

TOKOROA INTERMEDIATE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2037
Principal:	Suzanne Mariassouce
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Accountant / Service Provider:

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TOKOROA INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2024

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Tokoroa Intermediate

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

TRACEY RANGIMARIA RAMANUI

Full Name of Presiding Member



Signature of Presiding Member

23 May 2025

Date:

Suzanne Martassouce'

Full Name of Principal



Signature of Principal

23 May 2025.

Date:

Tokoroa Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,470,941	3,075,394	3,883,343
Locally Raised Funds	3	195,077	164,080	154,841
Interest		12,660	2,000	9,635
Other Revenue		21,474	21,474	-
Total Revenue		4,700,152	3,262,948	4,047,819
Expense				
Locally Raised Funds	3	168,559	161,280	154,800
Learning Resources	4	2,931,625	2,214,077	2,525,749
Administration	5	770,210	293,132	638,101
Interest		8,436	2,481	8,815
Property	6	772,739	629,431	689,131
Loss on Disposal of Property, Plant and Equipment		-	-	34
Total Expense		4,651,569	3,300,401	4,016,630
Net Surplus / (Deficit) for the year		48,583	(37,453)	31,189
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		48,583	(37,453)	31,189

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



Tokoroa Intermediate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		353,120	284,526	294,881
Total comprehensive revenue and expense for the year		48,583	(37,453)	31,189
Contribution - Furniture and Equipment Grant		-	-	27,050
Equity at 31 December		401,703	247,073	353,120
Accumulated comprehensive revenue and expense		401,703	247,073	353,120
Equity at 31 December		401,703	247,073	353,120

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.



Tokoroa Intermediate Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	220,482	224,406	175,282
Accounts Receivable	8	194,582	147,378	177,422
GST Receivable		14,991	-	14,659
Prepayments		30,232	19,168	14,116
Inventories	9	7,894	4,848	3,153
Investments	10	52,610	-	101,128
Funds Receivable for Capital Works Projects	17	4,440	-	2,520
		<u>525,231</u>	<u>395,800</u>	<u>488,280</u>
Current Liabilities				
GST Payable		-	293	-
Accounts Payable	12	228,613	194,882	213,767
Borrowings	13	13,671	13,671	13,671
Revenue Received in Advance	14	9,662	-	8,710
Provision for Cyclical Maintenance	15	-	52,778	24,771
Finance Lease Liability	16	26,789	55,838	49,628
Funds held for Capital Works Projects	17	-	-	6,333
Funds held on behalf of Kahui Ako Cluster	18	84,796	-	98,943
		<u>363,531</u>	<u>317,462</u>	<u>415,823</u>
Working Capital Surplus/(Deficit)		161,700	78,338	72,457
Non-current Assets				
Property, Plant and Equipment	11	376,525	314,644	401,606
		<u>376,525</u>	<u>314,644</u>	<u>401,606</u>
Non-current Liabilities				
Borrowings	13	10,253	37,595	23,924
Provision for Cyclical Maintenance	15	78,100	59,442	38,502
Finance Lease Liability	16	48,169	48,872	58,517
		<u>136,522</u>	<u>145,909</u>	<u>120,943</u>
Net Assets		<u>401,703</u>	<u>247,073</u>	<u>353,120</u>
Equity		<u>401,703</u>	<u>247,073</u>	<u>353,120</u>

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



Tokoroa Intermediate
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,217,345	1,076,850	1,101,781
Locally Raised Funds		224,764	185,554	155,784
Goods and Services Tax (net)		(225)	-	(14,952)
Payments to Employees		(690,409)	(570,835)	(643,102)
Payments to Suppliers		(614,535)	(461,846)	(446,550)
Interest Paid		(8,436)	(2,481)	(8,815)
Interest Received		12,641	2,000	8,157
Net cash from/(to) Operating Activities		141,145	229,242	152,303
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(66,352)	(83,474)	(27,722)
Purchase of Investments		(1,482)	-	(101,128)
Proceeds from Sale of Investments		50,000	-	-
Net cash from/(to) Investing Activities		(17,834)	(83,474)	(128,850)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	27,050
Finance Lease Payments		(46,995)	(48,633)	(56,530)
Repayment of Loans		(13,671)	(13,671)	(13,671)
Funds Administered on Behalf of Other Parties		(17,445)	-	54,038
Net cash from/(to) Financing Activities		(78,111)	(62,304)	10,887
Net increase/(decrease) in cash and cash equivalents		45,200	83,464	34,340
Cash and cash equivalents at the beginning of the year	7	175,282	140,942	140,942
Cash and cash equivalents at the end of the year	7	220,482	224,406	175,282

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

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



Tokoroa Intermediate

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Tokoroa 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

The 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 15.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of Uniforms and Book Room and Canteen. 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 material.

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:

Board-owned Buildings	40 years
Furniture and Equipment	4-15 years
Information and Communication Technology	3-5 years
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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. The valuation is based on a comparison to recent market transactions.

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

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

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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to 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 Comprehensive 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 Comprehensive Revenue and Expense.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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) Borrowings

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

u) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,251,571	1,081,689	1,132,374
Teachers' Salaries Grants	2,227,170	1,584,262	1,858,106
Use of Land and Buildings Grants	540,717	409,443	510,771
Ka Ora, Ka Ako - Healthy School Lunches Programme	446,979	-	366,418
Other Government Grants	4,504	-	15,674
	4,470,941	3,075,394	3,883,343

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	4,230	-	3,893
Fees for Extra Curricular Activities	48,520	34,900	48,254
Trading	90,113	63,680	78,426
Fundraising and Community Grants	52,214	65,500	23,568
Other Revenue	-	-	700
	195,077	164,080	154,841
Expense			
Extra Curricular Activities Costs	61,204	92,900	61,726
Trading	86,472	68,380	79,227
Fundraising and Community Grant Costs	20,883	-	13,847
	168,559	161,280	154,800
<i>Surplus for the year Locally Raised Funds</i>	26,518	2,800	41

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	80,895	60,750	86,771
Employee Benefits - Salaries	2,660,021	1,956,065	2,281,016
Staff Development	56,293	56,000	28,165
Depreciation	114,183	118,092	111,048
Other Learning Resources	2,394	2,470	2,039
Ict	17,839	20,700	16,710
	2,931,625	2,214,077	2,525,749



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,790	6,000	5,078
Board Fees and Expenses	10,964	12,150	5,671
Operating Leases	6,497	-	153
Legal Fees	383	350	339
Other Administration Expenses	46,248	47,000	39,891
Employee Benefits - Salaries	221,275	199,032	194,536
Insurance	9,755	9,600	8,295
Service Providers, Contractors and Consultancy	14,760	13,500	14,160
Ka Ora, Ka Ako - Healthy School Lunch Programme	446,979	-	366,418
Van	4,559	5,500	3,560
	<u>770,210</u>	<u>293,132</u>	<u>638,101</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	102,539	90,000	95,378
Cyclical Maintenance	14,827	18,538	(11,749)
Heat, Light and Water	29,816	32,000	26,904
Rates	18,052	16,500	14,638
Repairs and Maintenance	45,755	49,650	38,711
Use of Land and Buildings	540,717	409,443	510,771
Other Property Expenses	21,033	13,300	14,478
	<u>772,739</u>	<u>629,431</u>	<u>689,131</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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	170,482	224,406	125,282
Short-term Bank Deposits	50,000	-	50,000
Cash and cash equivalents for Statement of Cash Flows	<u>220,482</u>	<u>224,406</u>	<u>175,282</u>

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

Of the \$220,482 Cash and Cash Equivalents, \$9,662 of Revenue Received in Advance is held by the school, as disclosed in note 14.

Of the \$220,482 Cash and Cash Equivalents, \$84,796 is held by the School on behalf of the Kahui Ako cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	944	-
Receivables from the Ministry of Education	2,819	-	14,769
Interest Receivable	1,497	-	1,478
Banking Staffing Underuse	-	4,911	-
Teacher Salaries Grant Receivable	190,266	141,523	161,175
	<u>194,582</u>	<u>147,378</u>	<u>177,422</u>
Receivables from Exchange Transactions	1,497	944	1,478
Receivables from Non-Exchange Transactions	193,085	146,434	175,944
	<u>194,582</u>	<u>147,378</u>	<u>177,422</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Book Room	3,098	3,719	1,454
Uniforms	2,628	394	504
Canteen	2,168	735	1,195
	<u>7,894</u>	<u>4,848</u>	<u>3,153</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	52,610	-	101,128
Total Investments	<u>52,610</u>	<u>-</u>	<u>101,128</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	5,000	-	-	-	-	5,000
Board-owned Buildings	75,573	-	-	-	(4,580)	70,993
Building Improvements	29,529	4,257	-	-	(1,437)	32,349
Furniture and Equipment	94,727	27,859	-	-	(19,723)	102,863
Information and Communication Technology	45,245	38,395	-	-	(23,156)	60,484
Motor Vehicles	23,374	-	-	-	(9,597)	13,777
Leased Assets	110,049	18,043	-	-	(53,359)	74,733
Library Resources	18,109	548	-	-	(2,331)	16,326
	401,606	89,102	-	-	(114,183)	376,525

The net carrying value of equipment held under a finance lease is \$74,733 (2023: \$110,049)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	5,000	-	5,000	5,000	-	5,000
Board-owned Buildings	183,209	(112,216)	70,993	183,209	(107,635)	75,574
Building Improvements	59,461	(27,112)	32,349	55,204	(25,676)	29,528
Furniture and Equipment	914,061	(811,198)	102,863	886,203	(791,476)	94,727
Information and Communication Technology	299,363	(238,879)	60,484	260,968	(215,723)	45,245
Motor Vehicles	47,984	(34,207)	13,777	47,984	(24,610)	23,374
Leased Assets	228,007	(153,274)	74,733	209,964	(99,915)	110,049
Library Resources	170,846	(154,520)	16,326	170,298	(152,189)	18,109
	1,907,931	(1,531,406)	376,525	1,818,830	(1,417,224)	401,606



12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	21,927	36,450	41,742
Accruals	8,790	6,231	5,737
Employee Entitlements - Salaries	190,266	141,523	161,175
Employee Entitlements - Leave Accrual	7,630	10,678	5,113
	<u>228,613</u>	<u>194,882</u>	<u>213,767</u>
Payables for Exchange Transactions	228,613	194,882	213,767
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>228,613</u>	<u>194,882</u>	<u>213,767</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	13,671	13,671	13,671
	<u>13,671</u>	<u>13,671</u>	<u>13,671</u>
Loans due after one year	10,253	37,595	23,924
	<u>10,253</u>	<u>37,595</u>	<u>23,924</u>

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Fees In Advance	820	-	-
Grants in Advance	8,779	-	-
Grants in Advance - Ministry of Education	63	-	8,710
	<u>9,662</u>	<u>-</u>	<u>8,710</u>



15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	63,273	93,682	75,022
Increase to the Provision During the Year	43,070	18,538	43,070
Use of the Provision During the Year	-	-	-
Other Adjustments	(28,243)	-	(54,819)
Provision at the End of the Year	78,100	112,220	63,273
Cyclical Maintenance - Current	-	52,778	24,771
Cyclical Maintenance - Non current	78,100	59,442	38,502
	78,100	112,220	63,273

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. This plan is based on the schools painting quotes.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	32,786	55,838	57,541
Later than One Year and no Later than Five Years	54,268	48,872	67,879
Future Finance Charges	(12,096)	-	(17,275)
	74,958	104,710	108,145
Represented by			
Finance lease liability - Current	26,789	55,838	49,628
Finance lease liability - Non current	48,169	48,872	58,517
	74,958	104,710	108,145



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 7, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP A F Landscaping & Internal Alts to Librar		221843	-	-	-	-	-
Block CM ILE Upgrade (Rooms 16-19)		237032	(2,520)	-	(1,920)	-	(4,440)
Drainage Works		237031	6,333	(4,333)	(2,000)	-	-
Totals			3,813	(4,333)	(3,920)	-	(4,440)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(4,440)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP A F Landscaping & Internal Alts to Librar		221843	(11,949)	20,946	(8,996)	-	-
Block CM ILE Upgrade (Rooms 16-19)		237032	(2,520)	-	-	-	(2,520)
Concrete Replacement			(25,255)	-	25,255	-	-
Roofing Works		237030	13,205	6,629	(19,834)	-	-
Drainage Works		237031	(9,095)	43,734	(28,306)	-	6,333
Totals			(35,614)	71,309	(31,881)	-	3,813

Represented by:

Funds Held on Behalf of the Ministry of Education	6,333
Funds Receivable from the Ministry of Education	(2,520)

18. Funds held on behalf of Kahui Ako Cluster

Tokoroa Intermediate is the lead school funded by the Minsitry of Education to provide education and training to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	98,943	-	49,999
Funds Received from MOE	16,074	-	15,706
Funds Received from Cluster Members	-	-	60,191
Interest from Bank Account	2,105	-	1,651
Total funds received	117,122	-	127,547
Funds Spent on Behalf of the Cluster	32,326	-	28,604
Funds remaining	84,796	-	98,943
Funds Held at Year End	84,796	-	98,943



19. 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 conditions 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.

20. Remuneration

Key management personnel compensation

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

	2024	2023
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,465	2,690
<i>Leadership Team</i>		
Remuneration	451,023	430,737
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	454,488	433,427

There are 6 members of the Board excluding the Principal. The Board has held 6 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 6 and 6 times 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:

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
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:

	2024	2023
Remuneration	FTE Number	FTE Number
\$000		
100 - 110	3.00	3.00
110 - 120	2.00	2.00
120 - 130	2.00	1.00
130 - 140	1.00	1.00
	8.00	7.00

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



21. 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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$6,334).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).



24. Financial Instruments

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

Financial assets measured at amortised cost

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	220,482	224,406	175,282
Receivables	194,582	147,378	177,422
Investments - Term Deposits	52,610	-	101,128
Total financial assets measured at amortised cost	<u>467,674</u>	<u>371,784</u>	<u>453,832</u>

Financial liabilities measured at amortised cost

Payables	228,613	194,882	213,767
Borrowings - Loans	23,924	51,266	37,595
Finance Leases	74,958	104,710	108,145
Total financial liabilities measured at amortised cost	<u>327,495</u>	<u>350,858</u>	<u>359,507</u>

25. Events After Balance Date

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

26. Comparatives

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



Tokoroa Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tracey Ramanui	Presiding Member	Elected	Sep 2025
Suzanne Mariassouce	Principal	ex Officio	
David Wilson	Parent Representative	Elected	Sep 2025
Hamish Daine	Parent Representative	Elected	Sep 2025
Lynnda Misa-Tilivea	Parent Representative	Elected	Sep 2025
Toni Sinton	Parent Representative	Elected	Sep 2025
Jayleb Dean	Staff Representative	Elected	Mar 2026
Robert Wehipeihana	Other	Co-opted	Sep 2025

Tokoroa Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,416 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Tokoroa Intermediate Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

2024 Annual Variance Report

Reading Y7 Target: Most student should reach level 3 or higher by end of Year 7

Actions	What we Achieved	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Teaching comprehension strategies Reading daily - SSR Reading to students	Movement Into Expected Curriculum Levels (Level 3+): - Girls: Significant growth in Level 3 bands, especially 3/3P (from 6 to 22) and 3+/3A (from 7 to 17). - Boys: Growth seen at 4+/4A (from 1 to 8) and 3/3P (from 5 to 17). • Reduction in Students Below Curriculum Level: - Girls: Students at <2B decreased from 2 to 0. - Boys: Decrease in 2/2P from 12 to 5, but increase in <2B from 1 to 4. • Strengthening of Core Reading Fluency: More students achieved or sustained progress at Levels 3+/3A and 3/3P.	Boys: - 4+/4A: 1 → 8 - 3/3P: 5 → 17 - 2/2P: 12 → 5 • Girls: - 3+/3A: 7 → 17 - 3/3P: 6 → 22 - <2B: 2 → 0	• Outcome: - Girls: Over 75% are now working within or above Level 3. - Boys: Strong improvement at Level 3 and emerging presence at Level 4+, but some remain below expected level. • Variance: - Girls showed consistent upward movement. - Boys saw mixed results with improvements at top and middle levels but more students in <2B than at start. Reading programmes may have particularly supported girls in moving confidently through Level 3. • Boys may have experienced less consistent engagement or confidence in reading tasks. • Some cohort-specific factors such as classroom dynamics and teaching approaches likely contributed.	Targeted support for boys below Level 3 to build foundational skills. • Extend capable readers (particularly girls) into Level 4 comprehension. • Refine differentiation to support all learners, particularly at transition points. • Enhance reading motivation with student choice and culturally relevant texts. • Monitor low-progress learners closely for early Year 8 intervention.

Reading Year 8 Target: All students working confidently at Level 4 or above by the end of Year 8

Actions	What we Achieved	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year -where to next?
Teaching comprehension strategies Reading daily - SSR Reading to students	• Increased Achievement in Curriculum Level 4 and Above: - Boys: Notable increase at Level 4/4P, from 6 to 19 students. - Girls: Growth from 11 to 17 at 4/4P and 5 to 9 at 4+/4A. • Improvement in Students Below Curriculum Level: - Boys: Reduction from 13 to 5 at Level 2/2P and from 2 to 0 at <2B. - Girls: Reduction from 9 to 4 at Level	• Boys: - 4+/4A: 5 → 6 - 4/4P: 6 → 19 - 2/2P: 13 → 5 - <2B: 2 → 0 • Girls: - 4+/4A: 5 → 9 - 4/4P: 11 → 17 - 2/2P: 9 → 4 - <2B: 0 → 1	• Outcome: - Boys: 25 students at Level 4+. - Girls: 26 students at Level 4+. • Variance: - A number of students remained in Level 3 or below. - Slight regression in a few girls near the end of the year. • Instructional shifts and mid-year PLD positively impacted progress. • Gendered responses to tasks may have influenced the rate of movement across bands. • Support may have been more targeted for some cohorts.	• Prioritise students in 3+/3A and 3/3P for early Year 9 support. • Reassess plateaued learners in 2+2A and 3-/3B. • Deepen reading comprehension with higher-order thinking.

	2/2P. • Stabilisation at Level 3: Both boys and girls moved steadily through 3+/3A and 3/3P.		• Slight end-of-year regression noted, possibly due to disengagement.	
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Maths Target Year 7: Students to be working confidently at Level 3 or moving into level 4 by Term 4

Actions	What we Achieved	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year -where to next?
Pre and Post testing and the results used to identify teaching steps and learning necessary. Group teaching needs.	<ul style="list-style-type: none"> Shift toward Curriculum Levels 3 and 4: <ul style="list-style-type: none"> Boys showed a substantial increase at 4-/4B (from 7 to 22 students). Girls improved steadily at 3+/3A and 3/3P. Reduction in lower achievement bands: <ul style="list-style-type: none"> Both boys and girls showed reductions in 2/2P and 2-/2B. Early signs of extension: <ul style="list-style-type: none"> Boys increased from 1 to 4 students at 4+/4A. Girls also made small gains in Level 4+. 	<ul style="list-style-type: none"> Boys: Major shift from Level 2 bands to Level 3 and early Level 4. Girls: Strong consolidation in Level 3, particularly at 3+/3A. Students at or above expected curriculum levels increased across both groups. 	<ul style="list-style-type: none"> Outcome: <ul style="list-style-type: none"> Boys: Many transitioned into Level 4 bands. Girls: More clustered at Level 3, with fewer reaching Level 4. Variance: Boys outperformed girls in upper-level movement; girls made consistent gains within Level 3. Some teaching approaches may have better aligned with boys' learning styles. Girls showed strong consistency but may need more explicit scaffolding to bridge into Level 4 reasoning. A few students entered with foundational gaps which continue to impact their progress. 	<ul style="list-style-type: none"> Accelerate movement into Level 4, particularly from 3+/3A and 3/3P. Provide extension for girls clustered at Level 3 to lift into Level 4. Sustain momentum for boys with deeper Level 4 learning and early Level 5 exposure. Target intervention for students remaining in Level 2. Continue embedding differentiated teaching to support mixed-ability classrooms.

Maths Target Year 8: All students working at or above Level 4 by Term 4.

Actions	What we Achieved	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year -where to next?
	<ul style="list-style-type: none"> Improved outcomes at Curriculum Levels 4–5: <ul style="list-style-type: none"> Girls made significant gains at 4+/4A (from 1 to 9) and 4/4P (from 2 to 11). Boys showed growth at 4-/4B (from 2 to 8) and remained steady at 4/4P and 4+/4A. Reduction in students below Level 3: <ul style="list-style-type: none"> Boys decreased from 7 to 3 at 2-/2B and eliminated the <2B category entirely. Girls moved all students out of <2B level. 	<p>Key curriculum band shifts show progress towards expected outcomes:</p> <ul style="list-style-type: none"> Boys improved in Level 4 and above from 16 to 24 students. Girls improved in Level 4 and above from 4 to 21 students. Students below Level 3 reduced from 22 to 9 for 	<p>Target: All students working at or above Level 4 by Term 4.</p> <ul style="list-style-type: none"> Outcome: <ul style="list-style-type: none"> Boys: 24% (14 of 58) reached Level 4+. Girls: 42% (21 of 50) reached Level 4+. Many students remain at Level 3 (especially 3+/3A and 3/3P), showing solid progress but not yet meeting expectations. Interventions began mid-year, limiting their full effect. Classroom changes and staffing gaps affected continuity. Girls may have engaged more consistently with learning approaches. Boys showed gains in fluency but less in reasoning/problem-solving skills. 	<ul style="list-style-type: none"> Targeted acceleration for students in 3+/3A to move into Level 4 early in Year 9. Strengthen teaching practices through PLD, particularly on fractions and reasoning. Use gender-responsive strategies to better support boys' learning engagement. Begin interventions in Term 1 using diagnostic data. Increase whānau engagement to support learning at home.

		boys, and from 21 to 7 for girls		
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2024 Data Analysis of Computation Results. Year 7 & 8

Analysing the data for Year 7 students over a full year provides a comprehensive view of the impact of your teaching strategies and areas where school-wide improvements may be beneficial. Here's an analysis of the data and recommendations for next steps as a whole-school focus.

Analysis of Year 7 Data

Key Areas of Success

1. Basic Operations Mastery:

- Operations such as addition without carrying, addition of two-digit numbers, and subtraction without decomposition are consistently close to or meet targets, suggesting that foundational skills in straightforward calculations are strong across the cohort.
- Skills involving simpler decompositions in subtraction (like “no decomposition” and “two-digit number decomposition”) are stable, with only minor variances. This consistency signals that students generally understand basic subtraction processes.

2. Incremental Improvement in Some Complex Operations:

- Certain more complex tasks, such as multiplication and division with single-digit factors or smaller quotients, show gradual improvement across terms. For instance, “quotient <10 without remainder” saw a jump from 27% in Term 1 to 49% in Term 3, suggesting that exposure and practice have led to moderate gains in these areas.
- Similarly, multiplication involving 2-digit factors saw improvements, even if still below target, signaling potential for growth with sustained focus.

Areas for Growth

1. Complex Addition and Subtraction:

- Tasks involving multiple steps in addition (such as sums with carrying, large numbers, and sums over \$1,000) are consistently below target. This indicates a need for stronger conceptual understanding and practice with these types of operations.
- Subtraction tasks that involve zeroes in specific positions or decompositions in multi-digit numbers remain challenging for students. These concepts may require more explicit instruction and practical reinforcement.

2. Advanced Multiplication and Division:

- Multiplication involving larger factors (3-digit by 1-digit) and decimal-based multiplication shows wide variances and a noticeable gap from target levels. Division involving multi-digit dividends, decimals, and remainders also falls short, indicating that students struggle with scaling up basic multiplication and division concepts to more complex problems.

- The largest variances appear in tasks with decimal multipliers or high-value dividends, suggesting that these complex concepts need more scaffolding for understanding.
3. **Consistent Underperformance in Division Tasks:**
- Division with remainders or higher-value quotients and multi-digit divisors shows consistent underperformance. For instance, “4-digit dividend with 1-digit divisor and quotient with 0” remained notably below target, suggesting a gap in understanding division mechanics with larger numbers.

Next Steps for Whole-School Focus

To address these challenges effectively, a comprehensive, whole-school approach can support Year 7 students and strengthen foundational numeracy for future cohorts.

1. Strengthen Foundational Skills in Complex Operations

- **Introduce Math Stations:** Implement math stations across year levels focusing on different arithmetic complexities, where students cycle through tasks that build foundational and complex arithmetic skills. Use these stations to reinforce concepts such as carrying in addition, decomposition in subtraction, and scaling up basic operations in multiplication and division.
- **Dedicated Intervention Programs:** Create focused interventions where students work on identified challenging areas, such as large-number arithmetic and decimal operations. Small-group instruction can allow for targeted teaching based on individual student needs.

2. Implement a Whole-School Numeracy Framework

- **Vertical Alignment of Curriculum:** Develop a numeracy framework ensuring that concepts like addition, subtraction with decomposition, and multi-digit multiplication are introduced and reinforced at progressively higher levels across year groups. This approach ensures continuity and gradual skill-building as students advance.
- **Numeracy Week or Challenge Programs:** Organize school-wide initiatives such as a “Numeracy Week” or math challenges that engage students in activities centered around real-world applications of complex arithmetic concepts, encouraging practice beyond the classroom.

3. Focused Professional Development for Teachers

- **Workshops on Teaching Complex Math Concepts:** Conduct professional development sessions on effective methods for teaching complex arithmetic, such as using manipulatives, visual models, and interactive tools that can make multi-step operations more accessible.

- **Peer Observation and Collaboration:** Facilitate opportunities for teachers to observe and learn from each other's strategies in teaching complex operations, encouraging a consistent approach across classrooms.

4. Use Data to Inform Instruction and Adjust Interventions

- **Regular Formative Assessments:** Increase the frequency of formative assessments on challenging topics (like multi-digit division and complex subtraction), enabling teachers to track progress in real-time and adjust interventions as needed.
- **Data-Driven Reflection:** Encourage teachers to analyze their own class data to identify common challenges and share insights across the school, fostering a collaborative environment focused on continuous improvement.

5. Engage Families and the Wider Community

- **Workshops for Parents:** Offer workshops or resources for parents on supporting math skills at home, especially for more complex topics like multiplication and division with remainders, allowing for continuity of practice.
- **Community-Based Numeracy Activities:** Integrate real-world math tasks that encourage family involvement, such as budgeting activities or community challenges involving numeracy, to reinforce school concepts in a practical context.

By focusing on these steps, the school can address current gaps, build stronger foundational skills, and develop a school-wide approach to supporting numeracy that will benefit both Year 7 students and future cohorts. This comprehensive strategy can help foster confidence, capability, and enthusiasm for mathematics across the school.

Suggested Focus Areas for Year 8 in 2025

1. **Strengthen Complex Multi-Digit Arithmetic Skills:**
 - **Focused Practice in Multi-Step Operations:** Encourage frequent, scaffolded practice on multi-digit addition, subtraction, and multiplication. Reinforcing skills with manipulatives or visual aids, especially for carrying and decomposition, can help.
 - **Use of Real-World Contexts:** Integrate exercises that use real-life scenarios, such as budgeting exercises or mock transactions, to reinforce multi-step arithmetic in a practical way.
2. **Develop Decimal and Currency Calculation Proficiency:**
 - **Explicit Instruction on Decimal Operations:** Offer targeted lessons focused on decimal multiplication and division, emphasizing place value and the impact of decimal movement in operations.

- **Engagement with Financial Literacy:** Integrate elements of financial literacy, such as managing money with complex addition/subtraction and using decimals in real-world contexts, to help students develop practical applications of these skills.
3. **Scaffolding Advanced Multiplication and Division Concepts:**
- **Step-by-Step Multiplication and Division Strategies:** Encourage methods that break down multi-digit problems into smaller, manageable steps, building students' confidence in approaching larger numbers and more complex operations.
 - **Building Conceptual Understanding of Remainders:** Use visual aids, such as number lines or models, to help students grasp the concept of remainders in division, especially with larger or more complex quotients.
4. **Incorporate Regular Formative Assessments and Feedback:**
- **Frequent Progress Monitoring:** Regular assessments focused on multi-step arithmetic, decimals, and division can provide timely feedback and help track student understanding, allowing for real-time adjustments in teaching.
 - **Immediate Feedback and Remediation:** Implement rapid feedback loops where students can correct mistakes and understand concepts they may be missing, reinforcing learning from one task to the next.
5. **Teacher Professional Development and Support:**
- **Collaborative Workshops on Advanced Arithmetic:** Host professional development sessions where teachers can share strategies for teaching complex concepts, such as multi-digit division and decimal operations, ensuring consistent, effective methods across classrooms.
 - **Peer Learning and Observation:** Enable teachers to observe each other's techniques and collaborate on best practices for challenging areas, fostering a unified approach to meeting targets in complex mathematics.

By focusing on these areas, Year 8 students in 2025 can benefit from strengthened support in critical areas of arithmetic, decimals, and multi-step problem-solving, building a strong foundation for future mathematical proficiency.

Tokoroa Intermediate School

Report on how the school has given effect to Te Tiriti o Waitangi

New Zealand's Cultural Diversity

At Tokoroa Intermediate School all cultures will be valued and accepted through active modelling of non-racist practices consistent with our values. Students from all cultures will be treated with respect and dignity by all staff. Staff will set and expect high standards of achievement from all students irrespective of cultural & ethnic backgrounds.

The Unique Position of the Māori Culture

Tokoroa Intermediate School Staff will encourage use of Te Reo and Tikanga Māori in Class programmes appropriate to the knowledge and skill levels of staff and will endeavour to utilise the resources of the wider community.

The Treaty will be recognised and dignified through appropriate school ceremonies and enmeshed in the day-to-day life of the school.

Through signage, greetings and waiata, classroom programmes and school celebrations will reflect Māori culture. Elements of Tikanga Māori should be present in all concepts. Our PB4L group are currently rebranding our school to ensure Tikanga and Positive Behaviour for Learning enhances our school.

What will the school do to provide instruction in Te Reo Māori for full time students whose parents ask for it?

Requests from parents will be acknowledged in a sensitive and culturally appropriate manner. Parents making this request will be advised that their wishes will be given full and careful consideration, by the Tokoroa Intermediate School B.O.T. The BOT in reaching a decision will consider the following issues

1. Personnel available within the school with the necessary skills
2. Personnel available within the local community.
3. The school financial situation
4. Resources available
5. Availability of teaching space

What steps will be taken to discover the views and concerns of the school's Māori community?

The Board and the Principal will consult with Māori community annually regarding:

- Issues related to Tikanga and Te Reo Māori
- Issues related to achievement of Māori students
- The principal and staff will consult with all Māori whānau using a personal face-to-face approach (Kanohi ki te Kanohi).