

BELMONT INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1225

Principal: Nicholas Hill

School Address: 188 Lake Road, Belmont, Auckland 0622

School Postal Address: 188 Lake Road, Belmont, Auckland 0622

School Phone: 09 489 4878

School Email: office@belmontint.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Fleur Peacocke	Presiding Member	Elected	September 2025
Nicholas Hill	Principal ex Officio	Principal	N/A
Pip Kistler	Parent Representative	Elected	December 2023
Elizabeth Elkins	Parent Representative	Elected	December 2023
Joanne Maskell	Parent Representative	Elected	September 2025
Adrian St John	Parent Representative	Elected	September 2025
Brad Edley	Parent Representative	Casual Vacancy	September 2022
Catherine Thorpe	Parent Representative	Elected	September 2022
Claire Janes	Staff Representative	Elected	November 2023

Accountant / Service Provider: In House

BELMONT INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

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Belmont Intermediate School

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.

Fleur Peacocke

Full Name of Presiding Member



Signature of Presiding Member

31/05/2023

Date:

Nicholas Hill

Full Name of Principal



Signature of Principal

31/05/2023

Date:

Belmont Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	8,742,266	9,655,767	8,128,949
Locally Raised Funds	3	652,528	617,569	549,025
Interest Income		16,808	7,000	8,338
Gain on Sale of Property, Plant and Equipment		100	-	720
Total Revenue		9,411,702	10,280,336	8,687,032
Expenses				
Locally Raised Funds	3	230,239	186,407	230,348
Learning Resources	4	3,924,130	3,667,320	3,593,246
Administration	5	303,020	224,601	230,322
Finance		3,526	-	1,251
Property	6	4,885,836	6,309,247	4,695,244
Other Expenses	7	8,380	4,991	8,380
Loss on Disposal of Property, Plant and Equipment		-	-	1,975
		9,355,131	10,392,566	8,760,766
Net Surplus / (Deficit) for the year		56,571	(112,230)	(73,734)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		56,571	(112,230)	(73,734)

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

Belmont Intermediate School

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		1,806,012	1,825,404	1,879,746
Total comprehensive revenue and expense for the year		56,571	(112,230)	(73,734)
Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		1,862,583	1,713,174	1,806,012
Accumulated comprehensive revenue and expense		1,862,583	1,713,174	1,806,012
Reserves		-	-	-
Equity at 31 December		1,862,583	1,713,174	1,806,012

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.

Belmont Intermediate School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	581,171	152,000	283,864
Accounts Receivable	9	266,694	231,000	263,542
GST Receivable		29,399	-	14,071
Prepayments		71,243	40,000	35,068
Inventories	10	46,371	45,000	44,174
Investments	11	550,000	600,000	450,000
Funds Receivable for Capital Works Projects	19	35,015	-	72,824
		1,579,893	1,068,000	1,163,543
Current Liabilities				
GST Payable		-	20,000	-
Accounts Payable	14	422,785	318,796	364,413
Revenue Received in Advance	15	131,516	120,000	52,603
Provision for Cyclical Maintenance	16	11,864	7,287	3,567
Painting Contract Liability	17	-	22,000	33,821
Finance Lease Liability	18	17,102	18,111	13,925
Funds held for Capital Works Projects	19	130,757	-	449
		714,024	506,194	468,778
Working Capital Surplus/(Deficit)		865,869	561,806	694,765
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	12	1,151,676	1,237,269	1,241,785
Intangible Assets	13	5,813	10,133	14,193
		1,157,489	1,247,402	1,255,978
Non-current Liabilities				
Provision for Cyclical Maintenance	16	141,427	21,034	117,715
Painting Contract Liability	17	-	40,000	-
Finance Lease Liability	18	19,349	35,000	27,016
		160,776	96,034	144,731
Net Assets		1,862,583	1,713,174	1,806,012
Equity		1,862,583	1,713,174	1,806,012

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

Belmont Intermediate School

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		1,238,324	955,767	1,052,719
Locally Raised Funds		631,607	563,264	326,270
International Students		135,222	(47,946)	(17,350)
Goods and Services Tax (net)		(15,328)	-	(35,387)
Payments to Employees		(818,740)	(639,043)	(762,333)
Payments to Suppliers		(850,886)	(894,006)	(608,988)
Interest Paid		(3,526)	-	(1,251)
Interest Received		11,597	9,000	16,205
Net cash from/(to) Operating Activities		328,270	(52,964)	(30,115)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		100	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(57,892)	(114,730)	(86,145)
Purchase of Investments		(100,000)	100,000	423,429
Net cash from/(to) Investing Activities		(157,792)	(14,730)	337,284
Cash flows from Financing Activities				
Finance Lease Payments		(7,466)	29,615	20,425
Painting contract payments		(33,821)	20,000	(35,524)
Funds Administered on Behalf of Third Parties		168,116	-	(434,394)
Net cash from/(to) Financing Activities		126,829	49,615	(449,493)
Net increase/(decrease) in cash and cash equivalents		297,307	(18,079)	(142,324)
Cash and cash equivalents at the beginning of the year	8	283,864	170,079	426,188
Cash and cash equivalents at the end of the year	8	581,171	152,000	283,864

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.

Belmont Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Belmont 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 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 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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 12. Future operating lease commitments are disclosed in note 24b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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
Plant, Furniture and equipment	10–20 years
Information and communication technology	5 years
Musical Instruments	10 years
Sports Equipment	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Website costs

Website development costs incurred by the School are capitalised on the basis of the costs incurred to develop and bring to use the specific website. 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 website is amortised on a straight line basis over its useful life. The useful life of website 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.

l) 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.

m) 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.

n) 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students, Ministry of Education grants, EOTC and Activity Fees 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.

p) 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.

q) 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.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property

occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

s) Financial Instruments

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

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

t) 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.

u) Budget Figures

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

v) 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,233,824	955,767	1,031,998
Teachers' Salaries Grants	2,900,317	2,700,000	2,756,554
Use of Land and Buildings Grants	4,608,125	6,000,000	4,319,676
Other Government Grants	-	-	20,721
	8,742,266	9,655,767	8,128,949

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	157,268	153,563	156,337
Curriculum related Activities - Purchase of goods and services	282,438	276,952	112,214
Fees for Extra Curricular Activities	68,391	61,500	47,283
Trading	56,030	45,250	26,720
Fundraising & Community Grants	26,065	46,000	25,614
Other Revenue	1,191	-	1,765
International Student Fees	61,145	34,304	179,092
	652,528	617,569	549,025
Expenses			
Extra Curricular Activities Costs	59,003	61,500	34,273
Trading	31,908	29,313	19,857
Fundraising and Community Grant Costs	186	-	-
Other Locally Raised Funds Expenditure	16,258	-	29
International Student - Student Recruitment	9,752	15,887	26,162
International Student - Overseas Travel	16,197	-	-
International Student - Employee Benefit - Salaries	93,287	71,087	144,454
International Student - Other Expenses	3,648	8,620	5,573
	230,239	186,407	230,348
Surplus/ (Deficit) for the year Locally raised funds	422,289	431,162	318,677

During the year the School hosted 9 International students (2021:16)

Overseas Travel -International Students Department

During the year ended December 2022, the school Principal and the director of International Students travelled to Korea at a cost of \$16,197 for the purpose of recruiting new students for the school. The travel was funded from prior year's net surplus from international student fees revenue.

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	336,688	354,756	184,456
Equipment Repairs	3,198	-	-
Information and Communication Technology	27,553	100,371	61,446
Library Resources	317	3,700	283
Employee Benefits - Salaries	3,366,697	3,039,484	3,155,094
Staff Development	38,700	30,000	43,495
Depreciation	150,977	139,009	148,472
	<u>3,924,130</u>	<u>3,667,320</u>	<u>3,593,246</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	8,796	8,796	8,540
Board Fees	3,110	3,680	3,185
Board Expenses	20,688	12,000	9,347
Communication	8,566	7,000	5,316
Consumables	5,295	5,130	2,478
Operating Lease	34,604	4,000	35,824
Legal Fees	-	2,000	-
Other	743	5,150	394
Employee Benefits - Salaries	205,534	162,845	151,495
Insurance	15,684	14,000	13,743
	<u>303,020</u>	<u>224,601</u>	<u>230,322</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	10,343	81,000	66,145
Consultancy and Contract Services	73,169	-	-
Cyclical Maintenance Provision	32,009	51,000	153,408
Grounds	20,707	26,000	14,393
Heat, Light and Water	33,981	40,000	36,684
Rates	136	120	143
Repairs and Maintenance	32,010	36,500	31,224
Use of Land and Buildings	4,608,125	6,000,000	4,319,676
Security	12,654	9,000	11,538
Employee Benefits - Salaries	62,702	65,627	62,033
	<u>4,885,836</u>	<u>6,309,247</u>	<u>4,695,244</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. Other Expenses

	2022 Actual	2022 Budget (Unaudited) \$	2021 Actual
Amortisation of Intangible Assets	8,380	4,991	8,380
	<u>8,380</u>	<u>4,991</u>	<u>8,380</u>

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	581,171	152,000	283,864
Cash and cash equivalents for Statement of Cash Flows	<u>581,171</u>	<u>152,000</u>	<u>283,864</u>

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

Of the \$581,221 Cash and Cash Equivalents, \$130,757 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. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$581,221 Cash and Cash Equivalents, \$8,400 of unspent Ministry of Education Grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	758	25,000	40,646
Interest Receivable	6,244	6,000	1,033
Teacher Salaries Grant Receivable	259,692	200,000	221,863
	<u>266,694</u>	<u>231,000</u>	<u>263,542</u>
Receivables from Exchange Transactions	7,002	31,000	41,679
Receivables from Non-Exchange Transactions	259,692	200,000	221,863
	<u>266,694</u>	<u>231,000</u>	<u>263,542</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	46,371	45,000	44,174
	<u>46,371</u>	<u>45,000</u>	<u>44,174</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	550,000	600,000	450,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	550,000	600,000	450,000

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Land and Buildings	270,681	-	-	-	(21,761)	248,920
Plant, Furniture and Equipment	843,459	44,586	-	-	(91,714)	796,331
Information and Communication Technology	67,455	6,051	-	-	(20,123)	53,384
Musical Equipment	5,736	-	-	-	(799)	4,937
Sports Equipment	1	-	-	-	-	1
Leased Assets	40,722	9,158	-	-	(14,765)	35,115
Library Resources	13,731	1,072	-	-	(1,815)	12,988
Balance at 31 December 2022	1,241,785	60,867	-	-	(150,977)	1,151,676

The net carrying value of equipment held under a finance lease is \$35,115 (2021: \$40,722)

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 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land and Buildings	543,490	(294,570)	248,920	543,490	(272,809)	270,681
Plant, Furniture and Equipment	1,552,049	(755,718)	796,331	1,507,463	(664,004)	843,459
Information and Communication T	370,490	(317,106)	53,384	364,438	(296,983)	67,455
Musical Equipment	27,849	(22,912)	4,937	27,849	(22,113)	5,736
Sports Equipment	8,093	(8,092)	1	8,093	(8,092)	1
Leased Assets	49,128	(14,013)	35,115	46,152	(5,430)	40,722
Library Resources	98,411	(85,423)	12,988	97,339	(83,608)	13,731
Balance at 31 December	2,649,510	(1,497,834)	1,151,676	2,594,824	(1,353,039)	1,241,785

13. Intangible Assets

The School's Intangible Assets are made up of website development costs

	Website Development Costs	Total \$
Cost		
Balance at 1 January 2021	25,395	25,395
Additions	-	-
Disposals	-	-
Balance at 31 December 2021 / 1 January 2022	25,395	25,395
Additions	-	-
Disposals	-	-
Balance at 31 December 2022	25,395	25,395
Accumulated Amortisation and impairment losses		
Balance at 1 January 2021	2,822	2,822
Amortisation expense	8,380	8,380
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2021 / 1 January 2022	11,202	11,202
Amortisation expense	8,380	8,380
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2022	19,582	19,582
Carrying amounts		
At 1 January 2021	22,573	22,573
At 31 December 2021 / 1 January 2022	14,193	14,193
At 31 December 2022	5,813	5,813

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

14. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	103,983	60,000	92,859
Accruals	8,796	8,796	8,540
Employee Entitlements - Salaries	248,884	225,000	246,056
Employee Entitlements - Leave Accrual	61,122	25,000	16,958
	<u>422,785</u>	<u>318,796</u>	<u>364,413</u>
 Payables for Exchange Transactions	 422,785	 318,796	 364,413
	<u>422,785</u>	<u>318,796</u>	<u>364,413</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	8,400	-	3,900
International Student Fees in Advance	109,389	120,000	35,312
Other revenue in Advance	13,727	-	13,391
	<u>131,516</u>	<u>120,000</u>	<u>52,603</u>

16. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	121,282	121,282	21,811
Increase to the Provision During the Year	32,009	51,000	117,884
Use of the Provision During the Year	-	-	(18,413)
Provision at the End of the Year	<u>153,291</u>	<u>172,282</u>	<u>121,282</u>
Cyclical Maintenance - Current	11,864	7,287	3,567
Cyclical Maintenance - Non current	141,427	21,034	117,715
	<u>153,291</u>	<u>28,321</u>	<u>121,282</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

17. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	-	22,000	33,821
Due after one year	-	40,000	-
	-	62,000	33,821

In 2010 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a twelve year period. The programme provided for an exterior repaint of the Ministry owned buildings in 2016, 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. The contract finished in 2022 and has not been renewed. There is no further liability. A provision for exterior painting is included in the cyclical maintenance provision.

18. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	11,251	12,000	8,955
Later than One Year and no Later than Five Years	11,354	19,867	14,572
Later than Five Years	-	-	-
Future Finance Charges	13,846	21,244	17,414
	36,451	53,111	40,941
Represented by			
Finance lease liability - Current	17,102	18,111	13,925
Finance lease liability - Non current	19,349	35,000	27,016
	36,451	53,111	40,941

19. 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 \$
New Modular Classroom - 225997	Completed	(14,091)	27,564	(9,733)	-	3,740
New Caretakers Shed - 227746	Completed	(34,457)	34,457			-
Relacement Kiln - 229072	Completed	449	194	(1,000)		(357)
5YA Heat Pump Replacement - 230998	Completed	(6,873)	-	-		(6,873)
5YA AMS Combined Roofing and ILE Upgrade -238665	In Progress	(3,219)	136,019	(5,783)		127,017
5YA Stormwater Drainage	Completed	(14,184)	22,950	(25,821)		(17,055)
5YA Electrical/PA/Fire/Security - 29221	Completed		256,950	(257,090)		(140)
Roofing Project	In Progress			(10,590)		(10,590)
Totals		(72,375)	478,134	(310,017)	-	95,742

Represented by:

Funds Held on Behalf of the Ministry of Education	130,757
Funds Receivable from the Ministry of Education	(35,015)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Year 7 Quadrangle project - 224459	Completed	575	(575)	-	-	-
Redevelopment of Adventure Playground - 225091	Completed	49,884	896	(50,780)	-	-
Resurfacing of Basketball Court and installation of new hoops - 225094	Completed	41,415	35	(41,450)	-	-
New Modular Classroom - 225997	Completed	212,277	-	(226,368)	-	(14,091)
Block 4 Outside Area Upgrade- 223626	Completed	48,706	-	(48,706)	-	-
Acoustic Upgrade of School Hall - 226002	Completed	23,933	4,012	(27,945)	-	-
New Caretakers Shed - 227746	Completed	(14,771)	76,500	(96,186)	-	(34,457)
Relacement Kiln - 229072	Completed	-	16,194	(15,745)	-	449
5YA Heat Pump Replacement - 230998	Completed	-	37,530	(44,403)	-	(6,873)
5YA AMS Combined Roofing and ILE Upgrade -238665	In Progress	-	-	(3,219)	-	(3,219)
5YA Stormwater Drainage	In Progress	-	-	(14,184)	-	(14,184)
Totals		362,019	134,592	(568,986)	-	(72,375)

Represented by:

Funds Held on Behalf of the Ministry of Education	449
Funds Receivable from the Ministry of Education	(72,824)

20. 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.

21. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,110	3,185
<i>Leadership Team</i>		
Remuneration	383,997	374,966
Full-time equivalent members	3	3
Total key management personnel remuneration	387,107	378,151

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

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3.00	4.00
110-120	2.00	1.00
	5.00	5.00

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

22. 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:

	2022 Actual	2021 Actual
Total	\$15,000	-
Number of People	1	-

23. 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.

TAPEC Wash-Up Funding

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

24. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$20,700 to create a new Deputy Principal office within the existing Administration building.

(Capital commitments at 31 December 2021: \$Nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating leases of IT, printers and CCTV

	2022 Actual	2021 Actual
	\$	\$
No later than One Year	21,992	13,915
Later than One Year and No Later than Five Years	27,775	22,013
Later than Five Years	-	-
	<u>49,767</u>	<u>35,928</u>

The total lease payments incurred during the period were \$34,604 (2021: \$35,824).

25. 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	581,171	152,000	283,864
Receivables	266,694	231,000	263,542
Investments - Term Deposits	550,000	600,000	450,000
Total Financial assets measured at amortised cost	<u>1,397,865</u>	<u>983,000</u>	<u>997,406</u>

Financial liabilities measured at amortised cost

Payables	422,785	318,796	364,413
Finance Leases	36,451	53,111	40,941
Painting Contract Liability	-	62,000	33,821
Total Financial Liabilities Measured at Amortised Cost	<u>459,236</u>	<u>433,907</u>	<u>439,175</u>

26. Events After Balance Date

Extreme Weather Events

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Belmont Intermediate School (the School). The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte Limited, 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 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 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 for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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 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 comprises the information including List of Board of Trustees, Statement of Responsibility, Analysis of Variance Report, KiwiSport Report and Statement of Compliance with Employment Policy 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 the School.



Matt Laing

Partner


for Deloitte Limited

On behalf of the Auditor-General

Hamilton, New Zealand

Statement of Variance Reporting



School Name:	Belmont Intermediate School	School Number:	1225
Strategic Aim:	<p>VISION: Leading Excellence in Intermediate School Education</p> <p>We will strive for personal excellence within an environment that promotes independence and self-regulation. Our curriculum will encourage and enable emerging adolescents to reach their potential and follow their passions. We will continue to promote a strong academic focus in the school.</p>		
Annual Aim:	<p>Continue to improve and expand professional learning for teaching staff.</p> <div data-bbox="357 680 1432 1390">  <p>The diagram is titled "2022 Professional Learning Plan" and "Belmont Intermediate School". It is structured into four main columns: BIS Curriculum, Core Subject Focus, Professional Growth, and Student Wellbeing. Each column has a header box, a middle box for "Delivery" with specific activities, and a bottom box for "Outcomes".</p> <ul style="list-style-type: none"> BIS Curriculum: <ul style="list-style-type: none"> AFL & Digital Curriculum: Delivery includes GATE Program, Problem-Solving Maths, Team Inquiries, and Focused observations. Outcomes include Effective collaboration in planning and classroom practice, Differentiation, and Critical Thinking skills. Collaboration & Te Takanga o te Wā - Māori: Delivery includes Lead teacher and Lauren plan delivery of staff meetings in term 1 & 3, Termly introductions to content, and Opportunities to video best practice. Outcomes include Schoolwide digital curriculum and AFL framework embedded into the classroom and across the school, and Clarity in teaching and learning. Core Subject Focus: <ul style="list-style-type: none"> Major Reading: Delivery includes Teachers and Lucie plan, deliver and collaborate maths problem-based activities, Use appropriate resources to support the program, Individual/small group modelling in classes, and Opportunities to video best practice. Outcomes include Increased levels of student achievement and progress in math, and A shift in teachers' skills, knowledge and understanding of problem-based approaches to mathematics. Minor Mathematics: Delivery includes Literacy Lead teachers and Lauren plan delivery of staff meetings in term 2, 3 & 4, Prepare resources T 1 & 2, Whole school staff meetings T 3 & 4, and Modeling in classes T 3 & 4. Outcomes include Teachers understand the purpose of the changes in reading, Increased levels of student achievement and progress in reading, and Improved content knowledge through the acquisition of skills and strategies in order to teach reading. Professional Growth: <ul style="list-style-type: none"> Team/Personal Inquiry: Delivery includes All staff shared with targets and baseline data for their classes, Teachers align a target as well as an identified area of practice to work on, and Staff meeting time used as journaling time. Outcomes include Target Students to improve their progress and achievement, and Teachers and students better understand their own well-being and how to improve it. Student Wellbeing: <ul style="list-style-type: none"> Wellbeing Framework Programme: Delivery includes Termly introductions to content, Opportunities to video best practice, Regular timetabled wellbeing sessions, and Opportunities for students and staff to listen to guest speakers. Outcomes include School-wide well-being framework embedded into the class and across school, Improved awareness of self and others for teachers and students, and Improved behaviour and well-being overall. </div>		

Target:	Overall Targets 2022					
	Mathematics		Reading		Writing	
	For 60% of students to progress two or more sub-levels in mathematics.		For 60% of students to progress two or more sub-levels in reading.		For 60% of students to progress two or more sub-levels in writing	
	To shift 50% of Māori/Pasifika students 2 sublevels in mathematics, reading and writing.					
Baseline Data:	Whole School T1 Baseline Data 602 students		Well Below	Below	At & Above	
	Mathematics		136 Students 22.5%	392 Students 65%	74 Students 12.5%	
	Reading		132 Students 21.5%	396 Students 66%	74 Students 12.5%	
	Writing		194 Students 32%	371 Students 61.5%	37 Students 6.5%	
	Whole School Sub-Level Data Students 606		No Movement	1 Sub Level	2 or More Sub Levels	Movement from T1 to T2
	Mathematics		245 Students 40.5 %	311 Students 51%	50 Students 8.5%	361 Students 59.5%
	Reading		247 Students 41%	299 Students 49%	60 Students 10%	359 Students 59%
	Writing		228 Students 37.5%	300 Students 49.5%	78 Students 13%	378 Students 62.5%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>A new reading assessment matrix that aligns with our professional learning and changes to pedagogy and the curriculum refresh.</p> <p>Embedding the reading matrix through PD and practice.</p> <p>Teachers participated in professional learning in awarding OTJs as well as moderation sessions to ensure consistency and clarity.</p> <p>Continuous improvement and engagement in the achievement of literacy and maths is provided for all homeroom teachers.</p> <p>Whole staff Professional Development in Differentiation</p> <p>Whole Staff Professional Development in AFL</p> <p>Just In Time Maths Professional Development with Lucie Cheeseman. This PD focuses on teacher efficacy and the skills and knowledge needed to confidently teach mathematics.</p> <p>Baseline data shared with teachers so that specific maths and literacy programmes could be discussed in</p>	<p>Currently, 71.5% of students have made 2 or more sublevel progressions between terms 1 and 4 equating to 439 students. 25%, equating to 156 students, have made 1 sublevel progression and 3.5% equating to 22 students have not shifted which aligns with the number of neurodiverse students for who this would be typical for. <u>As a result, we have exceeded our target by 11.5%.</u></p> <p>Currently, 67.5% of Māori students have progressed 2 or more sublevels, this equates to 31 students. 30.5% = 14 students have made 1 sublevel progression, 2% = 1 student has not moved. This is a pleasing result we have exceeded our target by 17.5% Currently, 60% of Pacific students have progressed 2 or more sublevels, which equates to 9 students. 40% = 6 students have made 1 sublevel progression, and 0 students have not moved. <u>This is a pleasing result as we have exceeded our target by 10%</u></p> <p>Currently, 72.5% of students have made 2 or more sublevel progressions between terms 1 and 4 equating to 446 students. 23.5%, equating to 146 students, have made 1 sublevel progression and 4% equating to 25</p>	<p>The school roll, at the time of entering our data in term one, was 602. By term 4 the roll was 617 which changes the percentages slightly. This variance has been highlighted in the data tables.</p> <p>Targets were set using BIS Teachers Term 1 Overall Teacher Judgments (OTJs) and discounted baseline data (previous year's awarded curriculum levels) as there are too many variables to potentially affect outcomes.</p> <p>The targets were based on students achieving below the expected curriculum level in term 1. Accelerated students already meeting the expected curriculum level (at and above) as well as neurodiverse students who require special considerations for learning and ESOL (well below) were not included.</p> <p>As anticipated there are lasting effects of distance learning. While there is minimal difference in the number of students achieving well below the expected curriculum level between 2021 and 2022, we did see a significant change in the number of students already achieving above or well above the expected curriculum level increasing the margin of potential progression but</p>	<p>The Maths Lead Teacher and Director of Curriculum and Assessment will begin to embed Professional Development acquired through Just In Time Maths with Lucie Cheeseman. This PD focuses on teacher efficacy and the skills and knowledge needed to confidently teach mathematics.</p> <p>Our Maths Lead Teacher and Director of Curriculum and Assessment to create prescribed planning and assessment resources for teacher that align with the Teaching Standards and NZ Curriculum.</p> <p>Maths Lead Teacher and Director of Curriculum and Assessment are developing a mathematics overview that will provide consistent and sustainable planning and resourcing as well as splitting the curriculum to ensure coverage.</p> <p>We are building capacity and confidence across the school with expertise in Y7 as well as Y8 to teach specific skills and strategies in maths and literacy.</p> <p>Funding to be prioritised to ensure a maths and literacy enhancement teacher for 2023</p>

<p>team meetings and implemented in classrooms.</p> <p>Professional Learning in data literacy delivered with support in creating effective action plans to deliberately affect student outcomes</p> <p>Target students a priority for discussion during team meetings, so that individual teachers planned for the students in their classes who were below the expected level. This was an evaluative cyclic process that saw teachers reflect on student progress and achievement throughout the year.</p> <p>Pathways for consistency and alignment between the neighbouring high school and BIS maintained.</p> <p>e-AsTTle reading tests in T1, 2, 3, 4 to provide an indicator of the movement between student data at the beginning of term one and mid-term three.</p> <p>Writing Sample tests administered in terms 1 and 4 followed by team moderation.</p> <p>PAT results in T1 and T4 to confirm our overall teacher judgements alongside a sources of evidence tool with a levelled performance rubric.</p> <p>Literacy facilitator, Maths Leader and the Director of Curriculum and</p>	<p>students have not shifted which aligns with the number of neurodiverse students for who this would be typical for. <u>As a result, we have exceeded our target by 12.5%.</u></p> <p>Currently, 69.5% of Māori students have progressed 2 or more sublevels, this equates to 32 students. 30.5% = 14 students have made 1 sublevel progression, and 0 students have not moved. This is a pleasing result we have exceeded our target by 19.5% Currently, 67% of Pacific students have progressed 2 or more sublevels, which equates to 10 students. 26.5% = 4 students have made 1 sublevel progression, and 6.5% = 1 student has not moved. <u>This is a pleasing result as we have exceeded our target by 17%</u></p> <p>Currently, 77.5% of students have made 2 or more sublevel progressions between terms 1 and 4 equating to 478 students. 19.5%, equating to 119 students, have made 1 sublevel progression and 3% equating to 20 students have not shifted which aligns with the number of neurodiverse students who this would be typical for. <u>As a result, we have exceeded our target by 17.5%.</u></p> <p>Currently, 59% of Māori students have progressed 2 or more sublevels, this equates to 27 students. 33% = 15</p>	<p>also increasing the risk of not meeting our targets by the end of the year.</p> <p>With this in mind, the Director of Curriculum and Assessment alongside Curriculum Leaders put specific measures in place for 2022 to address teacher efficacy, professionally develop staff in skills and strategies, and review and reform assessment practices as well as methods for acceleration. As a result, Belmont Intermediate School has exceeded every progress target set for 2022</p>	<p>Continued discussions about mathematics and literacy planning, assessment, teaching and learning in team meetings and within target student discussions to enhance and identify best practices for the success of Māori and Pacific Learners.</p> <p>Evaluative discussions with evidence of practice to assess measures taken to help progression and engagement of Māori and Pacific Learners</p> <p>Working with Māori Achievement Collaborative (MAC) as a professional learning pathway to improve education outcomes for Māori/Pasifika students.</p> <p>Reading Professional Development continues to be a primary focus in 2023.</p> <p>Continued funding for Literacy Leader, Angela Winslade, to be in the role of Literacy Facilitator in 2023.</p> <p>Literacy Facilitator and Director of Curriculum and Assessment are designing a reading overview with prescribed planning and assessment resources to reflect the impact this has had on maths and writing</p> <p>Literacy Facilitator and Maths Lead Teacher and Director of Curriculum and Assessment are developing an incremental induction plan that spans</p>
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<p>Assessment delivered ongoing practical professional development in mathematics and literacy for our current teaching staff as well as launching the developed sustainability plan in order to maintain teacher efficacy.</p> <p>Robust mathematics and writing planning, assessment, teaching and learning has been sustained throughout the year, so that students are continuing to make progress with connections to our matrices.</p> <p>Further support in class was addressed within teams to establish ways of increasing the progress of these students by the end of the year.</p> <p>The professional development undertaken from our external provider "Maths Matters" (Lucie Cheeseman) has continued and developmental shifts in pedagogy are being sought and challenged.</p>	<p>students have made 1 sublevel progression, 4% = 2 student have not moved. <u>This is a pleasing result we have exceeded our target by 9%</u></p> <p>Currently, 66.5% of Pacific students have progressed 2 or more sublevels, which equates to 10 students. 33.5% = 5 students have made 1 sublevel progression, and 0 students have not moved. <u>This is a pleasing result as we have exceeded our target by 16.5%</u></p>	<p>over 1 year to ensure sustainability and the development of new staff.</p> <p>Continue to strengthen pathways and transitions in a maths and literacy context between TGS and feeder primary schools.</p>
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Planning for next year:

- Continued Practical and Theoretical Professional Learning in mathematics, reading and writing
- Continued Practical and Theoretical Professional Learning in differentiation, AFL and NZ Histories
- Creating data literate educators to inform pedagogy and practice
- PL for Middle Leadership in facilitation and leading in AFL
- An in-house facilitator for individualised and deliberate development in practice and pedagogy over literacy and Gifted Education
- An in-house Enhancement teacher for maths and literacy
- Improved whole-school moderation in mathematics, reading and writing OTJs
- Gather student and teacher voice to provide additional evidence of the impact of professional learning in literacy and mathematics





Belmont Intermediate School

Leading Excellence in Intermediate School Education

BELMONT INTERMEDIATE SCHOOL KIWISPORTS FUNDING REPORT FOR THE YEAR ENDED 31 DECEMBER 2022

Kiwisports is a Government funding initiative to support students' participation in organised sports.

Funding received during the year – excluding GST	\$9,255.30
<p>The funding was spent on providing opportunities for all students to participate sports, including, but not limited to, the following activities:</p> <p>Athletics Basketball Beach Volleyball Cross Country Cycling Football Futsal Gymnastics Hockey Netball Orienteering Rugby Squash Swimming Tennis Touch Rugby Volleyball Water Polo</p>	

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?	<p>Yes, a primary objective of the Belmont 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).</p> <p>The board regularly reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Belmont Intermediate School 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.</p> <p>To achieve this, the board:</p> <ul style="list-style-type: none"> • appoints a member to be the EEO officer – this role may be taken by the principal • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The Belmont Intermediate School Appointment Procedure sets down the process to be followed to ensure that the important principles of transparency and fairness are maintained during any appointment process.</p>

<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? 	<p>The Board are working towards their obligations to the treaty.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Belmont Intermediate School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development that is related to the school's strategic goals and enhances the ability of individual employees.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Through the Belmont Intermediate School Equal Employment Opportunities policy, the Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups, including women.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>As above, through the Belmont Intermediate School Equal Employment Opportunities policy, the Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups, including people with disabilities.</p>

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?		NO
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	