ASHBURTON INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory	
Ministry Number:	3282
Principal:	Brent Gray
School Address:	144 Cass Street, Ashburton, 7700
School Phone:	03 308 9563
School Email:	office@ashinter.school.nz

Solutions & Services
Collaborative School Administration

ASHBURTON INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	Independent Auditor's Report

DocuSign Envelope ID: 60D28B9E-85BB-4275-98B1-A44059EC927D

Ashburton 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.

Mike Farrell	Brent Gray
Full Name of Presiding Member	Full Name of Principal
DocuSigned by: 1CB541392DC74B1...	DocuSigned by: C2C6C06422614D7...
Signature of Presiding Member	Signature of Principal
26 May 2023	26 May 2023
Date:	Date:

Ashburton Intermediate School
Members of the Board
For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Mike Farrell	Presiding Member	Elected	Sep 2025
Brent Gray	Principal	ex Officio	
Toni Sweetman	Parent Representative	Elected	Sep 2025
Fiona Tait	Parent Representative	Elected	Sep 2025
Jayne McLaren	Parent Representative	Elected	Sep 2022
Nicky Horrell	Parent Representative	Elected	Sep 2022
Daniel Jurd	Parent Representative	Elected	Sep 2022
Andrew Czerski	Staff Representative	Elected	Sep 2025
Matt Jones	Staff Representative	Elected	Sep 2022
In Attendance Sonya Middleton	Secretary		

Ashburton Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	3,433,932	2,753,484	3,342,655
Locally Raised Funds	3	86,468	82,520	55,587
Interest Income		19,122	6,000	7,320
		3,539,522	2,842,004	3,405,562
Expenses				
Locally Raised Funds	3	58,334	52,460	37,462
Learning Resources	4	2,717,422	2,181,647	2,732,640
Administration	5	192,693	174,189	177,767
Finance		9,137	6,000	12,162
Property	6	373,878	568,636	456,802
Loss on Disposal of Property, Plant and Equipment		166	-	326
		3,351,630	2,982,932	3,417,159
Net Surplus / (Deficit) for the year		187,892	(140,928)	(11,597)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		187,892	(140,928)	(11,597)

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

BDO Christchurch

Ashburton 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		1,136,918	1,136,918	987,265
Total comprehensive revenue and expense for the year		187,892	(140,928)	(11,597)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	161,250
Equity at 31 December		1,324,810	995,990	1,136,918
Accumulated comprehensive revenue and expense		1,324,810	995,990	1,136,918
Equity at 31 December		1,324,810	995,990	1,136,918

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.

Ashburton 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	7	567,628	521,773	574,214
Accounts Receivable	8	201,584	188,643	188,643
GST Receivable		18,858	14,001	14,001
Prepayments		10,901	-	-
Investments	9	591,294	581,790	581,790
		1,390,265	1,306,207	1,358,648
Current Liabilities				
Accounts Payable	11	231,921	245,794	245,794
Revenue Received in Advance	12	364	1,068	1,068
Provision for Cyclical Maintenance	13	35,412	45,187	144,209
Finance Lease Liability	14	57,787	60,291	60,291
Funds held in Trust	15	93	93	93
Funds Held on Behalf of the RTLit Cluster	16	58,503	54,461	50,308
		384,080	406,894	501,763
Working Capital Surplus/(Deficit)		1,006,185	899,313	856,885
Non-current Assets				
Property, Plant and Equipment	10	410,082	328,382	444,583
		410,082	328,382	444,583
Non-current Liabilities				
Provision for Cyclical Maintenance	13	60,825	222,993	91,971
Finance Lease Liability	14	30,632	8,712	72,579
		91,457	231,705	164,550
Net Assets		1,324,810	995,990	1,136,918
Equity		1,324,810	995,990	1,136,918

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

BDO Christchurch

Ashburton 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		902,899	737,564	904,520
Locally Raised Funds		85,459	82,520	55,935
Goods and Services Tax (net)		(4,857)	-	(701)
Payments to Employees		(369,316)	(310,596)	(329,771)
Payments to Suppliers		(514,581)	(498,416)	(443,865)
Interest Received		15,356	6,000	7,822
Net cash from/(to) Operating Activities		114,960	17,072	193,940
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(57,137)	(3,799)	(12,620)
Purchase of Investments		(9,504)	-	(6,640)
Net cash (to)/from Investing Activities		(66,641)	(3,799)	(19,260)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	161,250
Finance Lease Payments		(63,100)	(69,867)	(73,696)
Funds Administered on Behalf of Third Parties		8,195	4,153	4,398
Net cash (to)/from Financing Activities		(54,905)	(65,714)	91,952
Net (decrease)/increase in cash and cash equivalents		(6,586)	(52,441)	266,632
Cash and cash equivalents at the beginning of the year	7	574,214	574,214	307,582
Cash and cash equivalents at the end of the year	7	567,628	521,773	574,214

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.

Ashburton Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity
Ashburton 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.

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

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

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

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

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

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

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

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

1.3. Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements	20-40 years
Furniture and equipment	7-15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

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

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

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

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

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

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

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.

1.14. 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.

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

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

1.16. 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. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is 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.

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

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

1.18. 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 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 investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

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 the Statement of Comprehensive Revenue and Expense.

1.19. 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

1.22. 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	950,106	740,088	873,522
Teachers' Salaries Grants	2,197,995	1,650,507	2,206,732
Use of Land and Buildings Grants	285,831	359,109	257,740
Other Government Grants	-	3,780	4,661
	3,433,932	2,753,484	3,342,655

The School has opted in to the donations scheme for this year. Total amount received was $62,400 (2021: $nil).

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	45,164	50,800	28,913
Fees for Extra Curricular Activities	10,905	11,000	7,641
Trading	611	300	7
Fundraising & Community Grants	19,916	7,770	7,009
Other Revenue	6,958	7,650	6,376
Transport Revenue	2,914	5,000	5,641
	86,468	82,520	55,587
Expenses			
Extra Curricular Activities Costs	37,728	44,460	23,219
Trading	28	1,000	26
Fundraising & Community Grant Costs	6,141	-	-
Other Locally Raised Funds Expenditure	-	2,000	1,196
Transport (Local)	14,437	5,000	13,021
	58,334	52,460	37,462
Surplus / (Deficit) for the year Locally raised funds	28,134	30,060	18,125

4. Learning Resources

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Curricular	137,823	151,400	118,351
Equipment Repairs	87	1,500	1,136
Information and Communication Technology	34,412	41,840	37,629
Library Resources	1,768	1,400	1,181
Employee Benefits - Salaries	2,410,376	1,847,507	2,430,032
Staff Development	18,692	18,000	30,574
Depreciation	114,264	120,000	113,737
	2,717,422	2,181,647	2,732,640

5. Administration

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Audit Fee	6,300	7,000	6,000
Board Fees	3,819	5,000	4,402
Board Expenses	10,188	4,000	4,523
Communication	3,941	3,900	3,921
Consumables	16,587	36,000	37,429
Operating Lease	2,974	3,000	1,063
Other	22,476	23,389	20,285
Employee Benefits - Salaries	115,537	79,900	88,199
Insurance	4,444	5,000	4,673
Service Providers, Contractors and Consultancy	6,427	7,000	7,272
	192,693	174,189	177,767

6. Property

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Caretaking and Cleaning Consumables	10,247	5,900	6,907
Consultancy and Contract Services	75,645	63,337	69,385
Cyclical Maintenance Provision	(139,943)	32,000	20,844
Grounds	10,901	5,500	7,073
Heat, Light and Water	57,578	32,000	33,783
Rates	9,650	9,090	7,774
Repairs and Maintenance	11,072	11,700	7,746
Use of Land and Buildings	285,831	359,109	257,740
Security	8,761	10,000	9,738
Employee Benefits - Salaries	44,136	40,000	35,812
	373,878	568,636	456,802

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

7. Cash and Cash Equivalents

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Bank Accounts	567,628	521,773	574,214
Cash and Cash Equivalents for Statement of Cash Flows	567,628	521,773	574,214

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

8. Accounts Receivable

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Receivables	1,461	1,156	1,156
Receivables from the Ministry of Education	23,785	-	-
Interest Receivable	5,305	1,539	1,539
Banking Staffing Underuse	-	3,696	3,696
Teacher Salaries Grant Receivable	171,033	182,252	182,252
	201,584	188,643	188,643
Receivables from Exchange Transactions	6,766	2,695	2,695
Receivables from Non-Exchange Transactions	194,818	185,948	185,948
	201,584	188,643	188,643

9. Investments

The School's investment activities are classified as follows:

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Asset			
Short-term Bank Deposits	591,294	581,790	581,790
Total Investments	591,294	581,790	581,790

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	**Total (NBV)**
2022	**$**	**$**	**$**	**$**	**$**	**$**
Building Improvements	109,197	-	-	-	(4,686)	**104,511**
Furniture and Equipment	155,361	33,250	-	-	(27,703)	**160,908**
Information and Communication Technology	31,094	23,594	-	-	(16,352)	**38,336**
Motor Vehicles	-	2,379	-	-	(357)	**2,022**
Leased Assets	130,188	18,342	-	-	(62,548)	**85,982**
Library Resources	18,743	2,364	(166)	-	(2,618)	**18,323**
Balance at 31 December 2022	444,583	79,929	(166)	-	(114,264)	**410,082**

The net carrying value of equipment held under a finance lease is $85,982 (2021: $130,188)

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

	2022 Cost or Valuation	**2022 Accumulated Depreciation**	**2022 Net Book Value**	**2021 Cost or Valuation**	**2021 Accumulated Depreciation**	**2021 Net Book Value**
	$	**$**	**$**	**$**	**$**	**$**
Building Improvements	187,459	(82,948)	**104,511**	187,458	(78,261)	**109,197**
Furniture and Equipment	583,401	(422,493)	**160,908**	550,150	(394,789)	**155,361**
Information and Communication Technology	483,520	(445,184)	**38,336**	459,926	(428,832)	**31,094**
Motor Vehicles	31,826	(29,804)	**2,022**	29,448	(29,448)	**-**
Leased Assets	193,384	(107,402)	**85,982**	215,716	(85,528)	**130,188**
Library Resources	86,561	(68,238)	**18,323**	84,950	(66,207)	**18,743**
Balance at 31 December	1,566,151	(1,156,069)	**410,082**	1,527,648	(1,083,065)	**444,583**

11. Accounts Payable

	2022 Actual	**2022 Budget (Unaudited)**	**2021 Actual**
	$	**$**	**$**
Creditors	39,079	32,278	32,278
Accruals	4,550	4,250	4,250
Banking Staffing Overuse	-	10,000	10,000
Employee Entitlements - Salaries	179,874	193,778	193,778
Employee Entitlements - Leave Accrual	8,418	5,488	5,488
	231,921	245,794	245,794
Payables for Exchange Transactions	231,921	245,794	245,794
	231,921	245,794	245,794

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	**2022 Budget (Unaudited)**	**2021 Actual**
	$	**$**	**$**
Other Revenue in Advance	364	1,068	1,068
	364	1,068	1,068

13. Provision for Cyclical Maintenance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Provision at the Start of the Year	236,180	236,180	215,336
Increase to the Provision During the Year	9,020	32,000	20,844
Other Adjustments	(148,963)	-	-
Provision at the End of the Year	96,237	268,180	236,180
Cyclical Maintenance - Current	35,412	45,187	144,209
Cyclical Maintenance - Non current	60,825	222,993	91,971
	96,237	268,180	236,180

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

14. Finance Lease Liability

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
No Later than One Year	62,564	68,757	68,757
Later than One Year and no Later than Five Years	31,861	12,758	76,625
Future Finance Charges	(6,006)	(12,512)	(12,512)
	88,419	69,003	132,870
Represented by:			
Finance lease liability - Current	57,787	60,291	60,291
Finance lease liability - Non current	30,632	8,712	72,579
	88,419	69,003	132,870

15. Funds Held in Trust

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	93	93	93
	93	93	93

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

16. Funds Held on Behalf of the RTLit Cluster

Ashburton Intermediate School was the lead school and holds funds on behalf of the RTLit cluster, a group of schools funded by the Ministry of Education to share professional support.

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Funds Held at Beginning of the Year	50,308	50,308	45,910
Funds Received from Ministry of Education	14,027	12,953	13,160
Funds Spent on Behalf of the Cluster	(5,832)	(8,800)	(8,762)
Funds Held at Year End	58,503	54,461	50,308

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Deputy Principals.

	2022 Actual $	2021 Actual $
Board Members		
Remuneration	3,819	4,402
Leadership Team		
Remuneration	271,582	364,039
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	275,401	368,441

There are seven members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. The Board also has Finance (2 members) that meet monthly. 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	0-5	0-5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2021: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier;

	2022 Actual $	2021 Actual $
No later than One Year	4,320	4,320
Later than One Year and No Later than Five Years	2,160	6,480
	6,480	10,800

The total lease payments incurred during the period were $4,320 (2021: $4,320).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash and Cash Equivalents	567,628	521,773	574,214
Receivables	201,584	188,643	188,643
Investments - Term Deposits	591,294	581,790	581,790
Total Financial assets measured at amortised cost	1,360,506	1,292,206	1,344,647

Financial liabilities measured at amortised cost

Payables	231,921	245,794	245,794
Finance Leases	88,419	69,003	132,870
Total Financial liabilities measured at amortised Cost	320,340	314,797	378,664

23. Events After Balance Date

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

24. Comparatives

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

December 2022 Board of Trustees

Literacy and Mathematics Report

The following report details the results of the PaCT assessments that were conducted over 2022. PaCT guides teachers to make best-fit decisions about their students' achievement in each of the aspects of the reading, writing, and mathematics frameworks.

PaCT moderates individual teachers' expectations through the frameworks and illustrations. It provides a common framework for teachers to make and discuss their judgement decisions with one another. Because all teachers use the same frameworks, signposts, and illustrations to make their judgments, they have more confidence that their own and their colleagues' judgments are consistent and therefore dependable. Teachers' aspect judgments are synthesised by PaCT to provide a dependable overall judgement.

As an expectation when a child leaves Ashburton Intermediate School they should be working at Level 4 and above. However, as each child is different, ministry documents show that it is not a set benchmark, but an expectation point with a range of levels that children will exit Year 8 with. Progress is monitored over a two year cycle.

Whole school PaCT analysis is attached to this report. An analysis of each signpost (areas where teachers make judgements) is shown below:

Year 7 Reading - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Making sense of text: using a processing system	2 (1%)	0 (0%)	37 (16%)	56 (24%)	105 (45%)	34 (15%)	0 (0%)	n/a	n/a	234
Making sense of text: using knowledge of text structure and features	2 (1%)	6 (3%)	70 (30%)	94 (40%)	62 (26%)	0 (0%)	0 (0%)	n/a	n/a	234
Making sense of text: vocabulary knowledge	3 (1%)	2 (1%)	29 (12%)	85 (36%)	64 (27%)	41 (18%)	10 (4%)	0 (0%)	0 (0%)	234
Making sense of text: reading critically	3 (1%)	16 (7%)	70 (30%)	113 (48%)	32 (14%)	0 (0%)	0 (0%)	n/a	n/a	234
Reading to organise ideas and information for learning	3 (1%)	9 (4%)	108 (46%)	110 (47%)	4 (2%)	0 (0%)	n/a	n/a	n/a	234
Acquiring and using information and ideas in informational texts	3 (1%)	15 (6%)	64 (27%)	111 (47%)	41 (18%)	0 (0%)	0 (0%)	n/a	n/a	234
Reading for literary experience	3 (1%)	3 (1%)	38 (16%)	105 (45%)	73 (31%)	12 (5%)	0 (0%)	0 (0%)	n/a	234

Year 7 Reading - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Making sense of text: using a processing system	2 (1%)	1 (0%)	23 (10%)	42 (17%)	115 (48%)	55 (23%)	4 (2%)	n/a	n/a	242
Making sense of text: using knowledge of text structure and features	2 (1%)	6 (2%)	29 (12%)	112 (46%)	84 (35%)	9 (4%)	0 (0%)	n/a	n/a	242
Making sense of text: vocabulary knowledge	2 (1%)	5 (2%)	9 (4%)	63 (26%)	92 (38%)	59 (24%)	11 (5%)	1 (0%)	0 (0%)	242
Making sense of text: reading critically	4 (2%)	11 (5%)	62 (26%)	117 (48%)	47 (19%)	1 (0%)	0 (0%)	n/a	n/a	242
Reading to organise ideas and information for learning	3 (1%)	8 (3%)	94 (39%)	123 (51%)	14 (6%)	0 (0%)	n/a	n/a	n/a	242
Acquiring and using information and ideas in informational texts	3 (1%)	10 (4%)	54 (22%)	114 (47%)	56 (23%)	5 (2%)	0 (0%)	n/a	n/a	242
Reading for literary experience	4 (2%)	3 (1%)	23 (10%)	81 (33%)	107 (44%)	23 (10%)	1 (0%)	0 (0%)	n/a	242

Year 8 Reading - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Making sense of text: using a processing system	0 (0%)	1 (0%)	25 (12%)	59 (29%)	76 (38%)	40 (20%)	0 (0%)	n/a	n/a	201
Making sense of text: using knowledge of text structure and features	0 (0%)	4 (2%)	35 (17%)	88 (44%)	67 (33%)	7 (3%)	0 (0%)	n/a	n/a	201
Making sense of text: vocabulary knowledge	0 (0%)	2 (1%)	16 (8%)	43 (21%)	76 (38%)	56 (28%)	8 (4%)	0 (0%)	0 (0%)	201
Making sense of text: reading critically	0 (0%)	8 (4%)	42 (21%)	92 (46%)	57 (28%)	2 (1%)	0 (0%)	n/a	n/a	201
Reading to organise ideas and information for learning	0 (0%)	10 (5%)	54 (27%)	108 (54%)	29 (14%)	0 (0%)	n/a	n/a	n/a	201
Acquiring and using information and ideas in informational texts	0 (0%)	5 (2%)	43 (21%)	81 (40%)	71 (35%)	1 (0%)	0 (0%)	n/a	n/a	201
Reading for literary experience	0 (0%)	6 (3%)	25 (12%)	79 (39%)	79 (39%)	11 (5%)	1 (0%)	0 (0%)	n/a	201

Year 8 - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Making sense of text: using a processing system	1 (0%)	1 (0%)	10 (5%)	40 (20%)	87 (43%)	61 (30%)	4 (2%)	n/a	n/a	204
Making sense of text: using knowledge of text structure and features	0 (0%)	6 (3%)	14 (7%)	52 (25%)	99 (49%)	31 (15%)	2 (1%)	n/a	n/a	204
Making sense of text: vocabulary knowledge	0 (0%)	2 (1%)	10 (5%)	27 (13%)	75 (37%)	66 (32%)	23 (11%)	1 (0%)	0 (0%)	204
Making sense of text: reading critically	0 (0%)	7 (3%)	17 (8%)	77 (38%)	86 (42%)	17 (8%)	0 (0%)	n/a	n/a	204
Reading to organise ideas and information for learning	0 (0%)	9 (4%)	24 (12%)	116 (57%)	54 (26%)	1 (0%)	n/a	n/a	n/a	204
Acquiring and using information and ideas in informational texts	0 (0%)	5 (2%)	20 (10%)	82 (40%)	87 (43%)	10 (5%)	0 (0%)	n/a	n/a	204
Reading for literary experience	0 (0%)	6 (3%)	10 (5%)	61 (30%)	97 (48%)	29 (14%)	1 (0%)	0 (0%)	n/a	204

Year 7 Writing - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	Total
Writing meaningful text: encoding	2 (1%)	0 (0%)	15 (6%)	54 (23%)	90 (39%)	64 (27%)	8 (3%)	233
Writing meaningful text: using knowledge of text structures and features	3 (1%)	9 (4%)	57 (24%)	115 (49%)	49 (21%)	0 (0%)	0 (0%)	233
Writing meaningful text: vocabulary knowledge	2 (1%)	7 (3%)	60 (26%)	97 (42%)	66 (28%)	1 (0%)	0 (0%)	233
Using writing to think and organise for learning	3 (1%)	20 (9%)	100 (43%)	108 (46%)	2 (1%)	0 (0%)	n/a	233
Creating texts to communicate current knowledge and understanding	2 (1%)	10 (4%)	95 (41%)	118 (51%)	8 (3%)	0 (0%)	n/a	233
Creating texts for literary purposes	2 (1%)	11 (5%)	83 (36%)	121 (52%)	16 (7%)	0 (0%)	0 (0%)	233
Creating texts to influence others	7 (3%)	57 (24%)	148 (64%)	21 (9%)	0 (0%)	n/a	n/a	233

Year 7 Writing - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	Total
Writing meaningful text: encoding	2 (1%)	1 (0%)	8 (3%)	37 (15%)	96 (40%)	84 (35%)	13 (5%)	241
Writing meaningful text: using knowledge of text structures and features	2 (1%)	8 (3%)	39 (16%)	130 (54%)	57 (24%)	5 (2%)	0 (0%)	241
Writing meaningful text: vocabulary knowledge	2 (1%)	4 (2%)	36 (15%)	93 (39%)	93 (39%)	12 (5%)	1 (0%)	241
Using writing to think and organise for learning	2 (1%)	8 (3%)	86 (36%)	131 (54%)	14 (6%)	0 (0%)	n/a	241
Creating texts to communicate current knowledge and understanding	3 (1%)	5 (2%)	69 (29%)	137 (57%)	27 (11%)	0 (0%)	n/a	241
Creating texts for literary purposes	3 (1%)	4 (2%)	60 (25%)	134 (56%)	39 (16%)	1 (0%)	0 (0%)	241
Creating texts to influence others	5 (2%)	29 (12%)	150 (62%)	55 (23%)	2 (1%)	n/a	n/a	241

Year 8 Writing - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	Total
Writing meaningful text: encoding	0 (0%)	1 (0%)	4 (2%)	26 (13%)	78 (39%)	91 (45%)	1 (0%)	201
Writing meaningful text: using knowledge of text structures and features	0 (0%)	4 (2%)	19 (9%)	105 (52%)	65 (32%)	8 (4%)	0 (0%)	201
Writing meaningful text: vocabulary knowledge	0 (0%)	5 (2%)	33 (16%)	75 (37%)	78 (39%)	10 (5%)	0 (0%)	201
Using writing to think and organise for learning	2 (1%)	7 (3%)	68 (34%)	118 (59%)	6 (3%)	0 (0%)	n/a	201
Creating texts to communicate current knowledge and understanding	1 (0%)	4 (2%)	60 (30%)	124 (62%)	12 (6%)	0 (0%)	n/a	201
Creating texts for literary purposes	0 (0%)	5 (2%)	45 (22%)	101 (50%)	50 (25%)	0 (0%)	0 (0%)	201
Creating texts to influence others	0 (0%)	19 (9%)	109 (54%)	72 (36%)	1 (0%)	n/a	n/a	201

Year 8 Writing - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	Total
Writing meaningful text: encoding	0 (0%)	1 (0%)	5 (2%)	24 (12%)	59 (29%)	111 (54%)	4 (2%)	204
Writing meaningful text: using knowledge of text structures and features	0 (0%)	3 (1%)	10 (5%)	57 (28%)	112 (55%)	22 (11%)	0 (0%)	204
Writing meaningful text: vocabulary knowledge	0 (0%)	3 (1%)	15 (7%)	57 (28%)	94 (46%)	35 (17%)	0 (0%)	204
Using writing to think and organise for learning	2 (1%)	3 (1%)	32 (16%)	121 (59%)	46 (23%)	0 (0%)	n/a	204
Creating texts to communicate current knowledge and understanding	1 (0%)	2 (1%)	28 (14%)	131 (64%)	42 (21%)	0 (0%)	n/a	204
Creating texts for literary purposes	0 (0%)	4 (2%)	28 (14%)	96 (47%)	71 (35%)	5 (2%)	0 (0%)	204
Creating texts to influence others	0 (0%)	10 (5%)	85 (42%)	99 (49%)	10 (5%)	n/a	n/a	204

Year 7 Mathematics - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Additive thinking	0 (0%)	1 (0%)	2 (1%)	22 (9%)	65 (28%)	101 (43%)	40 (17%)	2 (1%)	n/a	233
Multiplicative thinking	1 (0%)	7 (3%)	38 (16%)	58 (25%)	77 (33%)	45 (19%)	6 (3%)	1 (0%)	0 (0%)	233
Patterns and relationships	2 (1%)	8 (3%)	82 (35%)	111 (48%)	30 (13%)	0 (0%)	0 (0%)	n/a	n/a	233
Using symbols and expressions to think mathematically	1 (0%)	14 (6%)	95 (41%)	110 (47%)	13 (6%)	0 (0%)	0 (0%)	n/a	n/a	233
Geometric thinking	2 (1%)	24 (10%)	116 (50%)	84 (36%)	7 (3%)	0 (0%)	n/a	n/a	n/a	233
Measurement Sense	1 (0%)	7 (3%)	46 (20%)	92 (39%)	75 (32%)	12 (5%)	0 (0%)	0 (0%)	n/a	233
Statistical investigations	2 (1%)	36 (15%)	107 (46%)	86 (37%)	2 (1%)	0 (0%)	n/a	n/a	n/a	233
Interpreting statistical and chance situations	2 (1%)	38 (16%)	156 (67%)	37 (16%)	0 (0%)	n/a	n/a	n/a	n/a	233

Year 7 Mathematics - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Additive thinking	1 (0%)	2 (1%)	2 (1%)	13 (5%)	46 (19%)	110 (46%)	52 (22%)	15 (6%)	n/a	241
Multiplicative thinking	2 (1%)	3 (1%)	22 (9%)	57 (24%)	71 (29%)	61 (25%)	21 (9%)	4 (2%)	0 (0%)	241
Patterns and relationships	2 (1%)	7 (3%)	49 (20%)	111 (46%)	64 (27%)	8 (3%)	0 (0%)	n/a	n/a	241
Using symbols and expressions to think mathematically	2 (1%)	7 (3%)	62 (26%)	120 (50%)	41 (17%)	9 (4%)	0 (0%)	n/a	n/a	241
Geometric thinking	2 (1%)	11 (5%)	98 (41%)	95 (39%)	35 (15%)	0 (0%)	n/a	n/a	n/a	241
Measurement Sense	2 (1%)	3 (1%)	18 (7%)	77 (32%)	108 (45%)	29 (12%)	4 (2%)	0 (0%)	n/a	241
Statistical investigations	3 (1%)	26 (11%)	102 (42%)	87 (36%)	23 (10%)	0 (0%)	n/a	n/a	n/a	241
Interpreting statistical and chance situations	3 (1%)	32 (13%)	142 (59%)	63 (26%)	1 (0%)	n/a	n/a	n/a	n/a	241

Year 8 Mathematics - Mid Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Additive thinking	0 (0%)	1 (0%)	2 (1%)	12 (6%)	21 (10%)	70 (35%)	68 (34%)	27 (13%)	n/a	201
Multiplicative thinking	1 (0%)	2 (1%)	8 (4%)	32 (16%)	46 (23%)	52 (26%)	46 (23%)	14 (7%)	0 (0%)	201
Patterns and relationships	0 (0%)	6 (3%)	42 (21%)	93 (46%)	56 (28%)	4 (2%)	0 (0%)	n/a	n/a	201
Using symbols and expressions to think mathematically	1 (0%)	5 (2%)	62 (31%)	95 (47%)	34 (17%)	4 (2%)	0 (0%)	n/a	n/a	201
Geometric thinking	0 (0%)	23 (11%)	80 (40%)	74 (37%)	24 (12%)	0 (0%)	n/a	n/a	n/a	201
Measurement Sense	0 (0%)	4 (2%)	22 (11%)	59 (29%)	74 (37%)	37 (18%)	5 (2%)	0 (0%)	n/a	201
Statistical investigations	0 (0%)	24 (12%)	68 (34%)	87 (43%)	21 (10%)	1 (0%)	n/a	n/a	n/a	201
Interpreting statistical and chance situations	1 (0%)	29 (14%)	87 (43%)	75 (37%)	9 (4%)	n/a	n/a	n/a	n/a	201

Year 8 Mathematics - End of Year

Aspects	1st set	2nd set	3rd set	4th set	5th set	6th set	7th set	8th set	9th set	Total
Additive thinking	0 (0%)	0 (0%)	2 (1%)	7 (3%)	16 (8%)	59 (29%)	85 (42%)	35 (17%)	n/a	204
Multiplicative thinking	0 (0%)	4 (2%)	6 (3%)	17 (8%)	44 (22%)	60 (29%)	54 (26%)	19 (9%)	0 (0%)	204
Patterns and relationships	0 (0%)	3 (1%)	25 (12%)	84 (41%)	73 (36%)	18 (9%)	1 (0%)	n/a	n/a	204
Using symbols and expressions to think mathematically	0 (0%)	4 (2%)	26 (13%)	86 (42%)	67 (33%)	21 (10%)	0 (0%)	n/a	n/a	204
Geometric thinking	0 (0%)	6 (3%)	61 (30%)	93 (46%)	42 (21%)	2 (1%)	n/a	n/a	n/a	204
Measurement Sense	0 (0%)	1 (0%)	13 (6%)	51 (25%)	62 (30%)	55 (27%)	22 (11%)	0 (0%)	n/a	204
Statistical investigations	0 (0%)	11 (5%)	55 (27%)	86 (42%)	50 (25%)	2 (1%)	n/a	n/a	n/a	204
Interpreting statistical and chance situations	1 (0%)	17 (8%)	82 (40%)	93 (46%)	11 (5%)	n/a	n/a	n/a	n/a	204

Number of students achieving Level 1 and 2 of the curriculum

	Year 7 - Mid Year	Year 7 - End of Year	Year 8 - Mid Year	Year 8 - End of Year
Reading	39	**17**	24	**11**
Writing	47	**34**	26	**11**
Mathematics	19	**10**	13	**5**

Results

	Main Target	Sub Target
Reading	**Year 7**: To have 85% achieving within L4 or above on PACT by the end of 2023 (**currently 41%**) Result: **55 %** are achieving within L4 or above on PaCT. **Year 7 Maori:** To have 67% achieving within L4 or above on PACT by the end of 2023 (**currently 6%**) Result: **9 %** are achieving within L4 or above on PaCT. **Year 7 Pasifika**: To have 75% achieving within L4 or above on PACT by the end of 2023 (**currently 32%**) Result: **62 %** are achieving within L4 or above on PaCT. **Year 8**: To have 88% achieving within L4 or above on PACT by the end of 2023 (**currently 50%**) Result: **71 %** are achieving within L4 or above on PaCT. **Year 8 Maori**: To have 90% achieving within L4 or above on PACT by the end of 2023 (**currently 42%**) Result: **79 %** are achieving within L4 or above on PaCT. **Year 8 Pasifika:** To have 84% achieving within L4 or above on PACT by the end of 2023 (**currently 24%**) Result: **54 %** are achieving within L4 or above on PaCT. **Boys Year 7:** To have 75% achieving within L4 and above (**currently 25%**) Result: **38 %** are achieving within L4 or above on PaCT. . **Boys Year 8:** To have 80% achieving within L4 and above (**currently 44%**) Result: **65 %** are achieving within L4 or above on PaCT.	**Year 7:** To have 85% of all students get to Set 4 in Reading to organise ideas and information for learning (currently **49%**) Result: **57%** of all students are on at least Set 4 for Reading to organise ideas and information for learning. **Year 8:** To have 90% of all students get to Set 4 in Reading to organise ideas and information for learning (currently **68%**) Result: **83%** are on at least Set 4 for Reading to organise ideas and information for learning.

Results

	Main Target	Sub Target
Writing	**Year 7**: To have 74% achieving within L4 or above on PACT by the end of 2023 **(currently 24%)** Result: **41%** are achieving within L4 or above on PaCT. **Year 7 Maori**: To have 45% achieving within L4 or above on PACT by the end of 2023 **(currently 8%)** Result: **24 %** are achieving within L4 or above on PaCT. **Year 7 Pasifika**: To have 60% achieving within L4 or above on PACT by the end of 2023 **(currently 11%)** Result: **46%** are achieving within L4 or above on PaCT. **Year 8**: To have 87% achieving L4 or above on PACT by the end of 2023 **(currently 46%)** Result: **74 %** are achieving within L4 or above on PaCT. **Year 8 Maori**: To have 89% achieving within L4 or above on PACT by the end of 2023 **(currently 55%)** Result: **79 %** are achieving within L4 or above on PaCT. **Year 8 Pasifika**: To have 84% achieving within L4 or above on PACT by the end of 2023 **(currently 28%)** Result: **66 %** are achieving within L4 or above on PaCT. **Boys Year 7:** To have 60% achieving within L4 and above **(currently 10%)** Result: **27%** are achieving within L4 or above on PaCT. **Boys Year 8:** To have 80% achieving within L4 and above **(currently 34%)** Result: **64 %** are achieving within L4 or above on PaCT.	**Year 7**: To have 85% of all students get to Set 4 in Creating texts to influence others (currently **9%**) Result: **24%** are on at least Set 3 in Creating texts to influence others. **Year 8:** To have 90% of all students get to Set 4 in Creating texts to influence others (currently **36%**) Result: **54%** are on at least Set 4 in Creating texts to influence others.
Mathematics	**Year 7:** To have 88% achieving within L4 or above on PaCT by the end of 2023 **(currently 36%)** Result: **53 %** are achieving within L4 or above on PaCT. **Year 7 Maori**: To have 10 students below Level 4 move one curriculum level on PaCT by the end of 2022 Result: **8** students below L4 have moved one level. **Year 7 Pasifika**: To have **6** students below Level 4 move one curriculum level on PaCT by the end of 2022 Result: **4** students below L4 have moved one level. **Year 8**: To have 90% achieving within L4 or above on PaCT by the end of 2022 **(currently 57%)** Result: **78%** are achieving within L4 or above on PaCT. **Year 8 Maori**: To have **12** students below Level 4 move one curriculum level on PaCT by the end of 2022 Result: **6** students below L4 have moved one level. **Year 8 Pasifika**: To have **16** students below Level 4 move one curriculum level on PaCT by the end of 202 Result: **10** students below L4 have moved one level.	**Year 7**: To have 85% of all students get to Set 5 in Patterns and Relationships **(currently 13%)** Result: **30%** of all students are on Set 5 for Patterns and Relationships. **Year 8:** To have 90% of all students get to Set 5 in Patterns and Relationships **(currently 30%)** Result: **45%** of all students are on Set 5 for Patterns and Relationships. .

What the results show:

	What the data shows	Comments on Signposts
Note:	The outliers (indicated by the dots on the graph) represent a student with a moderate intellectual disability, an ORS funded student, an ESOL student and students with undiagnosed specific learning needs.	
Reading and Writing	The data shows that although progress has been made in all areas, the aspirational targets were not met. It is important to note that this is a two year process and that students are coming in with a greater range of academic achievement and needs, and that their first year is about building the foundations that can be extended in Year 8. The majority of students are tracking to be working at Level 4, with most target students making at least one curriculum level of progress. 60% of staff have used the PD powerpoint offered to them at a staff meeting, with 50% using eAsTTle and 80% using their own testing to help confirm judgements. All staff are using formative assessment to guide their PaCT judgements, which is the strength of the framework.	In the mid-way analysis, 'Reading to organise ideas and information for learning' showed a weakness in Year 7 and 8. By the end of the year, there was an improvement in the Year 7s working at Set 4 and above from 49% to 57% but there was significant progress in the Year 8s from 68% to 83%. I think this again shows that it is a two year process, where foundations are set in Year 7 and built on the following year. In the mid-way analysis 'Creating texts to influence others' showed a weakness in Year 7 and 8, although this could be due to speeches being in Term 3 and not being explicitly taught until then. By the end of the year there was an improvement in the Year 7s working at Set 4 and above from 9% to 24%, and again significant progress in the Year 8s from 36% to 54%.
Mathematics	Even though many of the targets were not met, there was still a lot of progress made. We intentionally set high expectations (made challenging with truancy issues after covid and specific learning needs), but we will continue to keep our expectations high. The results do indicate that we are tracking well if we hope to have 88% of our students leaving Intermediate at Level 4 and above. Following the current trend, we will be close to achieving that in 2023. With only a little over a third beginning at this level in Year 7 to over ¾ achieving it by the end of their time at Ashburton Intermediate, it shows good progress made over their time here. Maori and Pasifika students have shown good progress by having them in target groups, showing the need to continue these in the future. .	In the initial analysis, Patterns and Relationships were shown as a weakness in both Year 7 and Year 8. A breakdown of the Patterns and Relationships aspect of PaCT was created for staff. However, when teachers were asked whether they used the Powerpoint to help with making judgements, only 60% said they did. Unsurprisingly, the results did not show the progress that was expected, demonstrating that further professional development needs to be done in 2023. Sending bite size screencastify videos throughout the year is one strategy that could make a difference. The 'AdditiveThinking' and 'Multiplicative Thinking' aspects of PaCT had large numbers that were below the expected level at the beginning of the year, but they have shown improvement, especially in 'Multiplicative Thinking for the Year 7 cohort. This has indicated that teachers have prioritised this area.

Analysis of Lower learner Support

	Analysis of target groups	Recommendations for 2023
Rakaia	The support offered by Mrs Jackie Print in her Pull Out Programme was invaluable. In future, we hope to use PaCT judgments to guide the planning of these sessions. The comments made by the students who attended her sessions proved it was appreciated by the attendees. Here is an example of one:" I think I have definitely improved in subjects. Like in Miss Prints, how I was first in Reading and in Maths, but then in Term 3 I passed reading. Mrs Print has helped me learn so much more, and I'm getting so much better at Maths now, and I know I have a lot more to learn." Mrs Brook was able to provide support with truancy, helped by Mrs Tania Clark who was employed by the school to chase up these students. The online ESOL work was invaluable for supporting ESOL students, as well as providing concrete data to show their gaps in learning, something that has been hard to do in the past. Through the support form Julz Smith (RTLB) we were able to ensure one student is able to receive medication to support his learning when he attends College in 2023. Although this has not benefited us directly, the evidence collated and given to outside agencies was invaluable in supporting this student in having future success.	-Continue support with truancy -Provide PaCT powerpoints to help with judgements, done by providing a TOD at the beginning of the year -Ensure all assessment is conducted by the classroom teacher when entering PaCT data -Continue ESOL sessions. -Continue having set routines as these students need it -Continue with Julz Smith (RTLB) to support students. -One to one laptops -Continue counselling services
Opuke	In Term 3 and 4,we had our TA work with our higher level students to enable classroom teachers to workshop more closely with our target students on repetitive basic facts and strategy work. We also provided Writing groups for our 'Relational and Extended Abstract' (SOLO) students to work with Miss Maginness where they have space to collaborate and grow their ideas. This group enjoyed the opportunity. It is allowing us to work more intensively with our target group students within the classroom. Four to five blocks a week were lost to ESOL, so not as many group sessions were available to students. Comments: **OP1** found it increasingly difficult to run parts of our program due to lack of devices. This was due to the increasing number of students through new enrolments. (20 school laptops and 43 students) **OP1** - POSITIVE - 7 students made progress with intervention. 2 were intermittent in their learning efforts. 5 made a conscious effort and thrived on targeted support. NEGATIVE - 3 Students - 2 target students left, 1 had a late term change of class. These 3 were not invested in their learning despite intervention. **OP2** Students - 1 of the 3 students made significant progress, 2nd and 3rd students weren't invested in their learning. **OP3** 1 Target student also was part of the ESOL Learning Village. 1 target student left.	-ALPS would be great for lower learners -Streaming could help -ESOL can't take away TA time -When the roll increases, more laptops are needed to cater for these students.
Rangitata	There is a range of different strategies being used by the classroom teachers within the hub. These include: • Daily withdrawal of ESOL students using Learning Village Programme run by TA • Combination of TA and Teacher directed withdrawal programme • Targeted in class Structural literacy programme with the teacher • Daily targeted groups within class with the Teacher then followed up by a TA • In class opt in workshops that also target students that are the next level above • Front loading of Inquiry content/vocabulary during Literacy time • Allocation of time within the timetable - heavy focus on Literacy and Maths daily • Differentiated activities and timetables • Use of Resource teacher of Literacy • Having a TA working within our classroom has enabled our students to fully participate in our classroom programme and build strong relationships and connections with teachers and their peers Truancy issues have improved, with the aid of Mrs Brook and Tania Trusler-Clark, which in turn allows the students to engage more with their learning and to retain their skills moving into next year. All of our targeted students were either Pasifika/Māori or ESOL so being able to identify and target their needs (particularly truancy) was essential. Also the Learning Village programme greatly helped to identify gaps with our ESOL students. Our Year 8 target students all moved from Level 2 to Level 3, one Year 7 target student left, and 3 of the Year 7 target students moved from Level 2 to Level 3, with 2 Year 7 students remain working at Level 2 of the curriculum. As an aside, having a TA working with dedicated groups within the class saw a strong relationship develop with the students.	-To have a dedicated TA during Literacy and Maths times to support in class programmes -Are aware of issues contributing to this ie ESOL, truancy, social/emotional factors. -Continue to provide a holistic approach as it is not just about targeting Literacy issues but addressing all the barriers to learning facing each individual child.
Huatekerekere	Rachel implemented the Steps Web programme with children from our three classes. The Steps Web involved reading comprehension exercises and spelling progressions. This proved to be successful. The children would get instant awards i.e. medals when they achieved a unit. The teachers received an update on their work each Sunday. Rachel read to them as a fluent reader and then supported them in choral reading as a small group. Rachel ran her classroom in a structured manner, keeping to routine. The students responded well to the routine. For Maths, they had regular practice of the algorithm method, basic facts, family of facts, place value etc. This helped, as these children as their retention of basic maths knowledge is generally very poor. Sometimes the students in Rachel's group wanted to be more familiar with a strategy being taught in the classroom, so the teacher would explain the strategy to Rachel so she was aware. Having the students leave the class and go to a classroom set up for their learning was a real positive. Resources were purchased to aid their learning ie fractions boards, flash cards, magnetic whiteboard etc Rachel built strong relationships, they saw her as a trusted confidante. She was often in the playground as a support person too. **Problems that deter ongoing progress....** Absenteeism is a major but Annabel Brook was the initial port of call, she approached family. Annabel spoke with Tania Trusler Clark. Tania visited homes, spoke with the individuals and whanau. Tania relates well to these families as she is very caring and non-judgemental. Both of these ladies shared their findings with the class teacher, which was good to be able to understand the home situation better. Children lacking in basic essentials is still a problem. Having a workbook provided with the Steps Web programme, was a bonus as it was their own and Rachel kept them in her class/work room. Hunger was a difficult one to judge. These children are genuinely so proud and self conscious they would not tell an adult.	-Continue with the Steps Web programme. Make teaching staff aware of the programme, so they too can back it with class work. Pre -test earlier so we can have longer working with each child. Continue working with Annabel and Tania - Again if we can get onto this as early as possible, once we see a pattern of absenteeism emerging. -Booster class for low to just below achievement levels. -Can we reinstate Reading Mileage? -Have resources organised and available to Teacher Aides -Uniform ways of teaching Reading and Maths -Studyladder is better than EP for lower learners - use more -TA's in the classroom during Inquiry time would be beneficial
Technology & Art Ka Tiritiri o te Moana	What we need is a T/A for those students who struggle with instructions for both written and practical skills. to shadow them. It would be a better use of resources- to have a T/A with more than one struggling student. Some students in Fabric Technology found logical steps difficult to grasp. They do need longer time to process and we are grateful for those peers who assist in this. This is the same problem for Food Technology and Hard Materials.	-TA available in Technology for lower ability students

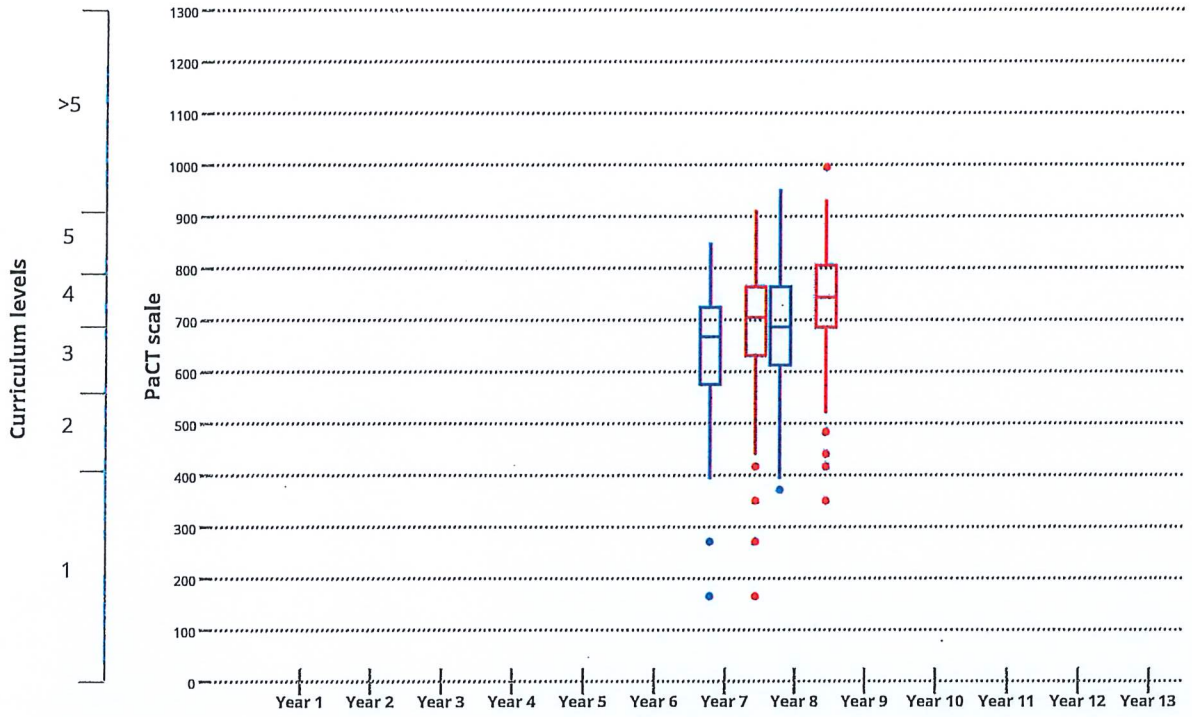
Conclusion

	What we have discovered	How can Management help in 2023?
Reading and Writing	Sets of novel studies have been purchased to support the teaching of the aspect 'Reading for Literacy experience' and a staff meeting held to demonstrate ways to teach and assess this signpost in detail. A spreadsheet was sent to all contributing schools which has aided in the early identification of students who will require support and how they can be supported. It was pleasing to see an increase in achievement with the signpost 'Creating texts to influence others' Year 7 (9%-24%) and Year 8 (36%-54%) The school wide focus on speech writing had a focussed impact on these results. 'Reading to organise ideas and information for learning' continues to be a signpost to focus on for next year.	-Time in Teacher Only Days to plan for PaCT
Mathematics	The analysis of this year's data has been invaluable for determining ways to make future progress. It is clear that professional development is essential for teachers; and providing targeted programmes for lower learners in 2023 needs to be a priority. Teachers will be asked to provide a long term plan of how they will cover the aspects covered in PaCT during the year. Additionally, they will need to create their own Powerpoint/ document to help them plan and assess using the PaCT tool. Using- time in the Teacher only Days at the beginning of the year would be beneficial to beginning this process. Additionally, this day should be used to identify our priority learners. Maths Extension was provided during the Pull Out Programme (POP) this year. Although it was beneficial for learners, it needed to run throughout the year to give these students the time needed to improve their skill set. This was evident when the Aoraki Maths and Cantamaths teams competed during the year. It was pleasing to see that all teachers have made PaCT judgements based on formative assessment (book work, group work, informal observations). Teachers are still using testing to back up their judgements, but are not relying on them as they have done in the past. This is a positive step forward.	-Time in Teacher Only Days to plan for PaCT -Maths Extension release

Overall Comment	How Management Can Help?
We recommended that a spreadsheet be set up to gain data. This was implemented and proved extremely successful with positive comments made about how practical and informative it was from both Year 6 teachers and College personnel. Our own teachers found it easy to use and will hopefully find it even more helpful when planning for 2023. Class lists will be filtered for 2023 classroom teachers as well as Technology staff at the end of 2022, so they have access to it prior to school beginning. We met with the school LSE/ SENCO and RTLB during Term 4, to create a document using the UDL lens that analysed all the Seabrook McKenzie reports so they would be available to all teachers for the beginning of 2023. Time at the beginning of the year during Teacher Only Day has been allocated to discuss these plans, as well as a quick mention of it in a staff meeting at the end of the year. It is suggested that Teacher Aides, Hub Leaders and the LSC/SENCO coordinator meet at the beginning of 2023 (as mentioned in the August report) to discuss what this will look like. Truancy continues to be an issue but Tania Trusler-Clark has made a significant impact and we would recommend involving her at the earliest opportunity. Teachers also need to be aware of recurring patterns of absenteeism, and to be pro-active in referring and/or following up before it becomes a truancy issue. This year we successfully used an online ESOL programme called Learning Village. It was very beneficial and we would like to see this continued next year. We recommend that there is a dedicated school wide TA implementing this programme so as to not take away from classroom TA time and make it equitable for all. Timetabling needs to also be taken into consideration as to not negatively impact students being removed from classroom LiteracyMaths programmes. We saw a number of new students enrol at the school during the year, and devices could not match this increase. With a lot of programmes relying on being digital (eg the ESOL programme) it is important that we ensure that we monitoring our numbers and planning ahead to ensure we can create an equitable environment, so that every student has the same access across the school. The Hub Leader feedback provided stated that it was a real positive having the autonomy to be able to decide within the Hubs how to utulise their TAs. As each Hub identified their unique needs, planned and used their TAs accordingly. The relationships that have developed between teachers, TAs, and students have become very evident and it would be beneficial for all involved to see these continue. They are a real asset to the school. We recommend that there is a physical and digital place (separate from the teacher resource room) that houses resources that would be used for our target students. This would enable TAs and teachers access to the same resources across the school without them getting 'lost' in the general teacher resource area. Our main priority as curriculum leaders is to focus on PaCT and identifying target students and what we can do to support them. As this has been our first full year working with PaCT, it has been a learning curve, and as with any new initiative, with experience comes mastery. We feel having a school wide focus, particularly with Literacy signposts, will benefit teacher's understanding and keeping our focus narrow will affect real change for our akonga	-Remploy truancy officer -Dedicated ESOL teacher aide, separate from Hub. -Purchase more devices for new enrolments. -Autonomy of Teacher Aide use in Hubs. -Dedicated resource area for targeted students -School wide focus on PD around PaCT and identifying our target students.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (0%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	13 (6%)	34 (17%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	81 (35%)	64 (32%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	101 (43%)	78 (39%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	34 (15%)	22 (11%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	5 (2%)	2 (1%)	-	-	-	-	
Total	-	-	-	-	-	-	**234**	**201**	-	-	-	-	

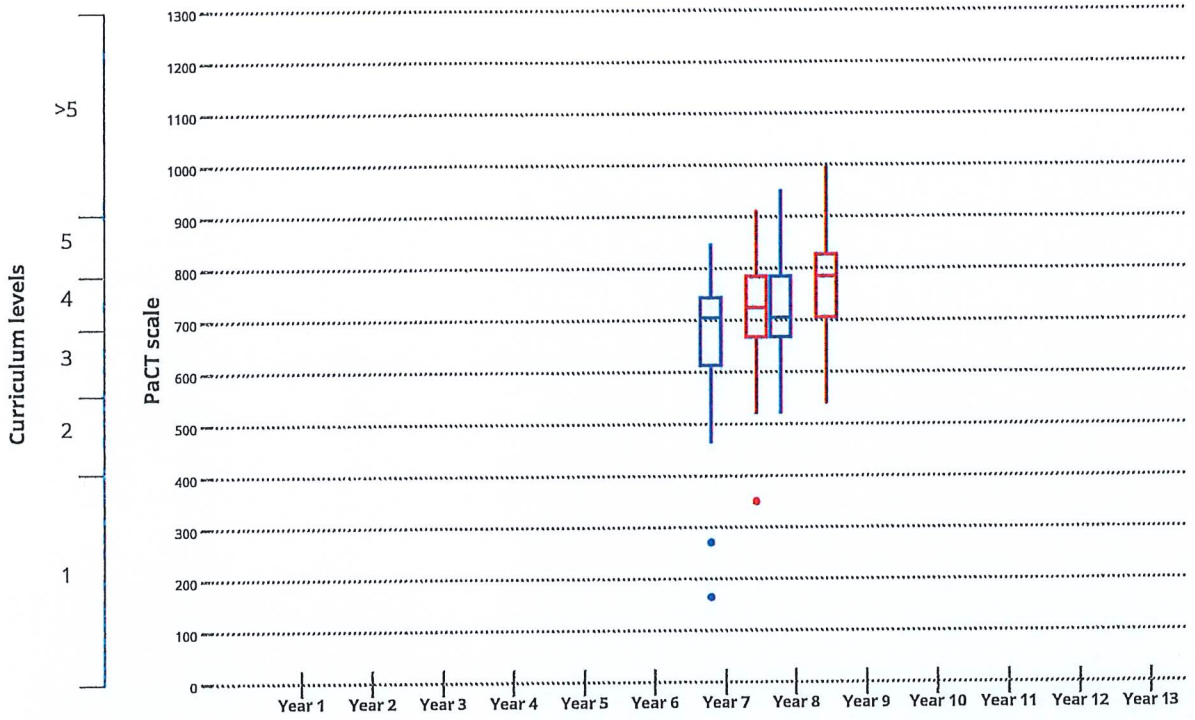
Note: Students that do not have any confirmed Judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	1 (0%)	10 (5%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	19 (8%)	42 (21%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	108 (47%)	90 (45%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	84 (37%)	45 (23%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	14 (6%)	10 (5%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (1%)	1 (1%)	-	-	-	-	
Total	-	-	-	-	-	-	**229**	**198**	-	-	-	-	

Note: Students that do not have any confirmed Judgments are omitted from these results.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (1%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	10 (8%)	19 (20%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	59 (45%)	32 (34%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	50 (38%)	38 (41%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	11 (8%)	3 (3%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	2 (2%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**132**	**93**	-	-	-	-	

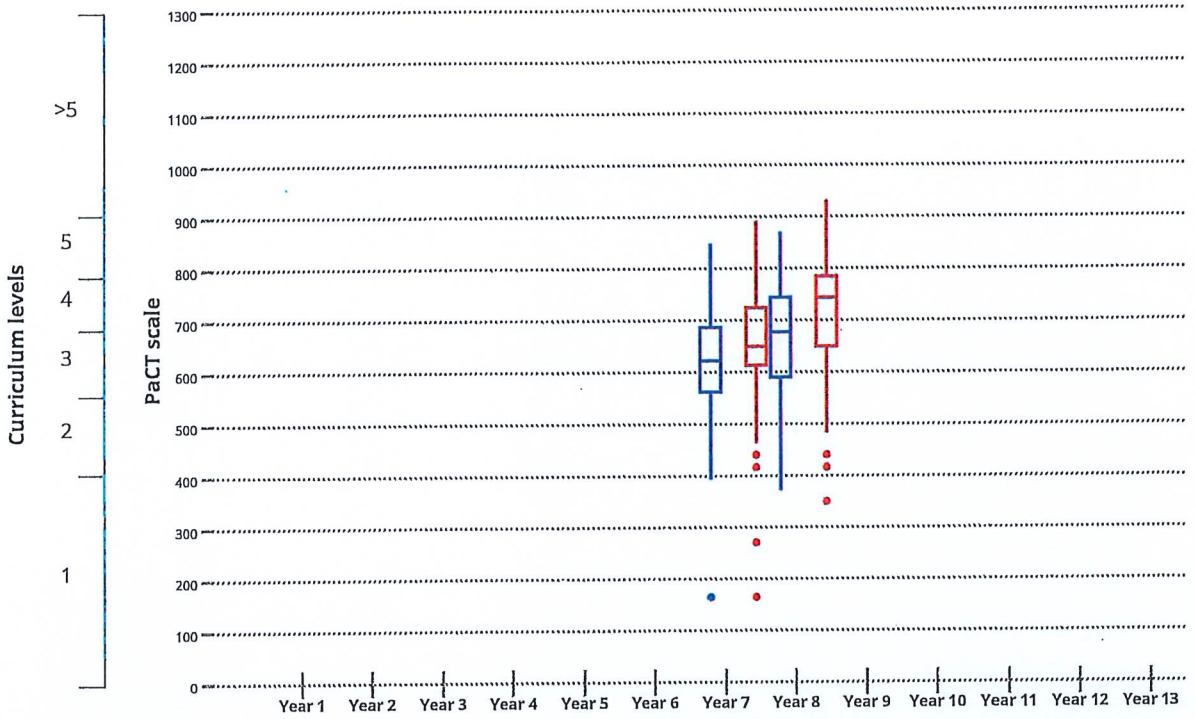
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	1 (1%)	5 (5%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	13 (10%)	27 (30%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	76 (59%)	41 (45%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	32 (25%)	17 (19%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	5 (4%)	1 (1%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (1%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**128**	**91**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	3 (3%)	15 (14%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	22 (22%)	32 (30%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	51 (50%)	40 (37%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	23 (23%)	19 (18%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (3%)	2 (2%)	-	-	-	-	
Total	-	-	-	-	-	-	**102**	**108**	-	-	-	-	

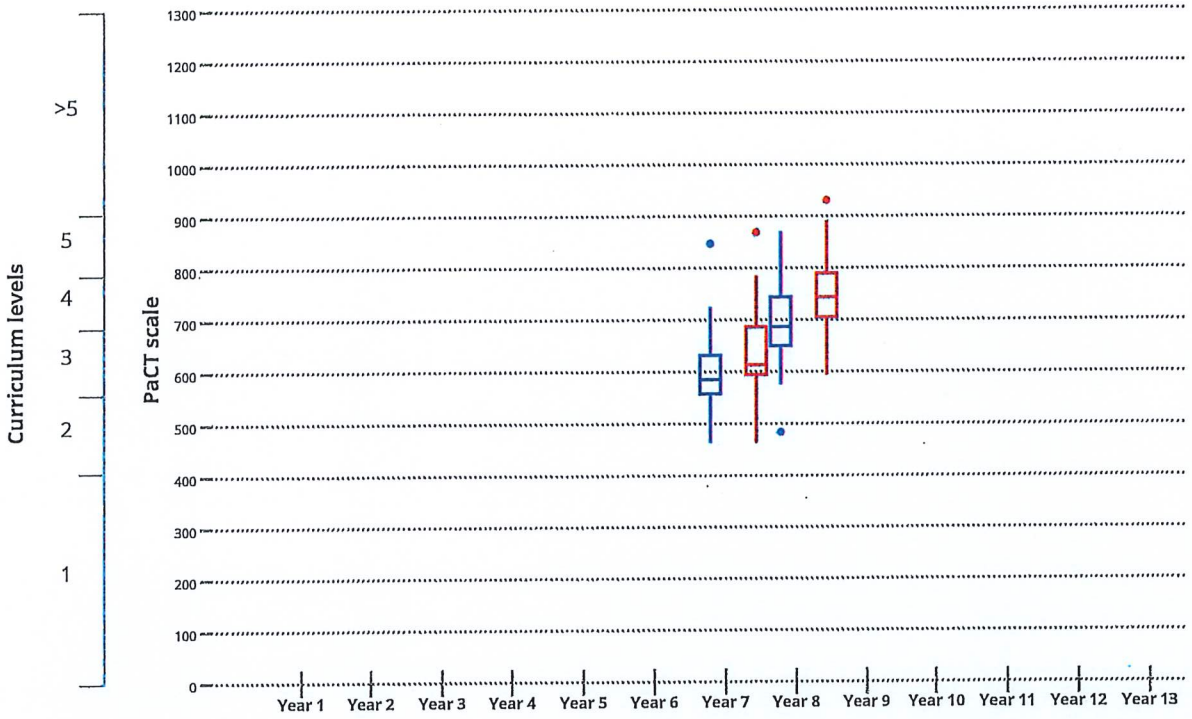
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	5 (5%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	6 (6%)	15 (14%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	32 (32%)	49 (46%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	52 (51%)	28 (26%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	9 (9%)	9 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	2 (2%)	1 (1%)	-	-	-	-	
Total	-	-	-	-	-	-	**101**	**107**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (3%)	4 (14%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	1 (3%)	8 (28%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	23 (61%)	16 (55%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	13 (34%)	1 (3%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**38**	**29**	-	-	-	-	

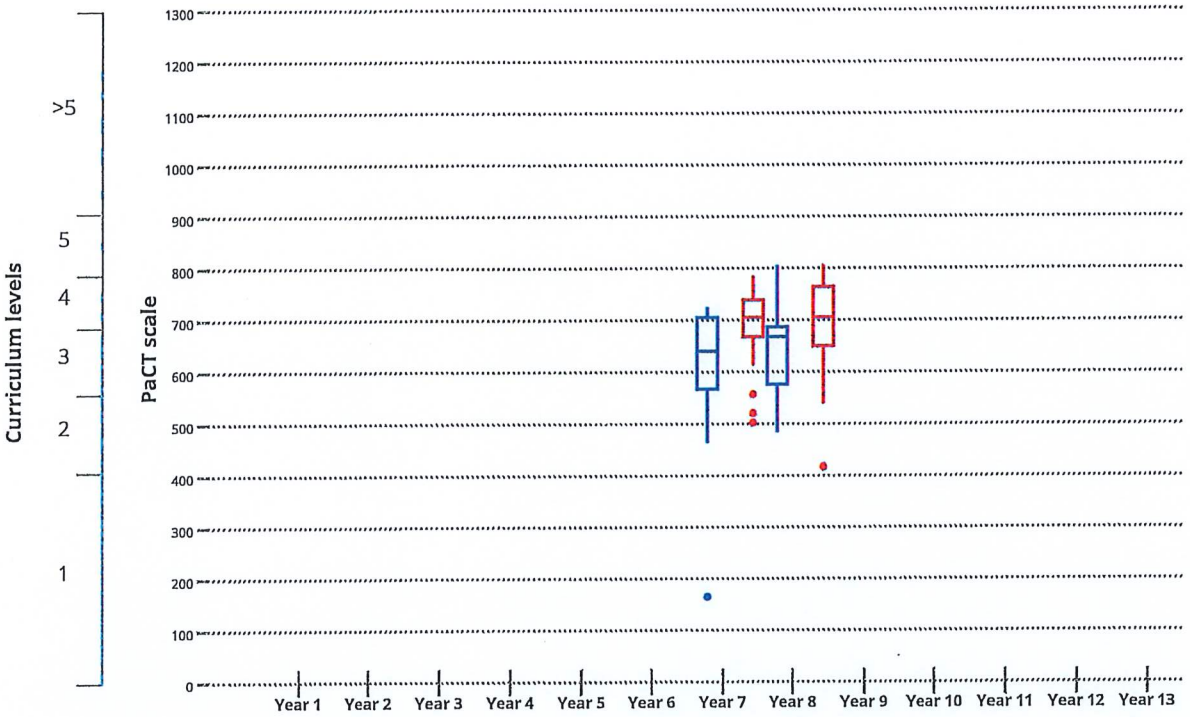
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (4%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (3%)	6 (21%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	8 (21%)	15 (54%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	26 (67%)	6 (21%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	4 (10%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**39**	**28**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	1 (4%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	9 (32%)	5 (20%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	12 (43%)	15 (60%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	6 (21%)	4 (16%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (4%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**28**	**25**	-	-	-	-	

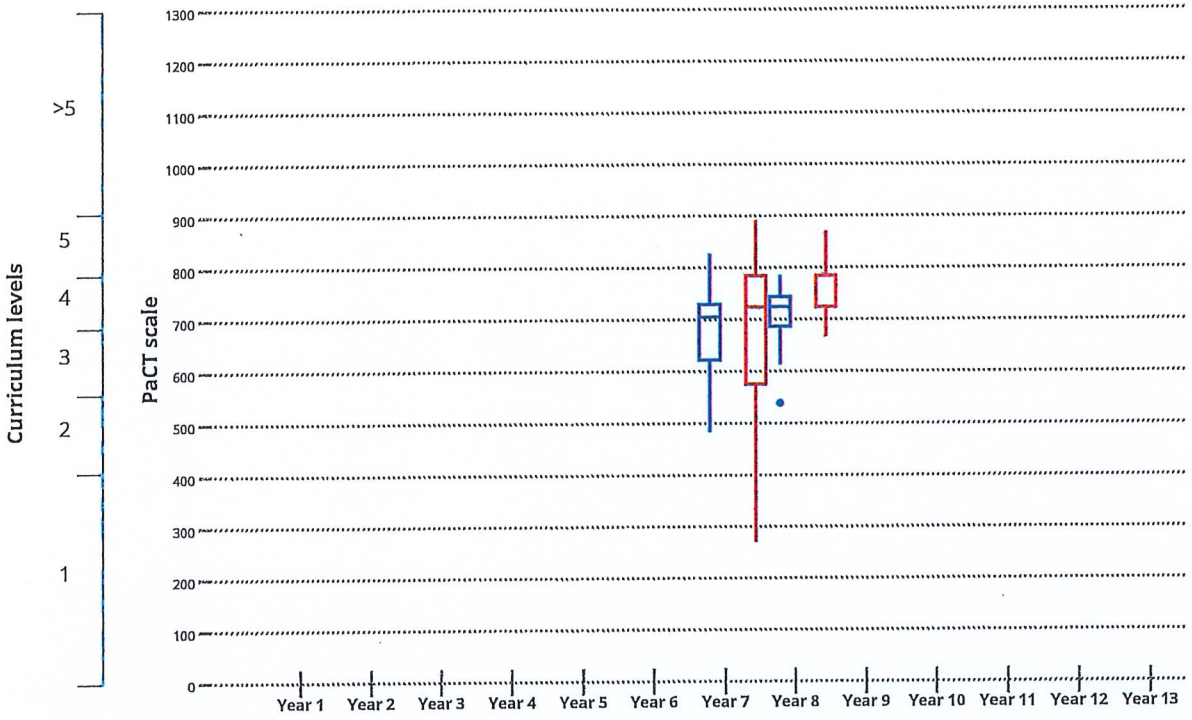
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	2 (8%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	16 (62%)	12 (46%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	7 (27%)	10 (38%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	3 (12%)	2 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**26**	**26**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Reading
Ashburton Intermediate

Gender: All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	2 (17%)	-	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	5 (42%)	9 (69%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	3 (25%)	3 (23%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (17%)	1 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**12**	**13**	-	-	-	-	

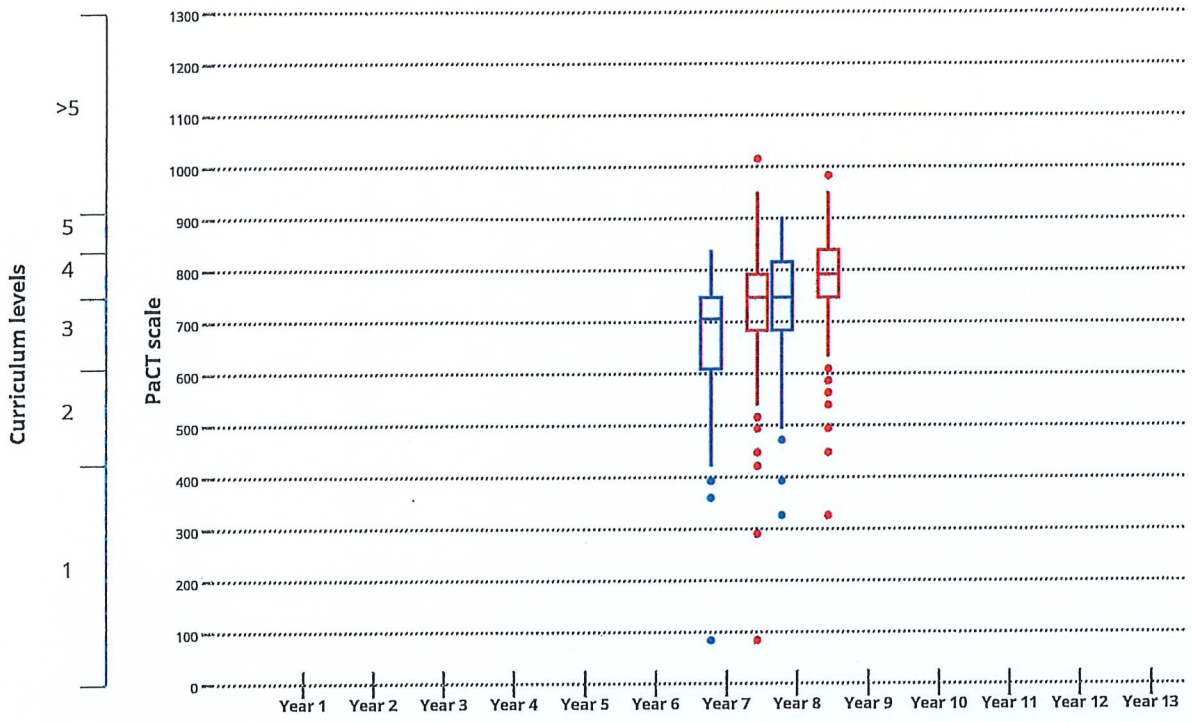
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	2 (17%)	3 (23%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	5 (42%)	9 (69%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	3 (25%)	1 (8%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	1 (8%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (8%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**12**	**13**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	10 (5%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	40 (24%)	83 (41%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	82 (49%)	82 (41%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	42 (25%)	24 (12%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	5 (3%)	2 (1%)	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	**169**	**201**	**-**	**-**	**-**	**-**	

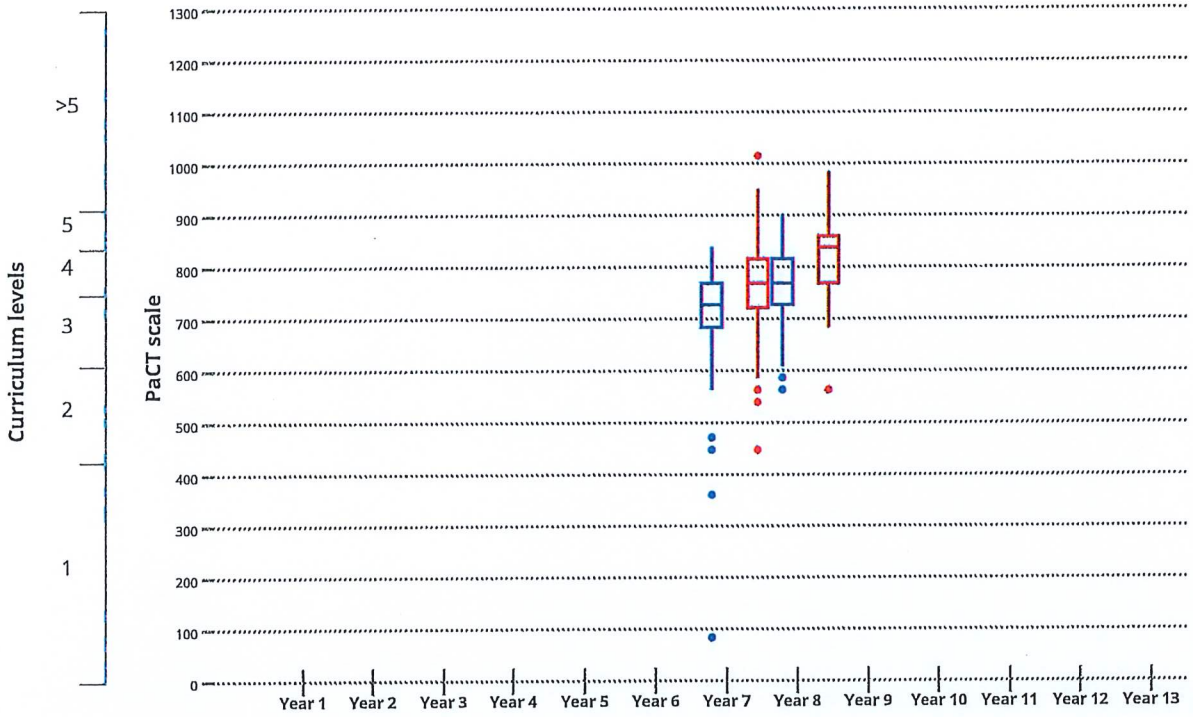
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	2 (1%)	9 (5%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	11 (5%)	34 (17%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	80 (35%)	103 (52%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	102 (45%)	41 (21%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	31 (14%)	10 (5%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (1%)	1 (1%)	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	**229**	**198**	**-**	**-**	**-**	**-**	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	7 (8%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	33 (34%)	49 (53%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	49 (51%)	32 (34%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	13 (13%)	5 (5%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	2 (2%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**97**	**93**	-	-	-	-	

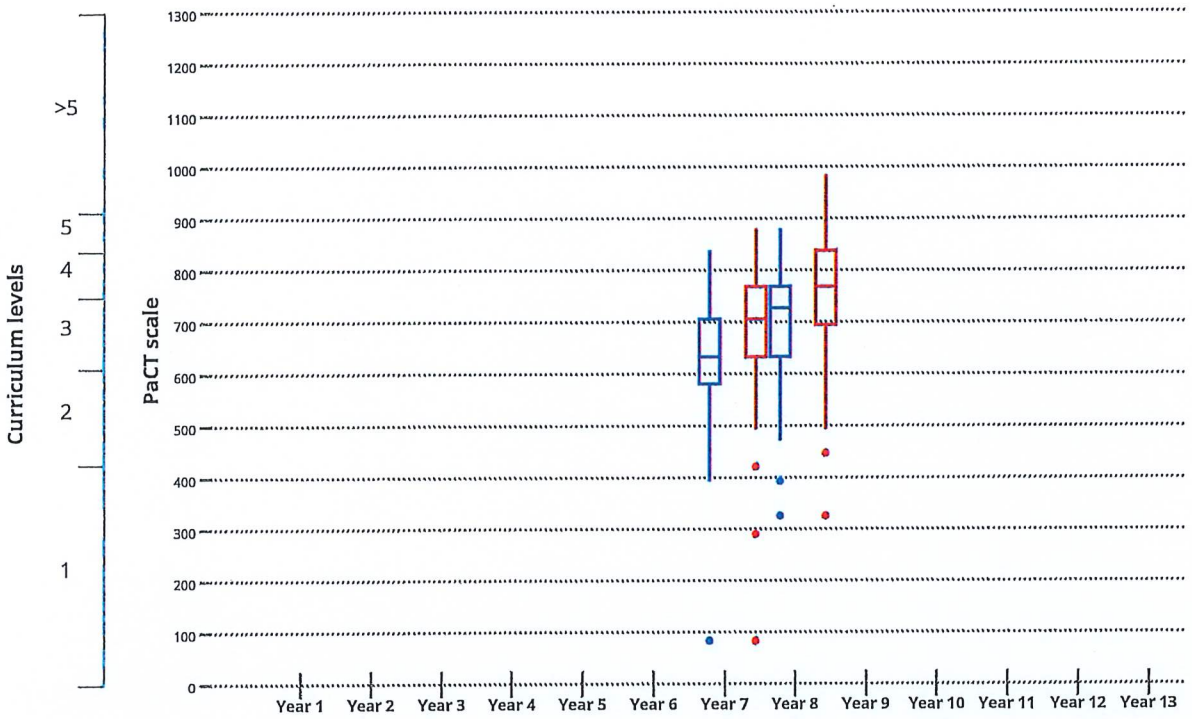
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	2 (2%)	8 (9%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	10 (8%)	17 (19%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	54 (42%)	53 (58%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	52 (41%)	12 (13%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	10 (8%)	1 (1%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**128**	**91**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	3 (3%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	7 (10%)	34 (31%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	33 (46%)	50 (46%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	29 (40%)	19 (18%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (4%)	2 (2%)	-	-	-	-	
Total	-	-	-	-	-	-	**72**	**108**	-	-	-	-	

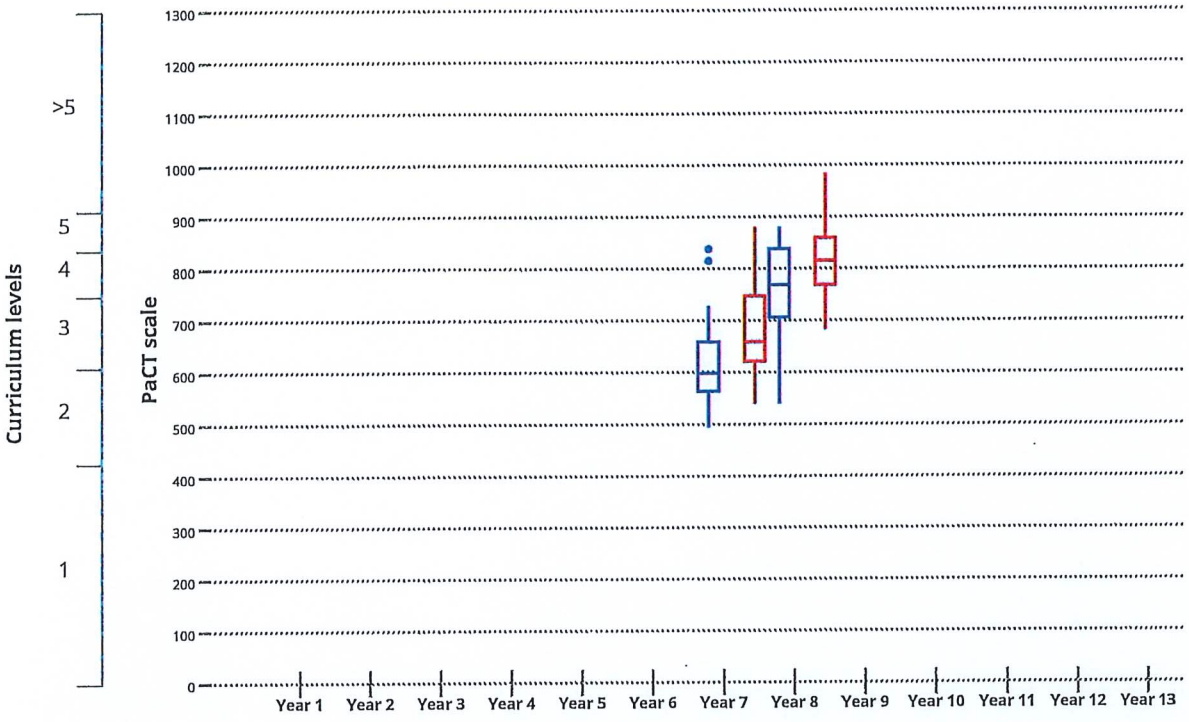
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (1%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (1%)	17 (16%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	26 (26%)	50 (47%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	50 (50%)	29 (27%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	21 (21%)	9 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (3%)	1 (1%)	-	-	-	-	
Total	-	-	-	-	-	-	**101**	**107**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	3 (10%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	2 (8%)	13 (45%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	10 (38%)	10 (34%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	14 (54%)	3 (10%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**26**	**29**	-	-	-	-	

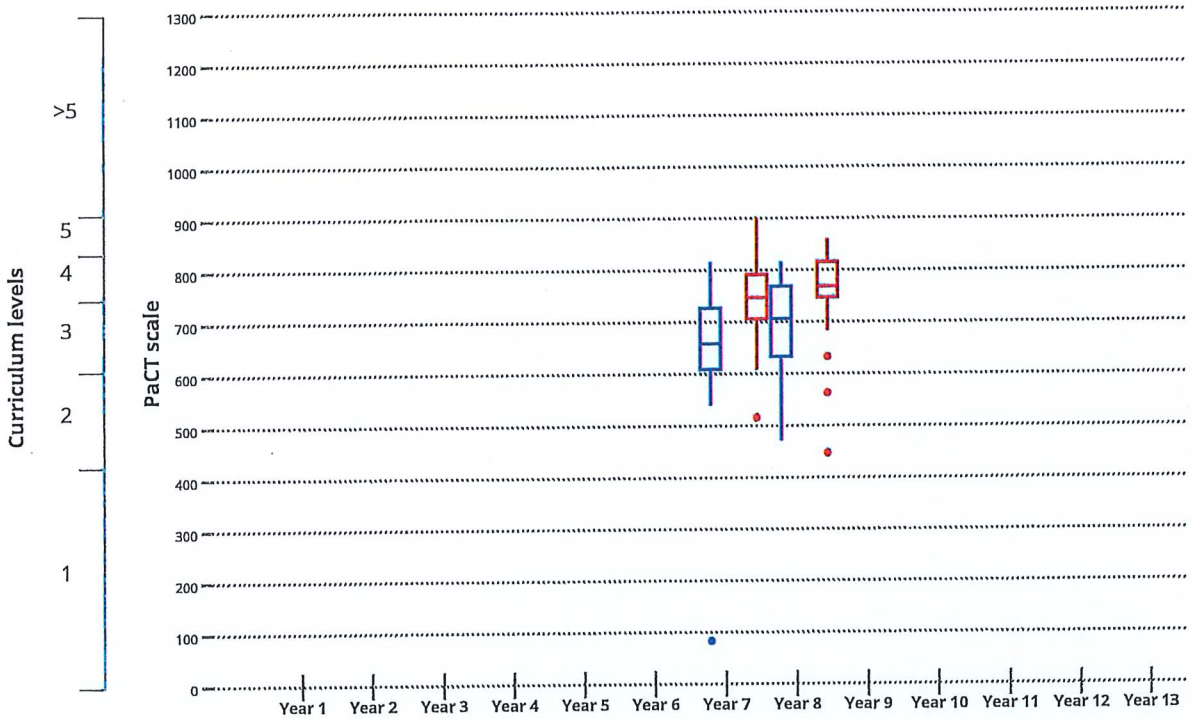
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (4%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (3%)	7 (25%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	8 (21%)	14 (50%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	20 (51%)	6 (21%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	10 (26%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**39**	**28**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022
  Time Period: Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022
  Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	2 (11%)	7 (28%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	10 (56%)	14 (56%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	5 (28%)	4 (16%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (6%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**18**	**25**	-	-	-	-	

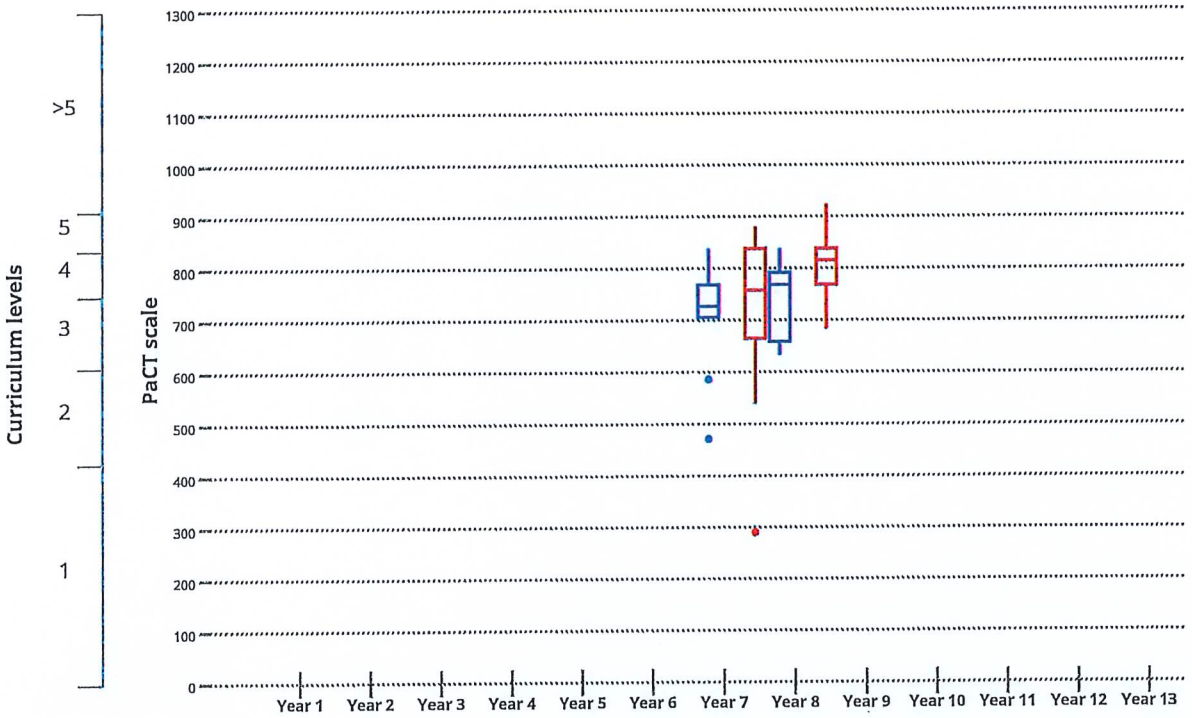
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	2 (8%)	1 (4%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	10 (38%)	16 (62%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	12 (46%)	7 (27%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (8%)	2 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**26**	**26**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Writing
Ashburton Intermediate

Gender: All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	4 (36%)	7 (54%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	5 (45%)	6 (46%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (18%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**11**	**13**	-	-	-	-	

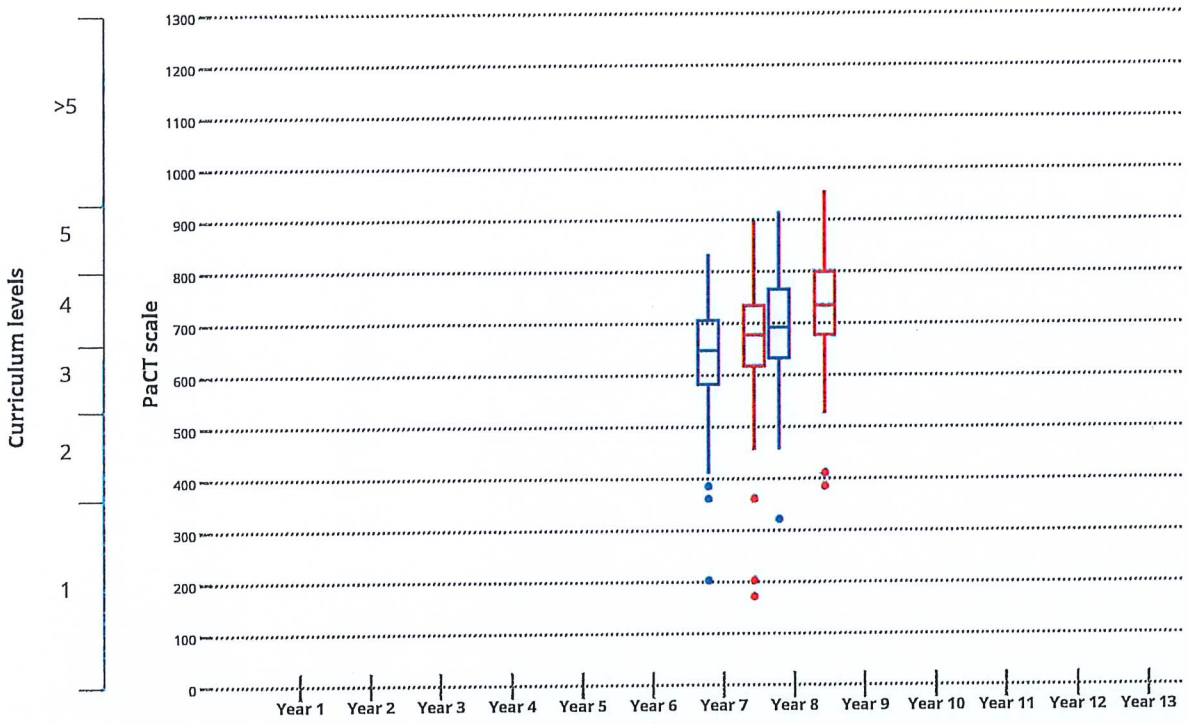
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (8%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (8%)	1 (8%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	5 (42%)	8 (62%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	3 (25%)	3 (23%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (17%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (8%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**12**	**13**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	2 (1%)	23 (11%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	59 (35%)	92 (46%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	88 (52%)	73 (36%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	17 (10%)	12 (6%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	2 (1%)	1 (0%)	-	-	-	-	
Total	-	-	-	-	-	-	**168**	**201**	-	-	-	-	

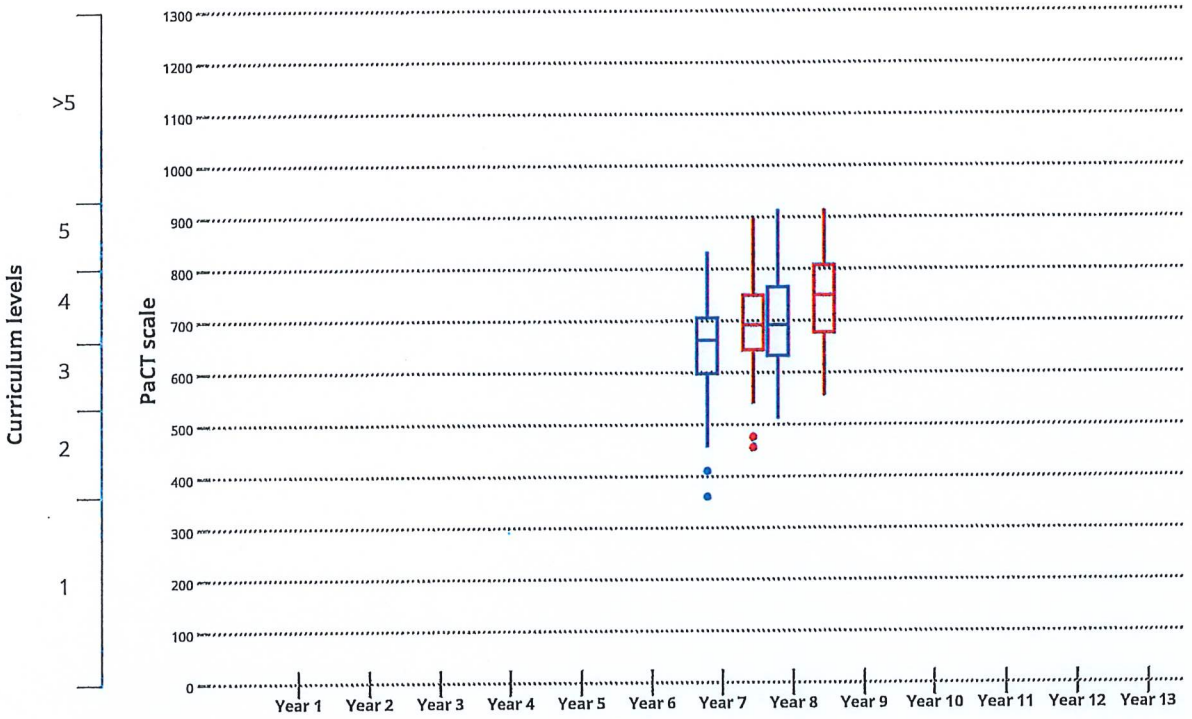
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (1%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	16 (7%)	47 (24%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	105 (46%)	105 (53%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	98 (43%)	40 (20%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	7 (3%)	5 (3%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (1%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**229**	**198**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** Female **Ethnicity:** Ethnicity - All **Year:** 2022
Time Period: 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (1%)	11 (12%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	42 (44%)	44 (47%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	46 (48%)	35 (38%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	6 (6%)	3 (3%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (1%)	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	**96**	**93**	**-**	**-**	**-**	**-**	

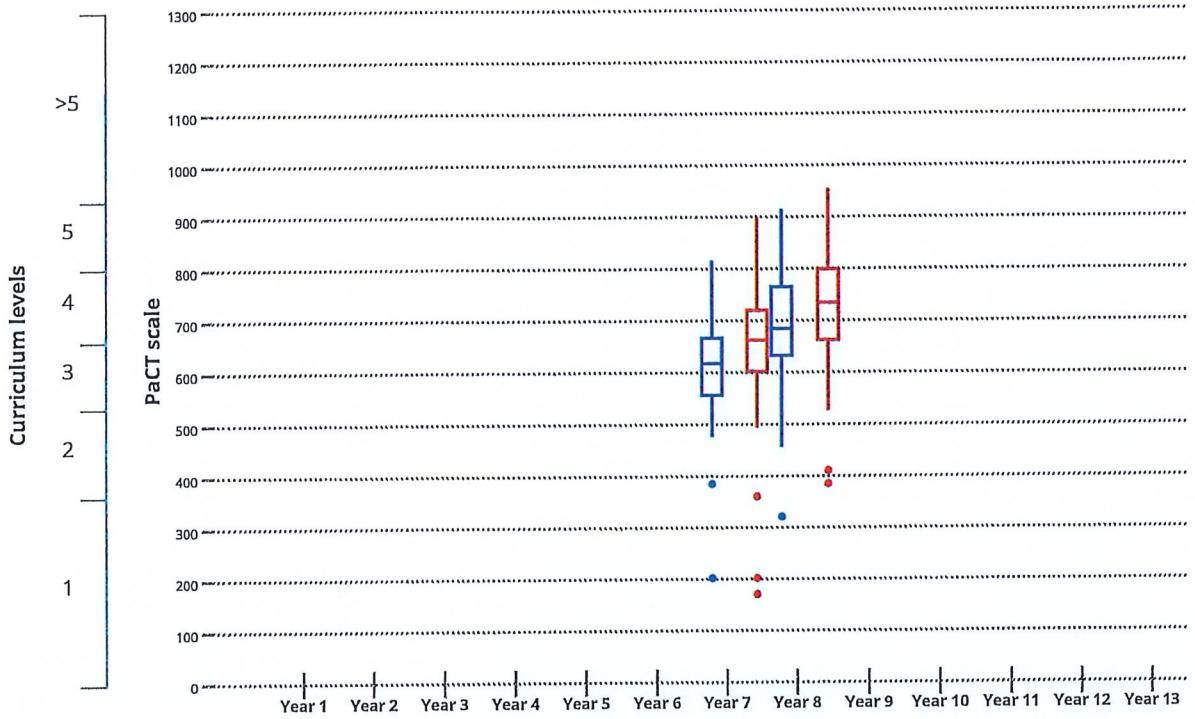
Note: Students that do not have any confirmed Judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	11 (9%)	23 (25%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	69 (54%)	51 (56%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	45 (35%)	17 (19%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	3 (2%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	**128**	**91**	**-**	**-**	**-**	**-**	

Note: Students that do not have any confirmed Judgments are omitted from these results.

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** Male **Ethnicity:** Ethnicity - All **Year:** 2022 **Time Period:** 2022 End of Year Reporting

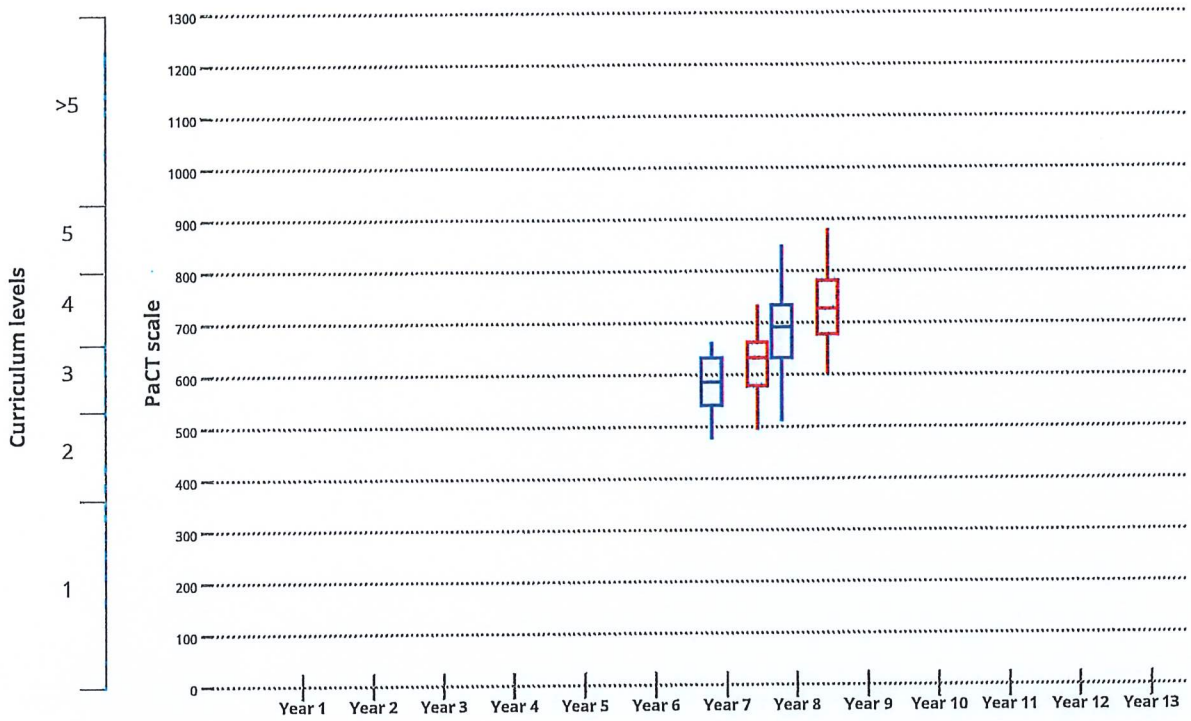
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	1 (1%)	12 (11%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	17 (24%)	48 (44%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	42 (58%)	38 (35%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	11 (15%)	9 (8%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (1%)	1 (1%)	-	-	-	-	
Total	-	-	-	-	-	-	**72**	**108**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (1%)	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	5 (5%)	24 (22%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	36 (36%)	54 (50%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	53 (52%)	23 (21%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	4 (4%)	5 (5%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	3 (3%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**101**	**107**	-	-	-	-	

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Māori **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	3 (10%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	-	14 (48%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	20 (77%)	11 (38%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	6 (23%)	1 (3%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**26**	**29**	-	-	-	-	

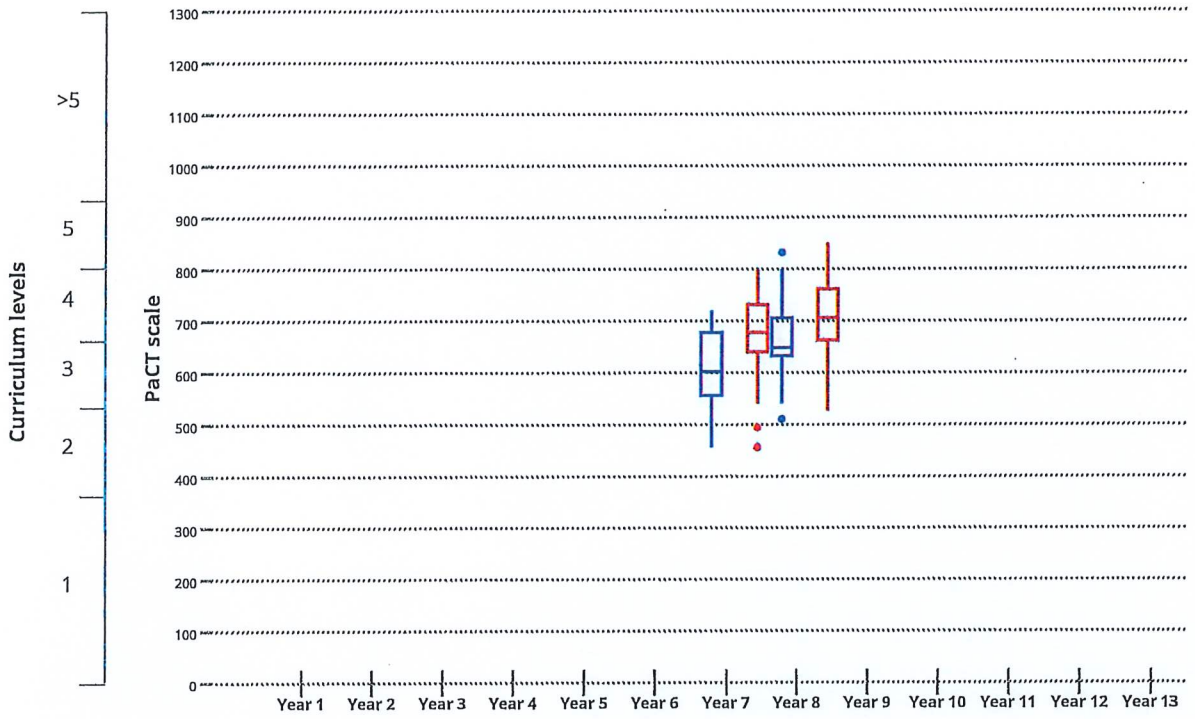
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	4 (14%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	8 (21%)	19 (68%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	29 (74%)	5 (18%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (5%)	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**39**	**28**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** Mid Year 2022



- **Base data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** Mid Year 2022
- **Comparison data series:** **Gender:** All genders **Ethnicity:** Pacific Peoples **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	1 (4%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	5 (29%)	8 (32%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	9 (53%)	15 (60%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	3 (18%)	1 (4%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**17**	**25**	-	-	-	-	

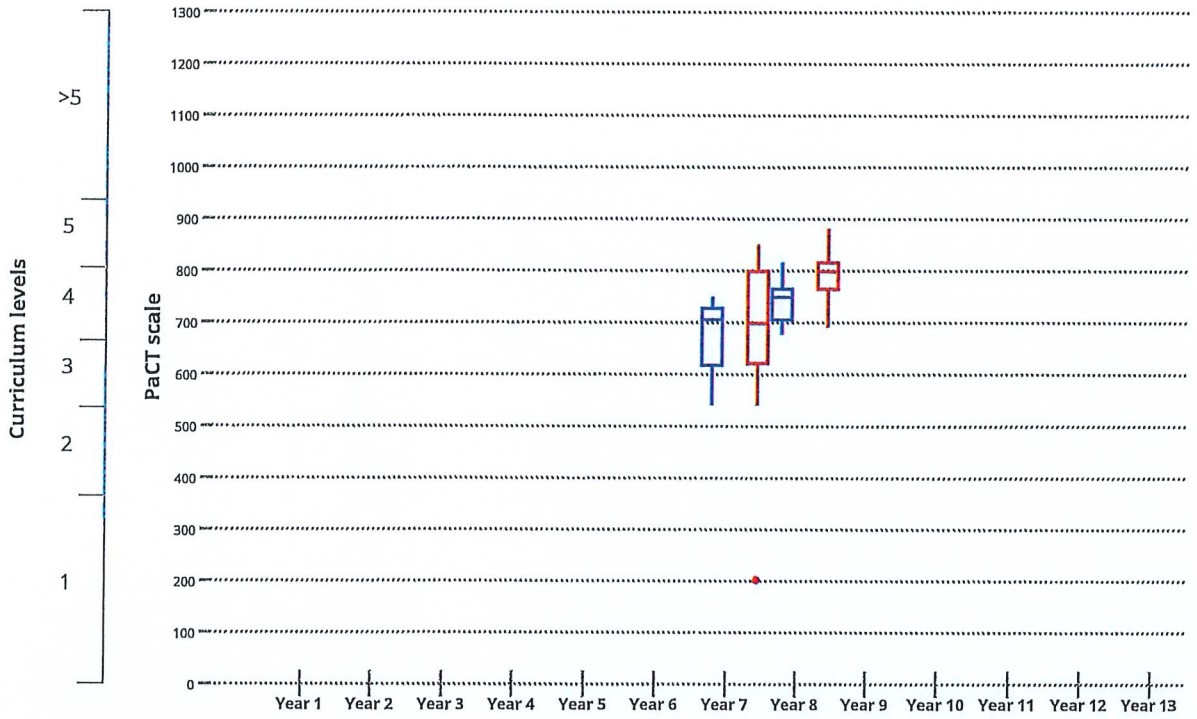
Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	4 (15%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	16 (62%)	14 (54%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	8 (31%)	7 (27%)	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	2 (8%)	1 (4%)	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**26**	**26**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view - comparison) - Mathematics
Ashburton Intermediate

Gender: All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022



● **Base data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** Mid Year 2022
● **Comparison data series:** **Gender:** All genders **Ethnicity:** Asian **Year:** 2022 **Time Period:** 2022 End of Year Reporting

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	-	1 (8%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	7 (64%)	12 (92%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	4 (36%)	-	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	**11**	**13**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 5	-	-	-	-	-	-	2 (17%)	4 (31%)	-	-	-	-	
NZC Level 4	-	-	-	-	-	-	5 (42%)	9 (69%)	-	-	-	-	
NZC Level 3	-	-	-	-	-	-	4 (33%)	-	-	-	-	-	
NZC Level 2	-	-	-	-	-	-	-	-	-	-	-	-	
NZC Level 1	-	-	-	-	-	-	1 (8%)	-	-	-	-	-	
Total	-	-	-	-	-	-	**12**	**13**	-	-	-	-	

Note: Students that do not have any confirmed judgments are omitted from these results.

Ashburton Intermediate School

2022 Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organized sport. During 2022, the school received total Kiwisport funding of $5109.11 (excluding GST).

The funding was spent on funding students into sports opportunities and representing the school and swimming tuition for a number of students.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Ashburton Intermediate School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, 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 26th 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance and Kiwisport, 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.

Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand