

GLEN EDEN INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1284

Principal: Jonathan Hughes

School Address: 23 Kaurilands Road, Titirangi 0604

School Postal Address: 23 Kaurilands Road, Titirangi 0604

School Phone: 09 817 0032

School Email: office@geis.school.nz

Accountant / Service Provider: Schooled Limited

Members of the Board: 6

Name	Position	How Position Gained	Term Expired/ Expires
Megan Syddall	Presiding Member	Elected	Jul 2025
Jonathan Hughes	Principal	Appointed	Current
Adrian Hipa	Parent Representative	Elected	Jul 2025
Kirstie Barton O'Brien	Parent Representative	Elected	Jul 2025
Sarah Leyton	Parent Representative	Co-Opted	Jul 2025
Dave Kindley	Staff Representative	Elected	Dec 2024
Phil Wilkinson	Parent Representative	Elected	Jun 2024
Maeva Fender	Parent Representative	Co-Opted	Jul 2025
Maree Stavert	Principal ex Officio	Appointed	Aug 2024
Jacob Prisk	Acting Principal	Appointed	Dec 2024



GLEN EDEN INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2024

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Glen Eden Intermediate School

Statement of Responsibility

For the year ended 31 December 2024

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

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

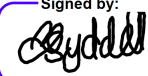
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Megan Syddall

Full Name of Presiding Member

Signed by:



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Signature of Presiding Member

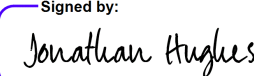
28 May 2025

Date:

Jonathan Hughes

Full Name of Principal

Signed by:



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Signature of Principal

28 May 2025

Date:

Glen Eden Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	9,045,698	8,173,435	8,708,107
Locally Raised Funds	3	555,077	533,300	541,612
Interest		226,132	150,000	180,831
Total Revenue		9,826,907	8,856,735	9,430,550
Expense				
Locally Raised Funds	3	379,283	294,900	374,020
Learning Resources	4	6,532,749	6,294,690	6,235,098
Administration	5	362,674	393,722	335,009
Interest		4,115	7,300	7,206
Property	6	2,185,154	1,833,372	2,107,147
Loss on Disposal of Property, Plant and Equipment		2,510	-	2,647
Total Expense		9,466,485	8,823,984	9,061,127
Net Surplus for the year		360,422	32,751	369,423
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		360,422	32,751	369,423

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

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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		5,457,604	5,457,606	5,088,181
Total comprehensive revenue and expense for the year		360,422	32,751	369,423
Contribution - Furniture and Equipment Grant		92,527	-	-
Equity at 31 December		5,910,553	5,490,357	5,457,604
Accumulated comprehensive revenue and expense		5,910,553	5,490,357	5,457,604
Equity at 31 December		5,910,553	5,490,357	5,457,604

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.

Glen Eden Intermediate School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,011,989	859,883	608,619
Accounts Receivable	8	571,793	519,906	519,903
GST Receivable		-	-	10,224
Prepayments		53,650	71,226	71,226
Inventories	9	214,700	202,236	202,236
Investments		3,152,108	2,641,907	3,141,907
Funds Receivable for Capital Works Projects	16	119,970	-	-
		6,124,210	4,295,158	4,554,115
Current Liabilities				
GST Payable		59,953	(10,224)	-
Accounts Payable	12	666,222	660,998	660,998
Revenue Received in Advance	13	74,295	58,629	58,629
Provision for Cyclical Maintenance	14	281,977	279,973	48,776
Finance Lease Liability	15	17,130	-	38,840
Funds held for Capital Works Projects	16	926,131	114,847	114,847
		2,025,708	1,104,223	922,090
Working Capital Surplus		4,098,502	3,190,935	3,632,025
Non-current Assets				
Property, Plant and Equipment	11	2,096,595	2,120,347	2,207,348
Capital Work in Progress		-	300,000	-
		2,096,595	2,420,347	2,207,348
Non-current Liabilities				
Provision for Cyclical Maintenance	14	278,238	97,488	358,332
Finance Lease Liability	15	6,307	23,437	23,437
		284,545	120,925	381,769
Net Assets		5,910,553	5,490,357	5,457,604
Equity		5,910,553	5,490,357	5,457,604

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

Glen Eden Intermediate School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,213,910	2,688,340	2,104,482
Locally Raised Funds		500,386	464,271	453,990
International Students		88,210	69,448	88,043
Goods and Services Tax (net)		70,177	66,056	66,056
Payments to Employees		(938,150)	(1,070,164)	(772,227)
Payments to Suppliers		(1,406,705)	(1,407,860)	(1,299,241)
Interest Paid		(4,115)	(7,300)	(7,206)
Interest Received		213,552	145,298	176,129
Net cash from Operating Activities		737,265	948,089	810,026
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(68,694)	(426,793)	(1,374,841)
Purchase of Investments		(10,201)	-	-
Proceeds from Sale of Investments		-	419,089	919,089
Net cash to Investing Activities		(78,895)	(7,704)	(455,752)
Cash flows from Financing Activities				
Furniture and Equipment Grant		92,527	-	-
Finance Lease Payments		(38,840)	(36,649)	(35,691)
Funds Administered on Behalf of Other Parties		691,313	(234,705)	(234,705)
Net cash from/(to) Financing Activities		745,000	(271,354)	(270,396)
Net increase in cash and cash equivalents		1,403,370	669,031	83,878
Cash and cash equivalents at the beginning of the year	7	608,619	190,852	524,741
Cash and cash equivalents at the end of the year	7	2,011,989	859,883	608,619

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

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

Glen Eden Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Board-owned Buildings	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 6 to 29 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,158,746	2,157,362	2,111,490
Teachers' Salaries Grants	5,359,589	4,771,840	5,150,719
Use of Land and Buildings Grants	1,488,890	1,227,233	1,435,350
Other Government Grants	38,473	17,000	10,548
	<u>9,045,698</u>	<u>8,173,435</u>	<u>8,708,107</u>

The school has opted in to the donations scheme for this year. Total amount received was \$160,789. (2023: \$155,353)

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	3,897	15,000	21,856
Fees for Extra Curricular Activities	157,924	175,250	167,256
Trading	219,840	211,050	213,031
Fundraising and Community Grants	20,545	22,000	15,680
Other Revenue	83,033	80,000	75,194
International Student Fees	69,838	30,000	48,595
	<u>555,077</u>	<u>533,300</u>	<u>541,612</u>
Expense			
Extra Curricular Activities Costs	159,044	177,950	165,826
Trading	142,853	60,550	120,473
Fundraising and Community Grant Costs	11,636	8,500	6,867
Other Locally Raised Funds Expenditure	56,311	45,000	49,480
International Student - Other Expenses	9,439	2,900	31,374
	<u>379,283</u>	<u>294,900</u>	<u>374,020</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>175,794</u>	<u>238,400</u>	<u>167,592</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	334,075	452,350	321,861
Information and Communication Technology	45,658	50,000	32,753
Employee Benefits - Salaries	5,950,593	5,507,940	5,677,597
Staff Development	18,660	95,000	35,134
Depreciation	176,937	170,000	161,430
Other Learning Resources	6,826	19,400	6,323
	<u>6,532,749</u>	<u>6,294,690</u>	<u>6,235,098</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,219	10,000	9,970
Board Fees and Expenses	13,724	18,680	8,568
Operating Leases	-	800	-
Other Administration Expenses	70,542	106,770	69,360
Employee Benefits - Salaries	220,863	213,700	201,388
Insurance	17,554	14,000	17,048
Service Providers, Contractors and Consultancy	29,772	29,772	28,675
	362,674	393,722	335,009

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	195,257	38,509	127,709
Heat, Light and Water	120,045	107,000	85,515
Rates	22	130	61
Repairs and Maintenance	55,528	97,000	50,822
Use of Land and Buildings	1,488,890	1,227,233	1,435,350
Employee Benefits - Salaries	119,208	126,000	122,031
Other Property Expenses	206,204	237,500	285,659
	2,185,154	1,833,372	2,107,147

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	2,011,989	859,883	608,619
Cash and cash equivalents for Statement of Cash Flows	2,011,989	859,883	608,619

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

The following notes should be used where applicable:

Of the \$2,011,989 Cash and Cash Equivalents, \$926,131 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Other restrictions on cash that may require disclosure include funds held in trust and international student fees as disclosed in note 13.

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	31,673	49,528	49,526
Interest Receivable	43,758	31,178	31,178
Teacher Salaries Grant Receivable	496,362	439,200	439,199
	<u>571,793</u>	<u>519,906</u>	<u>519,903</u>
Receivables from Exchange Transactions	75,431	80,706	80,704
Receivables from Non-Exchange Transactions	496,362	439,200	439,199
	<u>571,793</u>	<u>519,906</u>	<u>519,903</u>

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	418	450	450
School Uniforms	214,282	201,786	201,786
	<u>214,700</u>	<u>202,236</u>	<u>202,236</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	3,152,108	2,641,907	3,141,907
Total Investments	<u>3,152,108</u>	<u>2,641,907</u>	<u>3,141,907</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	1,838,607				(68,035)	1,770,572
Furniture and Equipment	216,855	40,002			(41,360)	215,498
Information and Communication Technology	46,020	21,169			(23,103)	44,085
Motor Vehicles	-				-	-
Leased Assets	53,408				(37,255)	16,153
Library Resources	52,458	7,524	(2,510)		(7,184)	50,287
	<u>2,207,348</u>	<u>68,695</u>	<u>(2,510)</u>	<u>-</u>	<u>(176,937)</u>	<u>2,096,595</u>

The net carrying value of furniture and equipment held under a finance lease is \$16,153 (2023: \$53,408)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated	Net Book	Cost or	Accumulated	Net Book
	\$	\$	Value	Valuation	Depreciation	Value
			\$	\$	\$	\$
Building Improvements	2,735,464	(964,892)	1,770,572	2,735,464	(896,857)	1,838,607
Furniture and Equipment	1,241,346	(1,025,848)	215,498	1,201,344	(984,489)	216,855
Information and Communication Technology	599,194	(555,109)	44,085	578,025	(532,005)	46,020
Motor Vehicles	51,087	(51,087)	-	51,087	(51,087)	-
Leased Assets	118,690	(102,537)	16,153	118,690	(65,282)	53,408
Library Resources	241,831	(191,544)	50,287	246,080	(193,622)	52,458
	4,987,612	(2,891,017)	2,096,595	4,930,690	(2,723,342)	2,207,348

12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	104,389	166,192	166,193
Accruals	27,380	9,970	9,970
Employee Entitlements - Salaries	496,362	439,200	439,199
Employee Entitlements - Leave Accrual	38,091	45,636	45,636
	666,222	660,998	660,998
Payables for Exchange Transactions	666,222	660,998	660,998
	666,222	660,998	660,998

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees in Advance	63,285	44,913	44,913
Other revenue in Advance	11,010	13,716	13,716
	74,295	58,629	58,629

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	407,108	377,461	279,399
Increase to the Provision During the Year	195,257	38,509	127,709
Use of the Provision During the Year	(42,150)	(38,509)	-
Provision at the End of the Year	560,215	377,461	407,108
Cyclical Maintenance - Current	281,977	279,973	48,776
Cyclical Maintenance - Non current	278,238	97,488	358,332
	560,215	377,461	407,108

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan

15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	18,320		42,955
Later than One Year and no Later than Five Years	6,540		24,860
Future Finance Charges	(1,423)		(5,538)
	23,437	-	62,277
Represented by			
Finance lease liability - Current	17,130	-	38,840
Finance lease liability - Non current	6,307	23,437	23,437
	23,437	23,437	62,277

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
AMS 3,4,8,9, DQLS 7	43,454	1,302,265	(1,465,689)	-	(119,970)
Weathertightness Remedial	71,393	984,634	(170,069)	-	885,958
1,3,4,9,10,13,16: Roofing	-	45,754	(5,581)	-	40,173
Totals	114,847	2,332,653	(1,641,339)	-	806,161

Represented by:

Funds Held on Behalf of the Ministry of Education	926,131
Funds Receivable from the Ministry of Education	(119,970)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
AMS 3,4,8,9, DQLS 7	209,062	-	(165,608)	-	43,454
Weathertightness Remedial	140,490	1,500,000	(1,569,097)	-	71,393
Flood Remediation	-	33,237	(33,237)	-	-
Totals	349,552	1,533,237	(1,767,942)	-	114,847

Represented by:

Funds Held on Behalf of the Ministry of Education

114,847

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.

Phil Wilkinson was a Board member and also owns Cambrian Plastics Limited. During the year the School purchased trophies for prizegiving and plastic for hard materials. The total value of all transactions for the year was \$3,072 (2023: \$6,035) and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 (excl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

18. Remuneration
Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,335	2,690
<i>Leadership Team</i>		
Remuneration	1,118,905	1,059,249
Full-time equivalent members	8	8
Total key management personnel remuneration	1,122,240	1,061,939

There are five members of the Board excluding the Principal. The Board has held seven full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	200-210
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	11.00	8.00
110 - 120	5.00	4.00
120 - 130	2.00	3.00
130 - 140	1.00	0.00
150 - 160	0.00	1.00
170 - 180	1.00	0.00
	20.00	16.00

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$1,222,668 (2023:\$2,517,683) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
AMS 3,4,8,9 DQLS 7	179,778
Weathertightness Remedial	1,042,890
Total	<u>1,222,668</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

The total lease payments incurred during the period were \$0 (2023: \$0).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	2,011,989	859,883	608,619
Receivables	571,793	519,906	519,903
Investments - Term Deposits	3,152,108	2,641,907	3,141,907
Total financial assets measured at amortised cost	<u>5,735,890</u>	<u>4,021,696</u>	<u>4,270,429</u>

Financial liabilities measured at amortised cost

Payables	666,222	660,998	660,998
Finance Leases	23,437	23,437	62,277
Total financial liabilities measured at amortised cost	<u>689,659</u>	<u>684,435</u>	<u>723,275</u>

22. Events After Balance Date

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



Independent Auditor's Report

To the readers of Glen Eden Intermediate School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

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The Auditor-General is the auditor of Glen Eden Intermediate School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of financial position as at 31 December 2024, 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 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

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

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

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

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Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, evaluation of the School's Student progress of achievement, KiwiSport report, Good employer statement and Te Tiriti O Waitangi report but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Glen Eden Intermediate School.



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





Glen Eden Intermediate School

2024 Student Achievement-Analysis of Variance

Focus:	READING
Annual aim:	To ensure a sustained increase of students achieving within Level 4 of the NZ curriculum for reading.
Baseline data:	<p>Year 7 2024 We continue to use our 2024 mid-year achievement judgements as the baseline data for a Year 7 target for the end of 2024 and a Year 8 target for the end of 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement: 26.7% (135) of all Year 7 students were at NZC Level 4 or above 26.9% (72) of Year 7 male students were at NZC Level 4 or above 22.3% (23) of Year 7 Maori students were at NZC Level 4 or above 9.4% (6) of Year 7 Pasifika students were at NZC Level 4 or above</p> <p>Year 8 2024 We continue to use our 2023 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, our Year 8 targets are tracked over 18 months from mid-year 2023 to end of year 2024.</p> <p>Analysis of mid-year 2023 interim teacher judgements of student achievement: 32% (163) of all Year 7 students were at NZC Level 4 or above 23.2% (65) of Year 7 male students were at NZC Level 4 or above 18.6% (16) of Year 7 Maori students were at NZC Level 4 or above (70 students below) 26.8% (11) of Year 7 Pasifika students were at NZC Level 4 or above (30 students below)</p>
Targets 2023-2024:	<p>Year 7 2023 - Year 8 2024 Targets: By the end of Year 7, 50% of all students will be at NZC Level 4 or above. By the end of Year 8 85% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 50% of male students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 45% of Maori students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 50% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>Year 7 2024 - Year 8 2025 Targets: By the end of Year 8 75% of all students will be at NZC Level 4 or above. By the end of Year 8 75% of male students will be at NZC Level 4 or above. By the end of Year 8 70% of Maori students will be at NZC Level 4 or above. By the end of Year 8 75% of Pasifika students will be at NZC Level 4 or above.</p>

Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2025 <i>(where to next)</i>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> Full implementation and consistent application of GEIS reading progressions across the school. Students' self-regulation and reflection on their learning were implemented. <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> Focused on all teachers making effective use of the progressions, and the assessment tasks and can use the tracking sheets provided. Ensure student progress through the curriculum levels is accurately measured. Students were active participants in assessing their learning. Moderation is active each term in the teams and the whole staff <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> Clear, concise reporting to parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8. Proactive Participation in the Kotuitui Kahui Ako GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels. ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui. 	<p>The year 7 incremental Reading targets for all students, Males, Māori, and Pasifika, was not met. However, positive progress was made</p> <p>All cohort +18.5%</p> <p>Males +15.4%</p> <p>Māori +12%</p> <p>Pasifika +25.4%</p> <p>Year 8 Reading data from mid-year 2023 to the end of 2024 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> 84.8% of all Year 8 students are at NZC Level 4 or above. (+52.8% from mid-Year 7). 80.5% of Year 8 male students are at NZC Level 4 or above. (+57.3% from mid-Year 7). 71.1% of Year 8 Maori students are at NZC Level 4 or above. (+52.5% from mid-Year 7). 70.4% of Year 8 Pasifika students are at NZC Level 4 or above. (+43.6% from mid-Year 7). <p>In summary, Year 8 Reading targets were not met, however significant gains were made over time.</p>	<p>The disruptions during Covid have greatly affected the reading levels in students coming through to intermediate school. Both the year 7 and the year 8 cohorts transitioned through with lower achievement levels.</p> <p>Truancy continues to be a factor in 2024 with many students away at various times of the year.</p> <p>RAPLD was declined for engaging with the best strategies for our Māori and Pasifika students.</p> <p>This affected our ability to effectively implement the actions planned for the year and achieve set targets</p>	<p><u>Moving forward in 2025:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> Inquire into Te Mātaiaho and the English curriculum refresh. Full implementation and consistent application of the reading progressions continue to be a focus. Continue to promote students' self-regulation and reflection on their learning. Targeted internal PLD focused on best practice in reading, which is readily available. Structured literacy PLD provided by MoE. <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> Implementation and full integration of SATAF (Student and Teacher Assessment Framework) Students will be active participants in assessing their learning. ICoL curriculum workstream will incorporate the principles of best assessment practice. Regularly focus on moderation during learning area meetings. Teachers use e-asTTle to assist with determining students' next steps. <p>Māori and Pasifika</p> <ul style="list-style-type: none"> Engagement with Te Kawerau a Maki to support with greater whānau connection and understanding the needs of Māori students. Māori and Pasifika achievement tracked and discussed at mini-school level with localised interventions identified. <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> Continue to report to parents regarding reading progress will be completed regularly using digital technologies and student-led discussions. Students will be active participants in sharing their learning with their parents. Proactive participation In the Kotuitui Kahui Ako. The GEIS ICoL position will continue to focus on developing a shared understanding

			<ul style="list-style-type: none"> of progress through the curriculum levels ICOL inquiries continue within the school and connect with ICOL inquiries across Kotuitui.
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Focus:	WRITING
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for writing.
Baseline data:	<p>Year 7 2024 We continue to use our 2024 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2024 and the Year 8 target for the end of 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement: 21.8% (110) of Year 7 students were at NZC Level 4 or above 17.9% (48) of Year 7 male students were at NZC Level 4 or above 10.7% (11) of Year 7 Māori students were at NZC Level 4 or above 11.1% (7) of Year 7 Pasifika students were at NZC Level 4 or above</p> <p>Year 8 2024 We continue to use our 2023 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore the Year 8 targets are tracked over 18 months from mid-year 2023 to end of year 2024.</p> <p>Analysis of mid-year 2023 overall teacher judgements of student achievement: 26.5% (133) of this cohort were at NZC Level 4 or above 18.3% (51) of male students were at NZC Level 4 or above 14% (12) of Maori students were at NZC Level 4 or above 22.5% (9) of Pasifika students were at NZC Level 4 or above</p>
Targets 2023-2024:	<p>Year 7 2023 - Year 8 2024 Targets: By the end of Year 7 50% of all students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 50% of male students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 50% of Maori students will be at NZC Level 4 or above. By the end of Year 8, 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7 50% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at NZC Level 4 or above.</p> <p>Year 7 2024 - Year 8 2025 Targets: By the end of Year 8 75% of all students will be at NZC Level 4 or above. By the end of Year 8 75% of male students will be at NZC Level 4 or above. By the end of Year 8 70% of Maori students will be at NZC Level 4 or above. By the end of Year 8 75% of Pasifika students will be at NZC Level 4 or above.</p>

<p>Actions (<i>what did we do?</i>)</p>	<p>Outcomes (<i>what happened?</i>)</p>	<p>Reasons for the variance (<i>why did it happen?</i>)</p>	<p>Evaluation/Planning for 2025 (<i>where to next</i>)</p>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> • Full and consistent implementation of the writing progressions • A particular focus is on students self-regulating and reflecting on their learning. • Writers Toolbox PLD was implemented for all staff with no previous PLD. This writing improvement programme accelerates writing and builds teacher capability in writing instruction. It included using an online writing tool. • Focus on all teachers making effective use of the progressions, and assessment tasking and can use the tracking sheets provided. • Students will be active participants in assessing their learning. • The CoL curriculum workstream has incorporated the principles of best assessment practice. • Regular focus on moderation at whole school and learning area meetings. <p>Māori</p> <ul style="list-style-type: none"> • Targeted writing support for Māori students was resourced through Noah Megget. This included a writing programme that focuses on Māori contexts. <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> • Clear, concise reporting to 	<p>Year 7 incremental writing targets for all students, males, Māori and Pasifika students were not achieved. However, positive progress was made: All cohort +18.6% Male +19.2% Māori +16.8% Pasifika +19.2%</p> <p>Year 8 writing data from mid-year 2023 to the end of 2024 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> • 83.2% of all Year 8 students are at NZC Level 4 or above. (+56.7% from mid-Year 7). • 79% of Year 8 male students are at NZC Level 4 or above. (+60.7% from mid-Year 7). • 71.1% of Year 8 Maori students are at NZC Level 4 or above. (+57.1% from mid-Year 7). • 70.4% of Year 8 Pasifika students are at NZC Level 4 or above. (+47.9% from mid-Year 7). <p>In summary, Year 8 Writing targets were not met, however significant gains were made over time.</p>	<p>The disruptions during Covid have greatly affected the Writing levels in students coming through to intermediate school. Both the year 7 and the year 8 cohorts transitioned through with lower achievement levels.</p> <p>Truancy continues to be a factor in 2024 with many students away at various times of the year.</p> <p>RAPLD was declined for engaging with the best strategies for our Māori and Pasifika students.</p> <p>This affected our ability to effectively implement the actions planned for the year and achieve set targets</p>	<p><u>Moving forward in 2025</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> • Full implementation and consistent application of the writing progressions continue to be a focus. • Continue to promote students' self-regulation and reflection on their learning. • Writer's Toolbox PLD will continue to be implemented schoolwide. • Engagement with Structured literacy PLD provided by MoE. <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> • Implementation and full integration of SATAF (Student and Teacher Assessment Framework) • Students will be active participants in assessing their learning. • The ICoL curriculum workstream will incorporate the principles of best assessment practice. • Regular focus on moderation during whole staff and learning area meetings. • Teachers use e-asTTle to assist with determining students' next steps. <p>Maori & Pasifika</p> <ul style="list-style-type: none"> • Targeted literacy support for Maori and Pasifika students will continue. • Māori and Pasifika achievement tracked and discussed at mini-school level with localised interventions identified. • Engagement with Te Kawerau a Maki to support with greater whānau connection and understanding the needs of Māori students. <p>Consolidating Educationally Powerful Connections</p>

<p>parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8.</p> <ul style="list-style-type: none"> • Proactive participation In the Kotuitui Kahui Ako • GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels • ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui. 			<ul style="list-style-type: none"> • The School will continue to communicate to all stakeholders the vision and purpose of the 'Writer's Toolbox'. • Reporting to parents regarding writing progress will be completed regularly using digital technologies and student-led discussions. • Students will be active participants in sharing their learning with their parents. • Proactive participation In the Kotuitui Kahui Ako • GEIS ICoL position will continue to focus on developing a shared understanding of progress through the curriculum levels • ICOL inquiries continue within the school and connect with ICOL inquiries across Kotuitui.
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Focus:	MATHEMATICS
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for mathematics.
Baseline data:	<p>Year 7 2024 We continue to use our 2024 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2024 and the Year 8 target for the end of 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement: 31.2% (161) of Year 7 students were at NZC Level 4 or above 22.3% (23) of Year 7 Maori students were at NZC Level 4 or above 17.5% (11) of Year 7 Pasifika students were at NZC Level 4 or above</p> <p>Year 8 2024 We continue to use our 2023 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore our Year 8 targets will be tracked over 18 months from mid-year 2023 to end of year 2024.</p> <p>Analysis of mid-year 2023 overall teacher judgements of student achievement: 37.5% (188) of the cohort were at NZC Level 4 or above 26.7% (23) of Maori students were at NZC Level 4 or above 34.1% (14) of Pasifika students were at NZC Level 4 or above</p>

Targets 2023-2024

Year 7 2023- Year 8 2024 Targets:

By the end of Year 7 55% of all students will be at NZC Level 4 or above. By the end of Year 8 85% of this cohort will be at NZC Level 4 or above.

By the end of Year 7 55% of Maori students will be at NZC Level 4 or above. By the end of Year 8 85% of this cohort will be at NZC Level 4 or above.

By the end of Year 7 55% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8 85% of this cohort will be at NZC Level 4 or above.

Year 7 2024 - Year 8 2025 Targets:

By the end of Year 8 75% of all students will be at NZC Level 4 or above.

By the end of Year 8 75% of Maori students will be at NZC Level 4 or above.

By the end of Year 8 75% of Pasifika students will be at NZC Level 4 or above.

Actions (<i>what did we do?</i>)	Outcomes (<i>what happened?</i>)	Reasons for the variance (<i>why did it happen?</i>)	Evaluation/Planning for 2025 (<i>where to next?</i>)
<p>Planning and Teaching</p> <ul style="list-style-type: none"> Full and consistent implementation of the mathematics progressions A particular focus is on students self-regulating and reflecting on their learning. Internal targeted PLD provided by ICoL focused on best practices in mathematics. <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> Focused on all teachers making effective use of the progressions, and assessment tasks and can use tracking sheets provided. Students were active participants in assessing their learning. ICoL curriculum workstream incorporated the principles of best assessment practice. <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> Change in reporting mindset as we measure value added to individuals rather than against ambiguous benchmarks. Reporting to parents regarding mathematics progress will be completed regularly using digital technologies and student-led discussions. Students will be active participants in sharing their learning with their parents. Proactive Participation in the Kotuitui Kahui Ako GEIS ICoL position will 	<p>Year 7 incremental mathematics targets for all students, Māori and Pasifika were not achieved. However positive progress was made:</p> <p>All Cohort +15.8% Māori +13% Pasifika +12.8%</p> <p>Year 8 mathematics data from mid-year 2023 to the end of 2024 showed that positive progress was made all over this period:</p> <ul style="list-style-type: none"> 79.5% of all Year 8 students are at NZC Level 4 or above. (+42% from mid-Year 7). 71.1% of Year 8 Maori students are at NZC Level 4 or above. (+44.4% from mid-Year 7). 75% of Year 8 Pasifika students are at NZC Level 4 or above. (+40.9% from mid-Year 7). <p>In summary, Year 8 Maths targets were not met, however significant gains were made over time.</p>	<p>The disruptions during Covid have greatly effected the Math levels in students coming through to Intermediate school. Both year 7 and year 8 cohorts came through with lower achievement levels.</p> <p>Truancy continues to be a factor in 2024 with many students away at various times of the year.</p> <p>RAPLD was declined for engaging with best strategies for our Māori and Pasifika students.</p> <p>This affected our ability to effectively implement the actions planned for the year and achieve set targets</p>	<p><u>Moving forward in 2025:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> Full and consistent implementation of the Aotearoa Math and Statistics curriculum statements and mathematics progressions A particular focus is on students' self-regulating and reflecting on their learning. Continue to inquire into Te Mātaiaho and the refreshed Maths and Statistics curriculum Implement the new Mathematics and Statistics Curriculum Targeted PLD focused on best practices in mathematics. Structured Maths PLD provided by MoE. <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> Develop assessment practices that align with the new Mathematics and Statistics Curriculum Implementation and full integration of SATAF (Student and Teacher Assessment Framework) Students will be active participants in assessing their learning. The ICoL curriculum workstream will incorporate the principles of best assessment practice. Regular focus on moderation during whole staff and learning area meetings. Teachers use e-asTTle and Oxford resource data to assist with determining students' next steps. <p>Māori and Pasifika</p> <ul style="list-style-type: none"> Engagement with Te Kawerau a Maki to support with greater whānau connection and understanding the needs of Māori students. Māori and Pasifika achievement tracked and discussed at mini-school level with localised interventions identified. <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> Reporting to parents regarding mathematics progress will be completed regularly, using digital technologies and student-led discussions. Students will be active participants in sharing their learning with their parents. Proactive participation In the Kotuitui Kahui Ako. GEIS ICoL position will continue to focus on developing a shared understanding of progress

<div>continue to focus on developing a shared understanding of progress through the curriculum levels</div> <ul style="list-style-type: none">• ICOL inquiries continued within school.			<div>through the curriculum levels (phases of learning)</div> <ul style="list-style-type: none">• ICOL inquiries continue within the school and connect with ICOL inquiries across Kotuitui.
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School

Glen Eden Intermediate

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$15,170 (excluding GST). The funding was spent on purchasing gear for lunchtime sports to increase the value of participation in sports. The funding has helped GEIS encourage the students to participate in lunchtime sports organised 3 times per week. The number of students participating in organised sport increased from 70% to 80% of the school roll.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes we have and we will continue to do so.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Glen Eden Intermediate is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. This has been modelled in the recent appointments that have been made.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We have an appointments committee that interviews and selects suitably qualified persons for any appointment.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>We always recognise the aims and aspirations of Māori and support Māori in these.</i> <i>We recently have appointed Māori to our staff and always seeking Māori for greater involvement in our school.</i>
How have you enhanced the abilities of individual employees?	<i>We are continually enhancing the abilities of individual employees by providing targeted professional development to enhance teacher and staff capabilities</i>
How are you recognising the employment requirements of women?	<i>We are continually inquiring, collaborating, conferencing and listening to the requirements of women in our space.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We meet the needs of any staff members disabilities so they can perform their duties without any hindrance.</i>

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

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

Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi

Glen Eden Intermediate School demonstrates its commitment to upholding Te Tiriti o Waitangi through a range of initiatives and practices. The school Board of Trustees, School Leadership including teachers and Senior leadership team (SLT) actively participate in understanding and fulfilling their obligations to Te Tiriti o Waitangi within the school environment.

The Principal fosters a collaborative culture by promoting and participating in Māori achievement and wellbeing which they lead and also includes supporting teachers and teacher groups in leading collaborative teaching and learning that signify our dedication and commitment to Te Tiriti o Waitangi Principles. The following initiatives, practices and actions the school takes directly align with the partnership, participation and protection principles of Te Tiriti o Waitangi.

GEIS Māori Student Achievement plan.

Analysis of Māori Student achievement data.

Teaching and Learning Māori Teo Reo Language and culture.

BOT Māori representative to support the school at governance level to ensure māori perspectives and views are shared.

Teo Reo language, culture and tikanga are regularly used with tamariki, kaiako and the community.

We actively collaborate with whānau, integrate Māori perspectives into our curriculum to ensure equitable opportunities and outcomes for all tamariki.

Celebrating Māori success and special events such as Matariki and Maori Te Reo Language weeks.

We as a school start each school day with karakia this also includes teacher huis

We have also connected with our local Iwi Te Kawaeru ā maki to

Through these initiatives, practices and actions we strive to create a learning environment that respects and upholds the values of Te Tiriti o Waitangi, fostering the holistic success of every member of our school community.

Deputy Principal Jacob Prisk



Independent Auditor's Report

To the readers of Glen Eden Intermediate School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

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The Auditor-General is the auditor of Glen Eden Intermediate School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of financial position as at 31 December 2024, 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 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

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

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

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

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Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, evaluation of the School's Student progress of achievement, KiwiSport report, Good employer statement and Te Tiriti O Waitangi report but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Glen Eden Intermediate School.



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

