>	<u>328,534</u>

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	5,344	1,500	1,478
	<u>5,344</u>	<u>1,500</u>	<u>1,478</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	500,000	-	300,000
	<u>500,000</u>	<u>-</u>	<u>300,000</u>
Total Investments	<u>500,000</u>	<u>-</u>	<u>300,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	621,750	37,159			(36,253)	622,656
Furniture and Equipment	499,213	343,537	(1,018)		(96,888)	744,844
Information and Communication Technology	81,189	43,640			(31,980)	92,849
Leased Assets	96,316	12,469			(45,048)	63,737
Library Resources	21,637				(2,705)	18,932
Balance at 31 December 2022	1,320,105	436,805	(1,018)	-	(212,874)	1,543,018

The net carrying value of equipment held under a finance lease is \$63,737 (2021: \$96,316)

Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	722,329	(104,519)	617,810	690,016	(68,266)	621,750
Furniture and Equipment	1,496,172	(746,485)	749,687	1,197,912	(698,699)	499,213
Information and Communication Tec	398,662	(305,813)	92,849	355,022	(273,833)	81,189
Motor Vehicles	56,179	(56,179)	-	56,179	(56,179)	-
Leased Assets	220,064	(156,327)	63,737	264,777	(168,461)	96,316
Library Resources	109,997	(91,065)	18,932	109,996	(88,359)	21,637
Balance at 31 December	3,003,403	(1,460,388)	1,543,015	2,673,902	(1,353,797)	1,320,105

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	52,616	70,000	103,658
Accruals	10,720	10,000	8,888
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	312,649	340,000	330,425
Employee Entitlements - Leave Accrual	28,333	30,000	24,344
	404,318	450,000	467,315
Payables for Exchange Transactions	404,318	450,000	467,315
	404,318	450,000	467,315

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	62,723	-	-
	<u>62,723</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	105,717	105,717	107,042
Increase to the Provision During the Year	173,627	18,589	27,669
Use of the Provision During the Year	-	-	(28,994)
Provision at the End of the Year	<u>279,344</u>	<u>124,306</u>	<u>105,717</u>
Cyclical Maintenance - Current	80,812	15,374	39,902
Cyclical Maintenance - Non current	198,532	108,932	65,815
	<u>279,344</u>	<u>124,306</u>	<u>105,717</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan.

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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	51,685	45,839	47,429
Later than One Year and no Later than Five Years	26,091	22,561	66,165
Later than Five Years			(11,980)
Future Finance Charges	(5,958)		
	<u>71,818</u>	<u>68,400</u>	<u>101,614</u>
Represented by			
Finance lease liability - Current	47,081	45,839	40,154
Finance lease liability - Non current	24,737	22,561	61,460
	<u>71,818</u>	<u>68,400</u>	<u>101,614</u>

16. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	6,865	500	465
	<u>6,865</u>	<u>500</u>	<u>465</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Canopy Structure	(40,000)		(11,789)	11,789	(40,000)
5YA Intercom	(24,910)	51,300	(28,900)		(2,510)
LSC - Block 1 LSC	-	73,800	-		73,800
Modemisation 5YA - Block 1 Weathertightness	-	-	(1,890)		(1,890)
Modemisation 5YA - Block 2 & 3 ILE Upgrade	-	214,200	(177,910)		36,290
Modemisation 5YA - Block 8	-	42,785			42,785
Modemisation 5YA - Heating	-	103,500	(111,352)		(7,852)
Modemisation 5YA - Block 4 ILE upgrade	-	90,000	-		90,000
Modemisation 5YA - Reroof & Repair Roofs	-	68,850	(61,125)		7,725
Modemisation 5YA - Stormwater	-	35,100	(40,372)		(5,272)
Modemisation 5YA - Water Isolation Valves	-	18,000	(9,200)		8,800
Totals	(64,910)	697,535	(442,538)	11,789	201,877

Represented by:

Funds Held on Behalf of the Ministry of Education	259,401
Funds Receivable from the Ministry of Education	(57,524)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SPG	(315,090)	291,472	-	23,618	-
5YA Prefab	(37,599)	31,373	(47,565)	53,791	-
Canopy Structure	177,660	-	(562,450)	344,790	(40,000)
5YA Intercom	-	-	(24,910)		(24,910)
Totals	(175,029)	322,845	(634,925)	422,199	(64,910)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(64,910)

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022	2021
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,306	3,380
<i>Leadership Team</i>		
Remuneration	569,136	620,227
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>572,442</u>	<u>623,607</u>

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has a Finance member and a Property member that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration	2022	2021
\$000	FTE Number	FTE Number
110-120	3.00	2.00
100-110	3.00	2.00
	<u>6.00</u>	<u>4.00</u>

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Additional Funding Washup Payment

In 2022 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 is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

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

- (a) \$73,800 contract for Block 1 LSC to be completed in 2023, which will be fully funded by the Ministry of Education. \$73,800 has been received of which \$0 has been spent on the project to date; and
- (b) \$215,477 contract for Block 2 & 3 ILE Upgrade to be completed in 2023. This project is fully funded by the Ministry of Education and \$214,200 has been received of which \$177,910 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$90,681 contract for Block 4 Upgrade. The project is fully funded by the Ministry of Education and \$90,000 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.
- (d) \$74,043 contract for Block 1 Weathertightness. The project is fully funded by the Ministry and \$0 has been received of which \$1,890 has been spent on the project to balance date. This project has been approved by the Ministry.

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,438,123	1,487,810	950,233
Receivables	315,013	341,000	328,534
Investments - Term Deposits	500,000	-	300,000
Total Financial assets measured at amortised cost	<u>2,253,136</u>	<u>1,828,810</u>	<u>1,578,767</u>

Financial liabilities measured at amortised cost

Payables	404,318	450,000	467,315
Finance Leases	71,818	68,400	101,614
Total Financial Liabilities Measured at Amortised Cost	<u>476,136</u>	<u>518,400</u>	<u>568,929</u>

23. Events After Balance Date

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

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

Independent Auditor's Report

To the readers of Kedgley Intermediate's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Kedgley 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 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 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 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, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 list of members of the board, the statement of responsibility, analysis of variance, kiwisport note, and compliance with good employer requirements, 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 Kedgley 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



2022 Analysis of Variance

STRATEGIC GOAL TAHI

Pono - Providing authentic leadership that promotes self-belief

NELP: Objectives 1, 2, & 4

Measurable Outcomes	Initiatives	Strategy
<p>Leadership voice is genuine and part of the strategic plan from goal setting, self reviewing & reporting.</p> <p>Growing leaders to step into key roles to support the learning & KIS community</p> <p>Current KIS Va is nurtured and thriving</p>	<p>Continue from 2022:</p> <ol style="list-style-type: none"> 1. S2L is part of the planning process for daily contributions to the decision-making of learning school strategic plan 2. Student leadership roles are to provide support and contribute to daily decisions making of school strategic plan SLT 3. Selected pupils navigate their own learning pathway and follow their own passions JB & PL 4. Create, promote & support leadership opportunities for staff and students to grow <ul style="list-style-type: none"> ● Whanau Captains 	<p>Continue to promote genuine voice through the student leadership part of the planning process for learning</p> <p>Student leadership provide support to contributing to daily decisions making of school strategic plan JB & PL</p> <p>Grow student agency - Selected pupils navigate and lead their own learning pathway and follow their passions JB</p> <p>Extend Core Leadership & invite Learning Area leads to Talanoa leadership</p> <p>Continue to provide leadership opportunities</p>

	<ul style="list-style-type: none"> • Upstanders • 181 Connect 	and platforms for potential leaders to step into SLT
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Pono - Providing authentic leadership that promotes self-belief					
Pono	2022 - 2024 Milestones & Measures	Update	Who	When	
Promote leadership opportunities for students to apply for or assist in leading the strategic direction of KIS.	Serve to Lead identify & confirmed student leaders for 2022	<p><i>Confirmed and appointed 25 members after applying in writing and undergoing a panel interview with DP and HOS.</i></p> <p>Year Level Year 7 - 9 students Year 8 - 15 students</p> <p>Breakdown of Ethnicity 2- Maori , - 6 Samoan, 6 - Tongan 2- Fijian, 3- Indian and 1 - Vietnamese, Cook Island 1 - and 2 Filipino , 1 Niue</p>	SP	MAR	
	Upstanders identify & confirm student leaders for 2022	<i>Term 1 - Recommended student names passed on after completing the S2L interview process. The student panel interviewed 92 students and appointed 30</i>	NF	Mar	

		<p><i>Upstanders.</i></p> <p>Year Level</p> <p>Year 7 - 7 students</p> <p>Year 8 - 23 students</p> <p>Breakdown of Ethnicity</p> <p>10 - Tongan, 8- Indian, 4 - Samoan, 3 - Maori, 2 - Cook Island, 1 - NZ European, 1- Burmese, 1 - Thailand</p>			
	KIS support identify & confirm student leaders for 2022	2022 Students and Staff appointed 4 Head Students, term 3 and 4 2 Samoan, 2Tongan,	SP	MAR	
Challenge current roles of head students to promote their leadership skills further and potential	<p>KIS leadership body have a clear understanding of</p> <ul style="list-style-type: none"> ● Purpose ● Role ● Focus 	Identify areas HoS need to develop and provide professional learning for them to support them with their role.	MI & JB		
	Leadership retreat set up to review current leadership groups	All set for the new year an awesome plan put together. The site visit was completed and the venue is ideal for retreat, learning & connecting at a leadership level.	PL & JB	OCT	
	Set up all Leadership groups to be active and seen around the school	Unsuccessful presence with Upstanders & 181. S2L carrying the leadership voice. Really impressed with S2L carrying the leadership "torch"	MI, NF, JB, FS & RP	APR	
Serve to Lead - Promoting opportunities for our S2L to serve our local community	Tuakana-Teina Reading Programme - S2L to work with contributing primary schools and read with year 2-3 students needing	Due to covid we were unable to execute this proposal.	JB	APRIL	

	support 2 a week.	2022 - A program that we will be looking into beginning this year.			
	Eagles Eye - Community panui to be sent out fortnightly informing our community of our success so far	This is ongoing. S2L Students have been rostered on fortnightly to write the Eagle's newsletter informing parents and the community on the ongoing success in school. The success varies from week to week. Eg. Success in a sporting event or Leading their learning in class or whanau team.	JB		
	Continue hosting key events and assemblies		JB		
Upstanders - Continue to promote upstanders and developing ways for the members to have an positive impact all involved at KIS	Aiga Group is formed and established part of Upstanders	Upstanders have started a break time duty system and Friday break activities focusing on connection and creating a safe space lead by student support. Review and revamp system in term 3.	NF	JULY	
Mana Māori class - Kia Puawai	Provide learning opportunities for students to learn level 3 Te Reo Maori	Kia Puawai class started back again in term 3. Rangikahiwi teaches 30 students in two blocks on Thursdays. They have been learning complex sentence structures and building confidence with conversation Te reo Māori.	NF	AUGUST	
Project T	Selected Staff & Principal will take up classes working with learners creating a pathway to promote and nurture their passion.	Art is up and running - The goal is for each child to submit one piece of art at the end of each session. Full days have been beneficial.	MI JB NF SP PL RW RP MN LE PS	AUGUST	

	<p>Class to be taken at least 1 day a week</p> <ul style="list-style-type: none"> ● PL - Art ● JB - Reading Club ● MI - DJ ● NF - Walking ● PS - Soccer Academy ● RP - Baking ● LE - Digital Tech2.0 	<p>Children attended one day in the term 2 holidays.</p> <p>9 students - 8 girls 1 boy</p> <p>Will try and visit local art gallery in South Auckland & GI before the end of term 3 - PL</p> <p>Manage to visit art gallery Thanks to TA & AP for taking students who enjoyed the excursion. Was first time visit to an art gallery for all students. PL</p> <p>The Reading club has been very successful. We have read 6 books as a club and some students have read 7 based on one extra book of their choice. The group consists of 9 year 8 girls. We have been on 2 excursions off site. The Auckland Public Library and Unity Book store in the city. JB</p> <p><u>Dj Project T Programme</u></p> <p>The Dj programme consists of 3 students who are learning the basics of Djing. This is held weekly on Friday during block 2. Students are progressing nicely with skills and knowledge and are keen to learn. Students so far have learnt and are still learning the</p> <ul style="list-style-type: none"> ● functions of the Pioneer Dj controller 			
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		<ul style="list-style-type: none"> ● beat matching (without sync button) ● transitioning from one song to another ● creating their own playlist <p>Future events</p> <ul style="list-style-type: none"> ● Dj a set at the school Disco (Term 3, Week 9) ● Dj a set during break 1. Location TBC <p>A Dj google classroom has been created to communicate with students and to upload dj links and songs.</p> <p>-Murray Ikihele (MI)</p> <p><u>Walk the walk group</u> Promoting walking in our local community. Noel and Maria. 9 year 8 students selected for their interest in walking, social media and photography. Each walk will be posted on the KIS tiktok page and a blog google site. The first walk was completed at Mangere mountain and Mangere bridge. The goal is to complete 7 walks this year.</p>			
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Status Key			
Not due to start	<p>Not Achieved in 2020 <i>Relevant action will be developed in 2021</i></p>	<p>Partially Achieved in 2021 <i>Will be continued in 2022</i></p>	<p>Achieved in 2021 <i>Strengthen/Consolidate in 2022</i></p>

STRATEGIC GOAL RUA

Rangatiratanga - Lalaga making genuine connections beyond the class		
NELP: Objectives 1, 2, & 4		
Measurable Outcomes	Strategy	Initiatives
<p>KIS whanau are well aware of the Teu Le Va nurtured over the last 4 years and are able to bring their whole self into the “Va” at KIS</p> <p>Students feel safe and feel they have a trusted person they feel connected to during their 2 years at KIS</p> <p>Cultural Responsiveness is normalized and natural not a “To do list” - Staff and students feel comfortable celebrating their uniqueness and the uniqueness of others</p>	<ol style="list-style-type: none"> 1. Set up community KIS Connect events twice a term 2. Continue to build relationships with key members of the KIS community 3. Use social media to stay connected with the KIS community AY, SL, LE & PL 4. Interview all new enrollments for the following year SLT 5. Staying connected with our most vulnerable families needing support 6. Provide whanau adult learning to support our community 7. Host Hui & Talanoa with advisory 	<p>Kedgley Connect events</p> <p>Parent Talanoa Group (PTG) Identify 4 – 6 members of the community to form. Host Fonon to advise on the current direction of KIS PL & MI</p> <p>Kedgley unplugged MN, SL & MI</p> <p>Continue with supporting “K Bubble” JB, ST & CP</p> <p>Mana Maori RP & NF MOE Talanoa Ako SL & EB</p> <p>Reconnect Maori & Pasifika parental advisory groups NF & SP & PL</p>

	<p>groups once a term</p> <p>8. Deliver Student surveys</p> <ul style="list-style-type: none"> ● Harassment survey FS & PL ● Curriculum delivery MI & DC ● Teacher relationships JB & LE <p>9. Extend ER teacher numbers for learning areas from 3 to 5 PL</p> <p>Homeroom teachers deliver specific ER lessons during homeroom</p> <ul style="list-style-type: none"> ● Term 1 Self Awareness ● Term 2 Harassment ● Term 3 Harassment ● Term 4 Needs Base 	<p>Survey & Self Review Health & Well being initiatives</p> <p>Continue and deliver Emotional Resilience curriculum</p>
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Rangatiratanga - Lalaga making genuine connections beyond the class

Rangatiratanga	2021 - 2024 Milestones & Measures	Update	Who	When	Status
Continue reporting to parents is student-driven and next learning steps are co-constructed	Parents are well informed with their child's learning progress x 4 during 2021	<p><i>Learning Pathway Conferences will take place on the following dates</i></p> <p>Yr 7: Term 1 Week 5 Wednesday 3rd March from 1:00 pm - 7:00 pm</p> <p>Yr 8: Term 1 Week 11 Wednesday 14th April from 1:00 pm - 7:00 pm</p>	MI & LE	Ongoing	

		<p>Term 3 Week 10 Wednesday 29th September 2021 from 1:00 pm - 7:00 pm</p> <p>eReport is provided for parents at the end of each term during the academic year. Teachers are also available to discuss student reports at the request of parents.</p> <p>Online and hardcopy booking system is in place</p>			
	Student-driven reporting for Terms 1, 3, and 4	<p>Overall positive outcomes with most classes having the students reporting on their own learning. Still need to challenge some staff to allow the children to present and share their learning journey. Will set up student lead staff meetings in term 4 for children to support staff who may need guidance on student lead conferences. PL</p>	PL		
Connect with our whanau beyond the gates	Whanau feel a part of the school Whanau support & commitment to fono & hui		CL		
Kedgley Connect - host community events at least once a term	Community working alongside Kedgley Intermediate.	<p>Part of 2021 is to plan and schedule dates for the 2022 calendar to provide Home and School Learning partnerships. Share with parents school initiatives</p> <ul style="list-style-type: none"> • RT3T 	PL & DPs		

		<ul style="list-style-type: none"> • Accountable talk • DMIC • Learning Hub • Maniakalani 			
	<p>KIS Connect</p> <p>1. Meet the Whanau</p>	<p>Very successful first KIS event for 2021. With well over 600 attendees from our community. The feedback has been 100% positive from our whanau. This was an awesome response coming out of the Red Traffic Light system during the day.</p> <p>We may look at hosting the 2023 connect event during the day due to community attendance is still high.</p>	PL & ST	FEB	
	<p>KIS Connect -</p> <p>1. Term 1 Whakatau</p> <p>2. Term 2 Maori whanau hui & Matariki</p>	<p>Successful Whakatau to commence term 2. RP, Te Roopu Kaitiaki (Maori Student Leaders), and Kapa Haka students were involved.</p> <p>Maori whanau hui postponed term 2 to coincide with Matariki. Reconnect with the Maori parent core group.</p> <p>Matariki connect event in term 2. Whanau of our Maori student leaders Te Roopu Kaitiaki and our Kapa Haka group joined us to celebrate Matariki in a smaller scale connect event. Rangikahiwi led a blessing of the canopy and garden. Student work displays, Kapa Haka performance and a korero by Kaumatua of Ihumatao. Plan to</p>	NF & RP	April	

		include more whanau, especially non Maori in 2023.			
	KIS Connect - Cultural Exchange	PL will need to hand the task to one of the DPs with SP leaving. With One full term remaining for 2022 it may be achievable to have cultural groups performing at our local primary schools - continue to connect with Kahui Ako schools	SP & JD		
	KIS Connect 1. Term 4 KIS in the Park 2. Term 4 Whakanui Year 7 & 8 Prizegiving		JD & SP NF & JB	Dec	
Encourage whanau participation	<p>Invite parents to be a part of possible programs in 2022</p> <ul style="list-style-type: none"> Rich Tasks Leading the Learning KIS Connect Events Annual Prize Giving 	<p><i>Rich Task: Due to Covid and operating under orange light Market day will only involve KIS students and staff on Friday 28th October from 10:00am - 12:00pm</i></p> <p><i>Timeline:</i> Term 3 Week 1-10 Theme: Enterprise Lens: Innovation Key concepts -Responsibilities/ Function and Responsibility Using the key concepts to integrate all curriculum learning areas</p> <p>Staff meeting will be held on Tuesday 7th September to inform staff of the financial logistics</p> <p>Rich Task: Students are to share</p>	MI SP SL		

		<p>their learning and findings Tuesday 27th September</p> <p>Term 4 Week 1: Homeroom week Preparation for market day</p> <p><i>Leading the Learning - yet to get started</i></p>			
	Kedgley Connect events are set up for learning and celebrations.	Very successful Connect events so far. Term 2 offered plenty of invitations for our Maori whanau to spend more time on site with their child.	PL & DPs		
	Review and approach our consequences when working with whanau. Introducing the Kotahitanga programme.	<p>'Natural justice ' Looking at ways to improve how we work with parents as an intervention</p> <p>2022 -Greater encouragement for Classroom teachers to build up positive rapport and to connect more regularly with the Whanau of their students. (KS)</p>	JB		
	Talanoa Ako after hours programme	Completed first round programme which was very successful with 20 families taking part and graduating. Special mentions of ER and DMIC being popular workshops.	SL & EB		

		<p>"Kedgley supports the experimentation with the curriculum working on ways to teach our children when the old ways weren't working. Engaging our kids in critical thinking, collaboration, communication and creativity. Stretching their mindset, putting the building blocks in place for learning for life."</p> <p>Tiare & Johnny</p> <p>2nd cohort of Talanoa Ako will take place 23rd February - 27th April 2023</p> <p>The first round of the program this year was a huge success. We were able to transition seamlessly from Google Meet meetings to face-to-face meetings, introduce parents to school-wide initiatives such as Emotional Resilience, Accountable Talk, and DMIC and we were able to celebrate their success with a small intimate prize-giving.</p> <p>-Sima Langi</p>			
<p>Kedgley maintains awahi for our whanau into the their homes</p>	<p>K-Bubble is sustainable and continues to support providing K bubble packages for</p>	<p>The K- Bubble support for our community is making great gains.</p>	<p>JB & ST</p>	<p>Ongoing</p>	

	<p>our most vulnerable families</p> <p>Provide external support through different agencies</p> <p>Seek further funding to sustain K Bubble</p>	<p>We have created a storage space next to the school hall which we use as a Pantry where we store most of our basics, tin food, cereal, crackers/biscuits, toiletries, cleaning products.</p> <p>We have established contact with Opal Corrugated N.Z who are currently designing some packaging boxes. They are a local business based in Manukau.</p> <p>Links have been made with a local Woman's Refuge which has kindly donated a range of food and household items.</p> <p>The school has supported 15 families over the first half of 2021. The contact is made via the classroom teacher or from our SWIS team.</p> <p>We have adopted a pick-and-collect system at KIS.</p> <p>The parents/guardians are informed and the pick-up day is Thursday during school hours. The school office has a list of who will pick up a K Bubble Package. We have moved away from delivering the packages based on staff safety and sustainability. If there is a case where no transport is available we</p>			
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		<p>do make arrangements to deliver.</p> <p>2022 - Approximately 30 K- Bubble packages have been delivered over the last two terms. Towards the end of term 2 a family who had received a K- Bubble package during term, donated a substantial amount of food back to the school to say thank you for the hand up. This was a very kind and unexpected gesture.</p> <p>Staff donations for 2022 have been \$845.80. There has been no money spent to date, all food etc has been donated. Our current budget is \$7,968.63</p> <p>We have two successful can drop and mufti days. One in term 2 and one in term 3.</p> <p>Room 17 lalaga group drove the first can drive and our most recent can drive was led by the Serve to Lead students. This has been able to sustain packages home without cost from our current budget.</p> <p>In saying that there will be a shop soon for toiletries which are running low.</p> <p>We will also spend in term 4 for the purchase of items for our K- bubble Xmas hampers. This usually entails a small Xmas ham and some</p>			
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		goodies for the families to eat on Xmas day.			
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Status Key			
Not due to start	Not Achieved in 2022 <i>Relevant action will be developed in 2023</i>	Partially Achieved in 2022 <i>Will be continued in 2023</i>	Achieved in 2022 <i>Strengthen/Consolidate in 2023</i>

STRATEGIC GOAL TORU

Whanaungatanga - Building a community of learners		
NELP: Objectives 1,2,3 & 4		
Measurable Outcomes	Strategy	Initiatives
80 - 85% of the goals set by the BoT, Principal & staff are achieved by the end of 2023	<ol style="list-style-type: none"> 1. Ensure assessment procedures are robust 2. Continue to consolidate and further develop collaborative practice 3. Grow teacher capability 	<p>Robust review & action plan current assessment practice Assessment Focus Group – PL</p> <p>Grow leaders within the staff to lead the learning MI, RL & GL</p> <p>Provide internal & external PD for teaching and support staff</p>

	<p>4. Set up community learning opportunities for adults & children to learn together</p> <p>5. Continue to be reflective learners to promote effective teachers</p>	<ul style="list-style-type: none"> • Numeracy - DMIC • Literacy - Accountable Talks • Literacy - Reciprocal Teaching <p>Mana Maori class RP & NF Talanoa Ako SL & EB</p> <p>KIS appraisal inquiry – PL, JB, AS & LE</p> <p>Raise KIS community digital fluency – PL & LE</p>
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Whanaungatanga - Building a community of learners					
Whanaungatanga	2021 - 2024 Milestones & Measures	Update	Who	When	Status
To consolidate and embed current school-wide literacy & numeracy capability	Increased confidence professional knowledge by teachers	<p>Staff are continuing with the Reciprocal Teaching journey as part of the Papatoetoe Kahui Ako cluster. RT3T is part of classroom programs and the language is being used across the school in other curriculum areas.</p> <p>The school is also participating in</p>	MI & AS		

		<p>an Oral Language PD with Dels Costello from Cognition Consulting. All teachers are implementing an accountable talk strategy and opted in for one other strategy philosophy or storytelling. What's happened so far...</p> <p>Term 1: Staff only day (part of)</p> <p>Term 2: Dels Modeling and small group observation with the class teacher and small group.</p> <p>RT3T in-class observation</p> <p>Applied for more PLD hours for 2022 and was successful with our application.</p>			
	Teaching as Inquiry Action plan created with timeframe via google docs	<i>Staff are well on their way with their inquiry. Kahui Ako staff will use their inquiry with AUoE PD</i>	MI, AS & JB		
	Teacher development & understanding around OTJs		CL		
Assessment Focus Group	<p>Regular PD & meetings with assessment Focus Group</p> <p>Staff PD & discussion around school wide assessment - clear understanding around assessment procedures, tools and OTJs</p>	Impact team was formed in Term 1 it consists of our Literacy Lead, Math Lead, 2 H/R teachers, 2 reps from the S2L team and 1 DP. We worked on what "assessment" would possibly look like at KIS.	SP		

		<p>The S2L team shared that changing the name from assessment to IMPACT. As this had a more positive connotation and this was later shared with staff.</p> <p>Thus far, we have rolled out what Impact would look like at KIS. The use of Impact calendar, potential student tracking and moderation.</p> <p>Moderation for Writing for whole Staff and Whanau teams was completed. This was to ensure accountability in the marking process for writing.</p> <p>The Impact team introduced a “Check in System” to keep a track of our potential students and accountability for our H/R teachers to stay on top of their student's progress. Also a great way for H/R Teachers to share their successes or what is working well in their class.</p>			
Visible culture of assessment effectively analysed to inform teaching practice	Staff have a clear understanding and demonstrate confidence when having conversations around data and student learning	<p>Our goal this year was to eliminate the negative stigma with assessment.</p> <p>We wanted it to be a part of KIS culture. Hence the name changed to IMPACT - as per our student</p>	SP	ongoing	

		<p>voice request. We felt that it was necessary for our Homeroom teachers to feel <u>empowered to make a difference</u> with each child in their class.</p> <p>We have seen the benefits of this thus far, and we know that this is only the beginning and we will continue to improve. We have only just scratched the surface even with the interruptions of this year. We have done well to keep the momentum of IMPACT going here at KIS.</p> <p>Please click on IMPACT Drive for more information.</p>			
<p>Provide Leadership PD & Opportunities</p>	<p>Leadership PD fortnightly</p>	<p>Establishing a culture of learning at the leadership level. Fortnightly readings for the core leadership to digest and discuss have been very successful</p> <p>Include curriculum leaders into Talanoa</p> <p>Due to the positive response from our Talanoa discussions Term 2, will have PD every week</p> <p>Great to see leaders take the lead in presenting and facilitating KIS leadership Talanoa</p>	<p>PL</p>	<p>Ongoing</p>	

		<p>Term 3 - will look at 3 articles so we have more time to unpack, digest and discuss</p> <p>Core Leadership Talanoa has been hugely successful. All staff is enjoying unpacking in-depth readings related to Leadership. The Talanoa guided by DPs has been challenging and thought-provoking.</p> <p>Talanoa Meeting Schedule</p>			
Consolidate & further develop collaborative practice	Staff expertise in digital and collaborator dispositions	<p>Continuing to move docs online has challenged some staff. This will be a matter of time before all staff are feeling like "experts"</p> <p>Staff having already planned for learning areas collaboratively has made it easier.</p> <p>80% of staff feel confident navigating their way through google platforms.</p> <p>Moving forward 2023 - Manikalani will reinforce through inclass support & DFI</p>	CL		
Take part in DMIC PD	Review PD and confirm where to next for staff for 2021	DMIC: Developing Maths Inquiry Communities 2021 - Term 1 & 2 Senior	MI CL		

		<p>Leadership and Whanau leaders participated in whole day PLD 1 for DMIC</p> <p>DP's & Whanau Leaders upskilled and developed an understanding for DMIC</p> <p>Whanau Leaders launched the DMIC program into their homeroom classes with Mepa (facilitator) co-teaching and providing in class support</p> <p>School visit to St Josephs Catholic School - Pukekohe to get a different perspective and to see where we are positioned as a school and to also learn from the school</p> <p>Term 3 - DMIC Staff only day on Friday 30th July at KIS</p> <p>Content knowledge PD at Papatoetoe South Primary School on the following days from 3:30pm-4:45pm</p> <ul style="list-style-type: none">● Thursday 5th August● Thursday 12th August● Thursday 19th August● Thursday 26th August● Thursday 2nd August <p>In-class support(ICS) will also be</p>			
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		provided during Term 3 from our DMIC facilitators			
Continue and deliver Emotional Resilience curriculum	<p>Students feel supported and able to develop strategies independently to assist with managing their emotions.</p> <p>Further developed curriculum</p>	<p>Overall response has been positive and student feedback overwhelming in regards to the learning area being their favourite.</p> <p>Further feedback from parents from Talanoa Ako emphasised the importance of the focus area for their children</p> <p>Possible where to next</p> <ul style="list-style-type: none"> • measuring the outcomes of the curriculum. • Extension sessions for staff to deliver in Lalaga or Homeroom <p>With our Term 2 Harassment Survey results it has provided a change in the delivery of ER and the start of term 3 homeroom. Also a great opportunity for our first student lead staff meeting to focus on the harassment survey.</p> <p>ER curriculum has continued to be most liked by the students. 2023 staffing indications has also seen a rise of interest for staff to deliver the curriculum.</p>	FS PL	Ongoing	

<p>Start Maniakalani Journey "Gearing Up"</p> <p>Raising digital fluency for both staff and children</p> <p>All KIS students own their chrome devices 2026</p> <p>Free wifi for all in-zone families</p>	<p>Secure funding to set up initial support for Maniakalani</p>	<p>Very successful meetings with SB - Ted Manson Foundation have confirmed to support KIS with \$140,000 to set up Maniakalani</p> <p>4 staff members start DFI PD SL LE ST KW</p> <p>Infrastructure upgrading started Looking into a change over in ICT support to Fusion - handover will be complete hopefully by the end of term 1 2023 PL</p>	<p>PL JB LE</p>	<p>July</p> <p>Sept</p> <p>Aug</p> <p>Dec</p>	
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Status Key			
Not due to start	<p>Not Achieved in 2022</p> <p><i>Relevant action will be developed in 2023</i></p>	<p>Partially Achieved in 2022</p> <p><i>Will be continued in 2023</i></p>	<p>Achieved in 2022</p> <p><i>Strengthen/Consolidate in 2023</i></p>

Kedgley Intermediate School: Analysis of Variance Literacy Target	
Focus	Reading
Strategic Aim	Pasifika and Maori students are engaged in their learning and are achieving educational success.
Annual Aim for 2023	To raise the rate of progress for all Pasifika & Maori learners below the expected level for reading.

Baseline data for 2022	Analysis of school-wide data in November 2022 identified 163 (62%) of Year 7 Maori & Pasifika students were working within or beyond the expected level for Reading.		
Targets 2023	At end of 2023, 218 (75%) of Year 8 Maori & Pasifika students will be working within or beyond the expected level for Reading. 32% shift is required to make target.		
Actions (What we did)	Outcomes (What Happened)	Reasons for why the variance (Why did it happen)	Summary (Where to Next)
<p>Identified the individual students & their learning needs</p> <p>Support needed to improve their progress & achievement</p> <p>Continued Professional development:</p> <ol style="list-style-type: none"> 1. Accountable Talks 2. Reciprocal Teaching 	Identified the individual students & their learning needs	<p>Unsettled start to the year with Covid restrictions</p> <p>Targeted learners return to time school varied on family confidence with Covid</p>	<p>Review learning with Covid</p> <p>Set up transition back to school plan for students needing support with returning</p> <p>Complete Oral literacy PD - Accountable Talks</p> <p>Apply for funding via MoE or external support to fund proposed intervention reading programmes</p>

Kedgley Intermediate School: Analysis of Variance Numeracy Target

Focus	Numeracy
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Strategic Aim	<i>Pasifika and Maori students are engaged in their learning and achieve educational success.</i>		
Annual Aim for 2023	<i>To raise the rate of progress for all Pasifika & Maori learners below the expected level for reading.</i>		
Baseline data from 2022	<i>Analysis of school-wide data in November 2022 identified 137 (52%) of Year 7 Maori & Pasifika students were working within or beyond the expected level for Maths.</i>		
Targets 2023	<i>At end of 2023, 218 (75%) of Year 8 Maori & Pasifika students will be working within or beyond the expected level for Maths. 31% shift is required to make target.</i>		
Actions (What we did)	Outcomes (What Happened)	Reasons for why the variance (Why did it happen)	Summary (Where to Next)
Reviewed numeracy delivery Support needed to improve the learners progress & achievement Introduced DMIC	Identified the individual students & their learning needs DMIC Facilitation needed to be more often change of personnel didnt help with consistency of delivery of PD	Unsettled year due to Covid Some of the targeted learners did not return back to school until it was Level 1	Review learning with Covid Further PD with DMIC Look at basic facts support IXL programme 9 (Seek Funding)

FURTHER DEVELOPMENT

The school continues to recognise that we have to be able to maintain current student achievement and/or even better it. In order to do this we will look into:

Continue PD and work around assessment process for consistency & reliability

Continue to collate and analyse student achievement data in the area of reading and report the data, making recommendations based on these to our parents, Kedgley Intermediate Board, and the community

Continue to Involve new staff in professional development linked to literacy – Reciprocal Teaching (Kahui Ako), Accountable Talks

Numeracy programme -Continue DMIC professional development to support the delivery of numeracy in the class

Lead teacher of Literacy to attend Area-wide Literacy cluster meetings facilitated by Student Achievement Facilitator and to lead staff meetings so that information/new learning is transferred back into teaching programmes

Continue classroom observation data - Appraiser/Senior Leadership Team

Through the appraisal process (PGC)link personal goal(s) to the school-wide goal focused on numeracy & reading

Continue to analysis and discuss school data more effectively to improve current systems

Continue adult community learning to support the learning in the homes - Talanoa Ako X2 10 week programmes per year

Add 1 more learning Pathway conference for the school year - to allow further discussions between child and parents

Priority focus on support for specific ethnic cohorts in particular Maori learners

Priority focus on support for specific ethnic cohorts in particular Pasifika learners

KIWISPORT

The government funding initiative to support student participation in organised sport. In 2022 the school received funding of \$10,952.35 (excluding GST). The funding was spent on equipment, registration fees, uniforms, and transportation to enable students to participate in sporting events.



KEDGLEY
INTERMEDIATE SCHOOL

(09) 278 4202

www.kedgley.school.nz

181 Portage Road,

Papatoetoe, Auckland

Principal: Pelu Leaupepetele



KIWISPORT 2022

Kiwisport is a government funding initiative to support students' participation in sports. In 2022 the school received total Kiwisport funding of \$10,952.35 (excluding GST).

This funding was spent on equipment, registration fees and transportation to enable students to compete in Soccer, Rugby Union, Netball, Rugby League, Volleyball, Touch, Ki-o-Rahi, Basketball and Tag.

We also held the following tournaments:

Inter-class - Lape, Kick Ball, Turbo Tag, Ripa 7s, Volleyball/ Kilikiti

Inter-whanau - Netball, Ki-o-Rahi, Touch and Super Six Cricket

Whole school - table tennis activities.

Yours faithfully

Pelu Leaupepetele
Principal

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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?	<ul style="list-style-type: none"> ▪ Providing a safe and comfortable physical working environment. ▪ Addressing health & safety concerns as soon as possible. ▪ Commitment to nurturing a safe space by practicing and promoting: <ul style="list-style-type: none"> - Equality - Le Va - Transparency ▪ Pono - providing authentic leadership that promotes self-belief. ▪ Funding set aside to enhance staff wellbeing. ▪ Access to free Employee Assistance Programme (EAP) and flu vaccinations.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> ▪ Please refer to the SchoolDocs Equal Employment Opportunities Policy. ▪ Following the principles and guidelines according to the SchoolDocs policy, including: <ul style="list-style-type: none"> - Selecting most suited employees based on skill, experience, qualifications and aptitude. - Valuing diversity of ethnicity, age, gender, disability, tender etc.
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> ▪ Through fair and free of bias recruitment and promotion processes.
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<ul style="list-style-type: none"> ▪ Acknowledging the Treaty of Waitangi. ▪ Policies and Procedures (SchoolDocs). ▪ Equal opportunities throughout recruitment and promotion processes. ▪ Staff professional development. ▪ Curriculum lead for languages includes Te Reo and Tikanga Māori (Levels 1 & 2).
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> ▪ Professional Learning. ▪ Partnerships with external providers including DMIC, Manaikalani etc. ▪ Providing a safe and supportive environment. ▪ Equal opportunities for leadership roles including curriculum leads and whanau leaders.

How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> ▪ Inclusivity and flexibility where possible. ▪ Supportive of Pay Equity Claims between unions and Ministry of Education.
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> ▪ Inclusivity and flexibility where possible. ▪ Accessible physical environment.

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	