



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1437
Principal:	Jonathan Hughes
School Address:	Moray Place, Pt Chevalier, Auckland 1022
School Postal Address:	Moray Place, Pt Chevalier, Auckland 1022
School Phone:	09 846 2169
School Email:	office@pasadena.school.nz
Accountant / Service Provider:	Canterbury Education Services (CES)

Pasadena Intermediate School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expires
Stacey Morrison	Presiding Member	Re-elected Sept 2022	June 2025
Jonathan Hughes	Principal	ex Officio	
Nicholas Allan	Parent Representative	Elected 2020	Nov 2023
Isobel Coleman	Parent Representative	Elected 2020	Nov 2023
Sarah Mills	Parent Representative	Co-opted Sept 2022	June 2025
Jason Wong	Parent Representative	Co-opted Sept 2022	June 2025
Jerome Brown	Staff Representative	Re-elected Sept 2022	June 2025

Name	Position	How Position Gained	Term Expired
Richard Green	Parent Rep	Elected 2019	May 2022
Tipene Lemon	Parent Rep	Elected 2019	May 2022

PASADENA INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

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Pasadena 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.

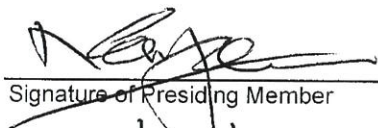
The School's 2022 financial statements are authorised for issue by the Board.

Nicholas Allan

Full Name of Presiding Member

Jonathan Hughes

Full Name of Principal



Signature of Presiding Member



Signature of Principal

29/5/2023

Date:

29/5/2023

Date:

Pasadena 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	4,057,735	3,351,235	4,038,147
Locally Raised Funds	3	348,032	468,500	304,654
Interest Income		20,500	6,000	6,876
Total Revenue		4,426,267	3,825,735	4,349,677
Expenses				
Locally Raised Funds	3	188,629	232,800	141,368
Learning Resources	4	2,337,361	1,615,200	2,282,386
Administration	5	244,747	239,650	187,098
Finance		2,719	4,500	3,224
Property	6	1,387,463	1,729,735	1,495,607
Loss on Disposal of Property, Plant and Equipment		785	-	3,101
		4,161,704	3,821,885	4,112,784
Net Surplus / (Deficit) for the year		264,563	3,850	236,893
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		264,563	3,850	236,893

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

Pasadena 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		1,180,304	1,180,902	943,411
Total comprehensive revenue and expense for the year		264,563	3,850	236,893
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		105,387	-	-
Equity at 31 December		1,550,254	1,184,752	1,180,304

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.

Pasadena 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	33,696	72,335	150,674
Accounts Receivable	8	215,720	160,986	209,636
GST Receivable		24,129	3,351	3,351
Prepayments		12,112	23,919	23,919
Inventories	9	33,671	38,806	38,806
Investments	10	1,193,757	726,023	726,023
Funds Receivable for Capital Works Projects	16	6,430	-	3,075
		1,519,515	1,025,420	1,155,484
Current Liabilities				
Accounts Payable	12	262,569	195,950	195,633
Revenue Received in Advance	13	11,515	-	916
Provision for Cyclical Maintenance	14	9,333	-	38,892
Finance Lease Liability	15	16,302	15,644	17,116
Funds held for Capital Works Projects	16	-	-	100,905
		299,719	211,594	353,462
Working Capital Surplus/(Deficit)		1,219,796	813,826	802,022
Non-current Assets				
Property, Plant and Equipment	11	432,714	459,078	468,078
		432,714	459,078	468,078
Non-current Liabilities				
Provision for Cyclical Maintenance	14	87,350	77,900	69,900
Finance Lease Liability	15	14,906	10,252	19,896
		102,256	88,152	89,796
Net Assets		1,550,254	1,184,752	1,180,304
Equity		1,550,254	1,184,752	1,180,304

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

Pasadena 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		957,774	1,002,311	823,172
Locally Raised Funds		325,821	476,596	304,654
International Students		10,435	25,000	-
Goods and Services Tax (net)		(20,778)	40,012	40,012
Payments to Employees		(285,641)	(356,821)	(261,063)
Payments to Suppliers		(591,100)	(872,919)	(624,937)
Interest Paid		(2,719)	(4,500)	(3,224)
Interest Received		15,483	6,278	5,404
Net cash from/(to) Operating Activities		409,275	315,957	284,018
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(785)	-	(3,101)
Purchase of Property Plant & Equipment (and Intangibles)		(41,972)	(78,593)	(114,237)
Purchase of Investments		(467,734)	(189,924)	(139,925)
Net cash from/(to) Investing Activities		(510,491)	(268,517)	(257,263)
Cash flows from Financing Activities				
Furniture and Equipment Grant		105,387	-	-
Finance Lease Payments		(16,890)	13,481	48,061
Funds Administered on Behalf of Third Parties		(104,260)	-	49,540
Net cash from/(to) Financing Activities		(15,763)	13,481	97,601
Net increase/(decrease) in cash and cash equivalents		(116,979)	60,921	124,356
Cash and cash equivalents at the beginning of the year	7	150,674	11,414	26,318
Cash and cash equivalents at the end of the year	7	33,695	72,335	150,674

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.

Pasadena Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and comprised of stationery 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.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	40 years
Furniture and equipment	10 – 20 years
Information and communication technology	4 – 5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students 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.

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 7 to 15 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.

o) Financial Instruments

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

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

p) 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.

q) Budget Figures

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

r) 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	957,774	772,000	835,460
Teachers' Salaries Grants	1,955,378	1,110,000	1,930,183
Use of Land and Buildings Grants	1,144,583	1,469,235	1,272,504
	<u>4,057,735</u>	<u>3,351,235</u>	<u>4,038,147</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	67,392	88,000	60,814
Fees for Extra Curricular Activities	125,929	164,500	78,423
Trading	62,373	94,000	74,382
Fundraising & Community Grants	92,338	97,000	91,035
International Student Fees	-	25,000	-
	<u>348,032</u>	<u>468,500</u>	<u>304,654</u>
Expenses			
Extra Curricular Activities Costs	105,166	142,500	66,789
Trading	54,517	73,800	61,367
Fundraising and Community Grant Costs	28,946	13,000	13,074
International Student - Other Expenses	-	3,500	138
	<u>188,629</u>	<u>232,800</u>	<u>141,368</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>159,403</u>	<u>235,700</u>	<u>163,286</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	101,277	138,000	80,387
Information and Communication Technology	29,731	33,000	37,258
Library Resources	2,103	3,200	1,735
Employee Benefits - Salaries	2,095,152	1,320,500	2,050,281
Staff Development	20,677	40,500	23,341
Depreciation	88,421	80,000	89,384
	<u>2,337,361</u>	<u>1,615,200</u>	<u>2,282,386</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,287	7,000	5,882
Board Fees	2,345	4,400	5,060
Board Expenses	13,651	19,000	6,563
Communication	12,027	13,500	8,320
Consumables	13,045	15,500	9,819
Legal Fees	-	-	3,445
Other	48,591	62,750	37,295
Employee Benefits - Salaries	131,944	102,000	93,770
Insurance	5,593	5,000	6,347
Service Providers, Contractors and Consultancy	10,264	10,500	10,597
	<u>244,747</u>	<u>239,650</u>	<u>187,098</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	106,619	96,500	97,759
Cyclical Maintenance Provision	(3,424)	8,000	(12,945)
Grounds	4,992	6,500	9,183
Heat, Light and Water	47,503	42,000	35,960
Repairs and Maintenance	34,162	58,500	42,253
Use of Land and Buildings	1,144,583	1,469,235	1,272,504
Security	2,988	3,000	2,019
Employee Benefits - Salaries	50,040	46,000	48,874
	<u>1,387,463</u>	<u>1,729,735</u>	<u>1,495,607</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	33,696	72,335	150,674
Cash and cash equivalents for Statement of Cash Flows	<u>33,696</u>	<u>72,335</u>	<u>150,674</u>

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	22,975	2,350	600
Interest Receivable	8,624	1,857	3,607
Banking Staffing Underuse	17,648	-	48,650
Teacher Salaries Grant Receivable	166,473	156,779	156,779
	<u>215,720</u>	<u>160,986</u>	<u>209,636</u>
Receivables from Exchange Transactions	31,599	4,207	4,207
Receivables from Non-Exchange Transactions	184,121	156,779	205,429
	<u>215,720</u>	<u>160,986</u>	<u>209,636</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	-	356
School Uniforms	33,671	38,806	38,450
	<u>33,671</u>	<u>38,806</u>	<u>38,806</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,193,757	726,023	726,023
Total Investments	<u>1,193,757</u>	<u>726,023</u>	<u>726,023</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	176,783				(6,798)	169,985
Furniture and Equipment	208,222	15,020	(785)		(42,327)	180,130
Information and Communication Technology	39,603	27,736			(19,686)	47,653
Leased Assets	35,798	11,086			(18,651)	28,233
Library Resources	7,672				(959)	6,713
Balance at 31 December 2022	468,078	53,842	(785)	-	(88,421)	432,714

The net carrying value of technology held under a finance lease is \$28,233 (2021: \$35,798)

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	275,228	(105,243)	169,985	275,228	(98,445)	176,783
Furniture and Equipment	558,877	(378,746)	180,130	742,258	(534,036)	208,222
Information and Communication Technology	137,812	(90,159)	47,653	301,452	(261,849)	39,603
Leased Assets	97,608	(69,375)	28,233	86,522	(50,724)	35,798
Library Resources	51,721	(45,008)	6,713	51,721	(44,049)	7,672
Balance at 31 December	1,121,246	(688,531)	432,714	1,457,181	(989,103)	468,078

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	79,633	28,624	28,310
Accruals	7,287	6,486	6,486
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	166,473	158,663	158,663
Employee Entitlements - Leave Accrual	9,176	2,177	2,177
	262,569	195,950	195,636
Payables for Exchange Transactions	262,569	195,950	195,636
	262,569	195,950	195,636

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	10,435	-	-
Other revenue in Advance	1,080	-	916
	<u>11,515</u>	<u>-</u>	<u>916</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	108,792	108,792	143,900
Increase to the Provision During the Year	(3,424)	8,000	(12,945)
Use of the Provision During the Year	(8,685)	(38,892)	(22,163)
Provision at the End of the Year	<u>96,683</u>	<u>77,900</u>	<u>108,792</u>
Cyclical Maintenance - Current	9,333	-	38,892
Cyclical Maintenance - Non current	87,350	77,900	69,900
	<u>96,683</u>	<u>77,900</u>	<u>108,792</u>

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	17,988	16,302	19,524
Later than One Year and no Later than Five Years	15,613	14,907	21,715
Future Finance Charges	(2,393)		(4,227)
	<u>31,208</u>	<u>31,209</u>	<u>37,012</u>
Represented by			
Finance lease liability - Current	16,302	16,302	17,116
Finance lease liability - Non current	14,906	14,907	19,896
	<u>31,208</u>	<u>31,209</u>	<u>37,012</u>

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 7.

2022	Opening Balances	Receipts from MoE	Payments	Transfer Between Projects	Board Contributions	Closing Balances
	\$	\$	\$		\$	\$
MOE SIP - Music Room	(3,075)	-	-	3,075	-	-
MOE SIP - Hall Flooring & Acoustics	33,760	24,309	(54,994)	(3,075)	-	-
MOE SIP - Refurb Pool Changing Shed	53,661	-	(53,661)	-	-	-
MOE SIP - Automation of Gate	13,484	-	(13,484)	-	-	-
MOE SIP - Foods Room Window Replacement	-	-	(6,430)	-	-	(6,430)
Totals	97,830	24,309	(128,569)	-	-	(6,430)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(6,430)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE SIP - Music Room	3,665	-	(6,740)	-	(3,075)
MOE SIP - Hall Flooring & Acoustics	44,625	-	(10,864)	-	33,760
MOE SIP - Refurb Pool Changing Shed	-	73,561	(19,900)	-	53,661
MOE SIP - Automation of Gate	-	13,484	-	-	13,484
Totals	48,290	87,045	(37,504)	-	97,830

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

100,905

(3,075)

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,345	5,060
<i>Leadership Team</i>		
Remuneration	417,771	407,877
Full-time equivalent members	3	3
Total key management personnel remuneration	420,116	412,937

There are 6 members of the Board excluding the Principal. The Board had held 11 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	160 - 170
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits		

Other Employees

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

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

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 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.

20. Commitments

(a) Capital Commitments

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

(a) Contract for Foods Room Window replacement to be completed in 2023, which will be fully funded by the Ministry of Education. \$Nil has been received of which \$6,430 has been spent on the project to date.

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	33,696	72,335	150,674
Receivables	215,720	160,986	209,636
Investments - Term Deposits	1,193,757	726,023	726,023
Total Financial assets measured at amortised cost	<u>1,443,173</u>	<u>959,344</u>	<u>1,086,333</u>

Financial liabilities measured at amortised cost

Payables	262,569	195,950	195,636
Finance Leases	31,208	25,896	37,012
Total Financial Liabilities Measured at Amortised Cost	<u>293,777</u>	<u>221,846</u>	<u>232,648</u>

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Pasadena Intermediate School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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 29 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's 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 are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwisport Report, Analysis of Variance, Good Employer Statement and the Members of the Board, but does not include the financial statements, and our auditor's report thereon.

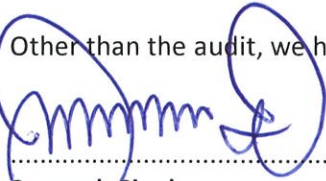
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *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.



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Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

Pasadena 2022 Analysis of Variance

School Name:	Pasadena Intermediate School	School Number:	1437
Strategic Aim:	STUDENTS ĀKONGA <i>Continuous holistic improvement for all students</i>		
Annual Aim:	1.1 Students performing Below and Well Below the expected curriculum level in Writing/Tuhituhi will be provided with targeted support to accelerate their progress towards the expected curriculum level by the end of the year 1.2 Māori and Pasifika students who are Below and Well Below the expected curriculum level in Writing/Tuhituhi will be provided with extra support to accelerate their progress towards the expected curriculum level by the end of the year		
Target:	1.1 Writing: By the end of 2022, 85% of Year 8 students (156 students) will achieve At or Above the expected curriculum level 1.2 Writing – Māori English Medium: By the end of 2022, 75% of Year 8 students (22 students) will be At or Above the expected curriculum level 1.3 Writing – Pasifika: By the end of 2022, 82% of Year 8 students (24 students) will be At or Above the expected curriculum level 1.4 Māori Medium Tuhituhi: By the end of 2022, 94% of Year 8 students (17 students) will be At or Above the expected curriculum level		
Baseline Data:	1.1 Writing – Year 7 students in 2021: 80% (147 students) were At or Above the expected curriculum level 1.2 Writing – Year 7 Māori English Medium students in 2021 66% (19 students) were At or Above the expected curriculum level 1.3 Writing – Year 7 Pasifika students in 2021: 69% (20 students) At or Above the expected curriculum level 1.4 Māori Medium Tuhituhi: Year 7 students in 2021: 83% (15 students) were At or Above the expected curriculum level		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Differentiated teaching methods were used to develop learning programmes for students that were based on individual needs Staff continued to collaboratively plan, gathering and sharing resources and tools that were motivating and engaging	The analysis of the end of year expected curriculum level data showed that we made accelerated progress in some areas when measuring students against the expected curriculum level in 2021 and 2022	Through differentiated teaching methods students received lessons that were targeted towards their needs, which resulted in increased achievement. Purchasing resources that linked with our current theme/Unit of Inquiry ensured that clear links were made across curriculum areas. The sharing of effective	Using 2022 data, quickly identify students who need additional support Continue to offer additional support for students through the Learning Centre offering ESOL, skill based as well as Acceleration programmes in Writing.

<p>for students to enhance teaching and learning programmes</p> <p>Learning support programmes were in place through the use of our Learning Centre. This was a combination of support and skill development for our lower ability students, as well as acceleration programmes in Writing. Students were withdrawn to work in small groups either within the FLE or in the Learning Centre; however, skill development worked alongside the classroom programme.</p> <p>Extension classes were offered to those students excelling in Writing. This occurred once a week, where they further developed a range of writing skills such as character development, precise vocabulary choices to enhance their ideas as well as structuring writing to meet a particular purpose and audience.</p> <p>We used a collaborative inquiry approach to improve outcomes for all ākonga through effective pedagogy using an assessment for learning approach that enhances learner agency in Writing. Kay Penniall from Evaluation Associates worked with staff over the year, providing differentiated professional development (whole staff and individual). This involved setting goals, PLGs, staff meetings, observations and coaching sessions.</p>	<p>In Writing, 87% (172 students) of all Year 8 students achieved At or Above the end of year expected curriculum level.</p> <p>When comparing students against the end of year expected curriculum level in 2021 and 2022, there has been an increase of 40 students achieving at or above the end of year expected curriculum level, therefore acceleration occurred.</p> <p>A notable shift is the acceleration of our Māori students. In Writing, of the 23 Year 8 Māori English Medium students, 87% (20 students) are achieving At or Above the expected curriculum level. At the end of 2021, only 66% were at this level, therefore, acceleration has occurred.</p> <p>In Writing, of the 28 Year 8 Pasifika students, 75% are achieving At or Above the expected curriculum level.</p> <p>In Tuhituhi, of the Year 8 Rumaki students, 90% achieved At or Above the End of Year Expected Curriculum Level. When comparing end of year expected curriculum levels in 2021 and 2022, the amount of students performing</p>	<p>activities and digital tools result in teachers having a variety of options to offer their class to ensure all students are motivated and engaged.</p> <p>The Learning Centre programme focused on developing specific skills, based on the needs of each student. The goal was to develop skills and understanding which could be transferred into other areas of their learning.</p> <p>By working with Kay Penniall from Evaluation Associates, teachers set goals around an ‘assessment for learning’ practice that enhanced teacher pedagogy in relation to writing. This resulted in increased student agency as they could identify what they were learning, what their next learning steps were and the steps needed to achieve this.</p> <p>Teachers were accountable through their teaching programme to ensure target students are identified and an individualised programme is developed for them. Targeting specific students ensured there was a focus on improving their motivation, engagement and achievement.</p> <p>Google Read & Write is a digital tool that allowed all students (including supported learners) to effectively record their ideas and build on existing editing skills. This resulted in writing being more accessible across curriculum areas.</p>	<p>Complete in-depth data analysis at various levels (class, team, school) to identify trends and plan further interventions for students and identify professional learning goals - this includes robust moderation of data analysis</p> <p>Continue to source a range of engaging activities for students both in English and Māori medium, linking our Units of Inquiry and NZ Histories</p> <p>Through our Kāhui Ako, utilise expertise around Tapasa (Pasifika) and Hikairo schema (Māori) to consolidate culturally responsive teaching practices</p> <p>Based on needs identified in 2022, refer projects to the RTLB as it's an effective way to upskill teachers and support groups of students, particularly when they are neurodiverse and have additional learning needs.</p>
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<p>Each teacher identified priority learners (those students working below expectations), and planned programmes to increase achievement. Individual achievement plans were created to show progress as well as what programmes and interventions are occurring.</p> <p>Google Read & Write professional development was provided in order to effectively incorporate it into writing programmes across the curriculum.</p> <p>The RTLB team worked within the Rumaki to assist our supported learners. Funding was acquired for a PLD provider to work closely with the Rumaki team to investigate strategies for effective oral and written language pedagogical practice, assisting supported learners and normalising te reo Māori in an English-medium environment.</p> <p>Continued focus on increasing vocabulary knowledge through korero</p> <p>Matua Chris Lowman worked with our Rumaki teachers providing professional development in Tuhituhi with a focus on using specific writing structures.</p>	<p>Above (curriculum level 5) has increased from 11% to 19%</p>	<p>Teachers were engaged with the RTLB and actively participated in the project. The RTLBs running the project were well resourced and effectively delivered their programme.</p> <p>The more frequently Te Reo is spoken, a wider understanding of different vocabulary is gained. As we discovered new and exciting ways to increase oracy, it was incorporated into our tuhituhi programme.</p> <p>By accessing effective professional development in te reo Māori it upskilled our Rumaki kaiako around different writing structures and how students can utilise it in their writing.</p>	
Planning for next year:			
<ul style="list-style-type: none"> • Fund the Learning Support programme in order to aid the acceleration of student achievement • Offer differentiated professional development based on individual needs • Strengthen teacher capability with analysing data, then using this to follow the spiral of inquiry and have target students as part of the appraisal process • Continue to focus on increasing vocabulary knowledge through kōrero as well as sourcing/creating relevant and engaging resources in te reo Māori 			

- Continue to work with the Kāhui Ako around our achievement challenges looking at culturally responsive teaching, kōrero and collaboration

Strategic Aim:	FUTURE FOCUS WHAKAKITENGA <i>To have a future-focused curriculum and learning environment that develops well rounded and balance learners</i>
Annual Aim:	2.1 Introduce a rubric that will measure the levels of effective collaborative pedagogy throughout the school 2.2 Develop and utilise the rubric used for student agency 2.3 To give students a successful hybrid educational learning environment that will allow them to become conscious global citizens 2.4 To consistently use the inquiry rubric as a self-assessment tool that will lead to students understanding their next steps in learning and to take effective social action
Target:	2.1 By December 2nd 2022 we have measured the school-wide approach of collaborative pedagogy so that teaching practices improve 2.2 By December 2nd 2022 we have improved the implementation of the student agency rubric so that 75% of students and teachers have a deeper understanding of their learning 2.3 By December 2nd 2022 the school has introduced at least 3 new sustainable plans schoolwide so that students increase their understanding of environmental issues 2.4 By December 2nd 2022 100% of students have used the self-assessment rubric for inquiry correctly so that they identify strengths and next learning steps
Baseline Data:	2.1 Staff has a clear understanding of collaborative pedagogies that are required for successful teaching practice to occur in Flexible Learning Environments. 2.2 Pasadena understands, and promotes, the importance of students' voice and agency, and with this in mind a rubric was developed for teachers that was partially introduced into their classes at the beginning of 2021. Due to COVID, the rubric was not used in any class after Term 2. 2.3 At the start of the year a sustainability team, that included students, was created to support students to work independently, cooperatively and collaboratively to problem solve and find creative solutions that will in turn lead them to become environmentally conscious global citizens. 2.4 Less than 25% of students can identify, explain and use the current self-assessment tool that assists them to identify strengths and next learning steps

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • MATES agreements were created with FLE buddies and were updated regularly to ensure effective collaboration was occurring • Using a range of co-teaching strategies are an integral part of teaching and learning programmes • Feedback was provided on collaborative planning and adjustments were made • With the Kāhui, a student collaboration rubric was created • A student collaborative rubric was introduced at the end of 2022 (Term 4) 	<ul style="list-style-type: none"> • Teachers worked effectively by collaborating over the year • Sample student group completed the Collaboration rubric in Term 2. From this, key trends were identified and teachers adapted their practice and incorporate key areas into their teaching and learning programmes e.g. 20% of students identified on the collaboration rubric that reflection was an area that needed to be worked on • The collaboration rubric has been used school wide and will provide baseline data for 2023 • Teachers included key co-teaching strategies in their weekly planning. Working collaboratively with their FLE buddy, teachers were strategic with the specific co-teaching strategy being implemented based on the activity and learning intention • By using feedback provided by staff around how we collaboratively complete our Long Term Plans, it resulted in a more extensive range of 	<ul style="list-style-type: none"> • Using the collaboration rubric created with our Kāhui Ako resulted in key trends being identified as well as a common of language of learning being used across our Primary, Intermediate and local College. • Collaborative pedagogies have been improved throughout the year and show the strong collaborative nature that is present at Pasadena • It was agreed that creating a collaborative educational environment builds a community of individuals who are all working toward one common goal: increasing the students' positive outcomes 	<ul style="list-style-type: none"> • Introduce new staff to the collaborative nature of Pasadena and work closely with them so they feel supported • Provide professional development around the different co-teaching strategies for new staff • Continue to use the Collaboration rubric school wide to identify trends - incorporating areas for improvement into teaching and learning programmes • Use baseline data from the Collaboration Rubric school wide to create targets for 2023

	differentiated lesson plans for teachers to utilize		
<ul style="list-style-type: none"> • Student agency rubric, specifically for Pasadena students, was re-introduced to classroom teachers during the year, with the purpose for it to be used and discussed at teacher/parent interviews • As part of the Future Focus student leadership group, ideas were created around what could be introduced to empower students • Greater number of student agency initiatives introduced - taking on board what the students would like to be taught in each Unit of Inquiry 	<ul style="list-style-type: none"> • Assisted students to develop agency in their learning • Engagement and motivation levels increased 	<ul style="list-style-type: none"> • Students took greater responsibility for their own learning 	<ul style="list-style-type: none"> • Reintroduce the rubric, at the beginning of next year, so that a clear understanding of how to use the rubric effectively is shared • Introduce further opportunities for student agency to occur based on student voice • Continue to have student input into learning programmes
<ul style="list-style-type: none"> • The student leadership group that was formed at the beginning of the year drove the sustainability programme for the school • Certain staff members who are passionate about sustainability introduced initiatives and taught students so that they had an increased understanding of environment issues 	<ul style="list-style-type: none"> • We achieved our target of introducing at least 3 new sustainable plans schoolwide so that students increase their understanding of environmental issues • Students understood the importance of sustainability and how it supports the well-being of individuals and communities. • Increased sustainability skills and environmental awareness 	<ul style="list-style-type: none"> • Environmental education connects the students to the world around them, teaching raises awareness of issues impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it. 	<ul style="list-style-type: none"> • Continue to select students for the Future Focus leadership group next year who are passionate about sustainability • Staff involved with sustainability programmes encouraged to introduce new activities • Continued support from SLT so that teachers feel supported and empowered to

<ul style="list-style-type: none"> • Term 4 Unit of Inquiry was around Earth Challenges and this raised the issues of sustainability further • Examples of programmes <ul style="list-style-type: none"> -Future Focus leaders went to an environmental conference held at the zoo (Green jam) -Students introduced, and decorated, recycling bins. -Auckland Council planting day with Kotahi projects - Pasadena Eco day held -Mask recycling collection point introduced -audit of paper recycling classroom bins • Over a third of the school attended Lactic Turkey sustainability challenge days 	<ul style="list-style-type: none"> • Students became more engaged with this topic 		<p>introduce new sustainable plans schoolwide</p>
<ul style="list-style-type: none"> • All teachers planned collaboratively so that conceptual framework/inquiry was being taught consistently across the school • The current self-assessment tool that assists students to identify strengths and next learning steps was 	<ul style="list-style-type: none"> • As inquiry process was being taught in all classrooms the students gained greater knowledge of the inquiry process • 100% of students have used the self-assessment rubric. However, a lesser amount (approx 65%) have used it so that they could reflect on their strengths and next learning steps 	<ul style="list-style-type: none"> • Target not reached as the Pasadena self-assessment rubric for inquiry takes time for the students to fully understand and use to its full potential • The consistency of following the inquiry stages each term is needed so that students realise an outcome and can then identify their next steps in learning 	<ul style="list-style-type: none"> • Continue to use students' strengths, passions and interests to direct lines of inquiry. This will be accomplished by allowing the Future Focus leadership group more input into the content taught during inquiry • Each classroom teacher to take time to introduce (to new Yr 7s) and reintroduce (to Yr 8s) the Pasadena

<p>introduced in Term 1 to new Pasadena students</p> <ul style="list-style-type: none"> • The self assessment rubric was actively used during our Term 3 Unit of Inquiry and was a great reflection tool for Action Day • Inquiry Model displayed in each class so that conceptual framework/inquiry is being taught consistently across the school 	<ul style="list-style-type: none"> • Self-assessment tool encourages greater student agency 		<p>Inquiry model and explicitly teach each step of the process so that clear understanding is achieved</p> <ul style="list-style-type: none"> • To continue to plan collaboratively and share ideas, resources and plan school wide • Reflection of each Unit of Inquiry at the end of each term in team meetings
Planning for next year:			
<ul style="list-style-type: none"> • Continue professional development on an individualised and schoolwide basis around collaborative pedagogies • Use baseline data from the Collaboration Rubric school wide to create targets for 2023 • There is a desire to try and make stronger links with the University of Auckland and build that relationship so that we have more student teachers attend Pasadena on their practicums. 			

Strategic Aim:	COMMUNITY HAPORI <i>To have an actively involved role in the community</i>
Annual Aim:	<p>3.1 We have implemented 3 new student to student initiatives so that relationships are strengthened within the Kāhui Ako</p> <p>3.2 Students have created and lead 3 initiatives, so that they have a positive impact on the community</p> <p>3.3 Implemented 2 new initiatives with the Pasifika community, so that reciprocal relationships are enhanced</p> <p>3.4 We have implemented 2 new initiatives with Māori community, so that reciprocal relationships are enhanced</p>
Target:	<p>3.1 By the end of Term 4 2022, we have implemented 3 new student to student initiatives so that relationships are strengthened within the Kāhui Ako</p> <p>3.2 By the end of Term 4 2022, students have created and led 3 initiatives, so that they have a positive impact on the community</p> <p>3.3 By the end of Term 4 2022, we have implemented 2 new initiatives with the Pasifika community, so that reciprocal relationships are enhanced</p>

	3.4 By the end of Term 4 2022, we have implemented 2 new initiatives with the Māori community, so that reciprocal relationships are enhanced
Baseline Data:	3.1 Limited student to student initiatives across the Kāhui Ako, particularly impacted by Covid-19 last year 3.2 Some opportunities for students to initiate and lead action in the community 3.3 Currently one consultation evening per year 3.4 Currently three consultation events per year, a mix of online and in person

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Initiatives <ul style="list-style-type: none"> • A range of student to student initiatives were implemented across the Kāhui Ako • Pasadena and Pt Chev Primary students connected through planting and sustainability in our local area • Growing Leaders Sports programme increased the number of schools involved from last year • Roadshow performances at 6 local primary schools occurred in Term 2 and 3 • Student leaderships groups are now aligned to our strategic areas, these groups have met regularly to create and plan initiatives within the school and wider community • In Art, students created large scale prints focused on diversity and body positivity, 	<ul style="list-style-type: none"> • 3 new initiatives were implemented, achieving our target • Students enjoyed being leaders with the primary school students, mentoring and supporting them • Strengthened connections between teachers and staff across Kāhui, and an increased understanding around our local curriculum, cultural competencies and wellbeing • Increased the profile of Pasadena in the local community • Student leaders have organised initiatives across the school, such as composting, recycling and planting, increasing staff and student awareness of 	<ul style="list-style-type: none"> • Post-Covid restrictions we were able to connect more fully with the local community and schools • The Pasifika Leadership Group was highly effective in raising student pride in their culture, sharing of expertise and building connections • PLD run by the Kāhui Ako was highly effective in fostering collaboration between schools, raising teacher capacity and knowledge, particularly around cultural competencies and the local curriculum • Students were able to engage in a range of initiatives and take social action, this led to high levels of interest in taking part, and increased 	<ul style="list-style-type: none"> • Continue to develop and consolidate student to student peer mentoring and coaching within and across the Kāhui • Continue to connect with local college and primary schools as it increases student confidence • Increase PLD for teachers to run peer mentoring and coaching • Further strengthen connections with local schools now that Covid restrictions have been lifted • Continue to refine our collaborative planning procedures to develop increased teacher confidence • Community leaders to continue to develop new

<p>these have been put up in the local community, with a large exhibition at New World Victoria Park</p> <ul style="list-style-type: none"> ● Kāhui Ako professional learning, with a mix of keynote speakers, workshops, and discussion groups aligned to our local curriculum ● A range of wider community initiatives such as Action Day, Sustainability Planting, Eco Day and Go Green ● Collaboratively planned and organised initiatives in the community, such as Trees for Survival, and Bike Safety with Pt Chev Bikes, utilising external expertise <p>Kāhui Ako hosted a Tamariki Day on Thursday 11 August with a focus on:</p> <ul style="list-style-type: none"> ● whanaungatanga across our schools for tamariki ● gathering student voice around the Kāhui Ako achievement challenges and what it means to our tamariki 	<p>environmental issues and ways to take action</p> <ul style="list-style-type: none"> ● Students have been able to take social action in the community, raising the profile of the school and their own self-efficacy ● Students have increased engagement with sustainable local and global issues ● Students have been highly collaborative and engaged in creating sustainable solutions, particularly through Action Day 	<p>student knowledge about sustainability issues</p> <ul style="list-style-type: none"> ● Staff have increased knowledge and confidence creating opportunities for social action through collaborative planning and PLD and have seen the benefits of 'Action Day' 	<p>initiatives in collaboration with students</p> <ul style="list-style-type: none"> ● Continue to encourage students to take social action in the community through our Units of Inquiry ● Utilise experts in the community to support learning initiatives at school
<p>Pasifika Community</p> <ul style="list-style-type: none"> ● Pasifika enrichment learned about the Polynesian panthers, as well as their own cultures ● Pasifika student leadership group organised celebrations and learning activities for 	<ul style="list-style-type: none"> ● 3 new initiatives were implemented in the Pasifika community, this target has been achieved ● Pacific students are visible and proud of their culture, which is shared within the 	<ul style="list-style-type: none"> ● Having a specific Leadership role for Pasifika Students has enabled this area to have greater traction ● Having a Pasifika community leader has contributed expertise and cultural 	<ul style="list-style-type: none"> ● "Pasifika Tauhi va Project" - weekend fono based around the concept 'to nurture and care for the relationships between people' to increase connections and confidence

<p>Pacific Language Weeks</p> <ul style="list-style-type: none"> ● Polynesian Panther Legacy Trust provided a key note address, as well as workshops, at the Kāhui Ako Teacher Only Day ● Worked with schools in the Kāhui around cultural competency and through talanoa looked at how we can collectively build cultural competency for our Pasifika students so there are clear connections with our local primary schools to support the transition to Intermediate ● Fono in Term 3 outlined the goals and programmes that are occurring, worked to develop new initiatives with the parent community, including Pasifika Graduation and gather feedback about our local curriculum ● Siva group performed as part of the Roadshow, Fono and Pasifika Graduation ● Pasifika Graduation celebrated Pasifika Excellence and Culture, performances by sasa, siva, teacher and parent groups 	<p>school and in the local community</p> <ul style="list-style-type: none"> ● Pacific students have connected with one another, and learned more about their identify, history and culture which positively impacts wellbeing ● Pacific leadership group is active and visible across the schools ● Teachers have increased understanding of cultural responsiveness and the needs of their Pasifika learners ● Connected with families, who have a greater understanding of the opportunities available to their children ● Students felt proud of their culture and were able to share their expertise with our local primary schools and a Pasadena ● Pasifika Graduation was the largest community event we have hosted with the Pacific community, with over 200 fanau attending 	<p>capacity, which have helped us to form connections with the Pasifika community</p> <ul style="list-style-type: none"> ● Students have a culturally 'safe space' to connect with one another, learn from each other and work with a Pasifika teacher ● Parent engaged with organising the Pasifika Graduation led to strengthened relationships with school and parents 	<ul style="list-style-type: none"> ● Pasifika Success Initiative ongoing with students at school where they can come and get extra help during recreation on Maths or Literacy ● Pasifika Graduation to celebrate Pasifika Excellence ● Continue to strengthen relationships with the primary schools ● Have multiple Pasifika performance groups and opportunities to perform ● Utilise experts in the community to support learning initiatives at school ● Continue to strengthen relationships with Pasifika whānau ● Continue to take part in the Cultural Capabilities rōpū with the Kāhui Ako to raise teacher understanding of culturally responsive pedagogies ● Further develop Pasifika Language Weeks to raise the profile of these cultures, and support student leadership
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Māori Community <ul style="list-style-type: none"> • Whatuora wānanga for Māori parents have been facilitated • Whatuora programme with an external facilitator has continued this year • We had our second Matariki Breakfast which was an informative community celebration of Matariki through storytelling, kapa haka and kai • Kapa haka had a few performance opportunities through the Roadshow and Matariki, as well as the competition group standing at the Regional Competition • Whānau hui occurred throughout the year 	<ul style="list-style-type: none"> • 2 new initiatives were implemented with the Māori community,, this target has been achieved. • Students and whānau worked on their kahu (Māori cloak) • Matariki was a huge success with many whānau from the community attending • We had a number of participants take part in the wānanga whaikōrero • Student felt pride in their culture and its visibility • Parents have a good understanding and provided input for rumaki events 	<ul style="list-style-type: none"> • Strong relationships with the Māori community have facilitated a range of opportunities for students and whānau • Strong leadership by the Bilingual Pathways leader and rumaki teachers to create relationships with external facilitators and the wider community • Parents were kept informed about activities for rumaki students, as well as having opportunities to provide feedback and lead initiatives 	<ul style="list-style-type: none"> • Participate in community kapahaka and cultural festivals to increase performance opportunities • Continue to offer a range of kapahaka groups, traditional and contemporary • Facilitate a whaikōrero wānanga and have a follow up wānanga if necessary • Make connections with local marae • Utilise experts in the community to support learning initiatives at school • Continue to strengthen reciprocal relationships with whānau, hapu and iwi • Continue to develop relationships with Māori whānau in English-medium
Planning for next year:			
<ul style="list-style-type: none"> • Reestablish and develop post-covid connections with local schools, including the implementation a coaching and mentoring programme • Utilise external experts and facilitators from the community • Student initiatives to increase the amount of social action in the local community • To embed and strengthen the connections with our Pasifika & Māori communities • Continue to strengthen reciprocal relationships with whānau, hapu and iwi • Further develop relationships with Māori whānau in English-medium 			

Strategic Aim:	BILINGUAL PATHWAYS HUARAHĪ MĀORI <i>Kia whakarato tonu i tētahi huarahi Māori i te reo Māori i roto i te horopaki o Te Ao Māori me ngā tikanga Māori</i> <i>To continue to provide a Bilingual Pathway in Te Reo Māori within a Tikanga and Te Ao Māori context</i>
Annual Aim:	<p>4.1 Kia rangona whānuitia te reo me ngā tikanga Māori puta noa i te kura Normalise te reo and tikanga Māori across the school</p> <p>4.2 Kia huritao i tā tātou anga whakatutuki matea whānui mā ā tātou ākonga reo Māori Reflect on the differentiated model for our Māori-medium students</p> <p>4.3. Whakamātauria ngā rautaki tini e tautoko ai i ngā ākonga me whai āwhina Trial a range of strategies to support targeted students</p>
Target:	<p>Ā mua i te tuarua o Tīhema 2022, kua 8 ngā kaupapa reo Māori mā te kura whānui ka whakahaerehia e kitea pāraweranuitia te reo puta noa i te kura (kua tutuki) By the 2nd of December 2022, 8 school-wide, Māori-language initiatives have been implemented, so that te reo Māori is normalised throughout the school</p> <p>Ā mua i te tuarua o Tīhema 2022, kua waihangahia, kua whakamātauria hoki tētahi anga kōrero By the 2nd of December 2022, a rubric has been implemented to measure the oral language proficiency in te reo Māori</p> <p>Ā mua i te tuarua o Tīhema 2022, kua toru ngā rautaki hōu ka whakahaerehia kia tautokona ngā ākonga me whai āwhina e kōkiri whakamuatia ai te angitu By the 2nd of December 2022, 3 new strategies have been implemented to assist supported learners in a Māori medium context, so that progress is accelerated</p>
Baseline Data:	<p>4.1 Kitea ai te reo Māori puta noa i te kura i ētahi wā, i ētahi wāhi Continue the normalisation of te reo and tikanga Māori across the school</p> <p>4.2 I tēnei wā, kāore i te whakamahia tētahi aromatawai ōkawa kia inea te kounga o te reo ā-waha i te rumaki Implement assessments and strategies that measure the oral language proficiency in te reo Māori</p> <p>4.3 Tērā ētahi hōtaka kei a tātou kia whakatutuki i ētahi o ngā momo matea Further grow our strategies to support targeted students in a Māori-medium context</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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<p>Māori-language initiatives</p> <ul style="list-style-type: none"> • 50 students from throughout the school competed in Te Puni Reo Poitarawhiti - The Māori Language Netball Tournament • The bilingual pathways student leaders developed activities for Māori Language Week, including lessons, quizzes, kī-o-rahi, selling food where you could only order using te reo Māori, and whai (Māori string games) with tutorial videos made by the bilingual students • The Matariki breakfast showcased our kapa haka, our bilingual students and a bilingual presentation by Ruia Aperahama talking to the creation narrative from a Māori perspective • Te reo Māori lessons are now planned collaboratively by Donovan and Mere with interactive activities being developed for Google Classroom to suit hybrid learning • Kapa Haka has around 60 participants per week and resources have been developed for Google 	<ul style="list-style-type: none"> • Pasadena Intermediate won Te Puni Reo Poitarawhiti and this also provided another opportunity for our English-medium students more exposure to an immersion environment • The Māori Language Week activities embedded learning and also make the language more widespread • The Matariki breakfast provided another context for Māori-language learning while teaching the 200+ attendees more about Matariki • Te reo Māori lessons are also used as professional learning and development for our teachers and students are more engaged with digital resources available to them in school and at home • Kapa Haka has become a vehicle for teaching more students about te ao Māori • Students were exposed to a new form of te reo Māori representation. This was also a Kāhui-wide initiative so students were able to see the links between the schools in 	<ul style="list-style-type: none"> • The Puni Reo Poitarawhiti was an initiative that has been available in the past, but hasn't over the last few years due to COVID • The Māori Language Week activities provided another opportunity for students to use te reo Māori in a new context • The Matariki breakfast fulfilled a community want for a celebration in recognition of the new public holiday • With so many students in the kapa haka, and with Whaea Mere now leading this, there have been more opportunities for them to showcase themselves • Staff opted into Te Ahu o te Reo Māori. There is no incentive for them to do this other than their own desire to upskill in te reo Māori 	<ul style="list-style-type: none"> • Create more opportunities for te reo Māori promotion throughout the school • Meet with the students and create more te reo Māori activities • Continue to provide high-quality te reo Māori lessons at all levels throughout the school • Provide more opportunities for our kapa haka to perform • Continue the Whatuora programme next year with the new funding which will incorporate the kāhui ako
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<p>Classroom</p> <ul style="list-style-type: none"> • The Rumaki attended The Lion King Reo Māori and this was supported financially by Takatū Associates who donated \$500 • The Kapa Haka entered the Auckland Regional Kapa Haka Competition and placed 10th overall out of 21 school • The Kapa Haka had their Dress rehearsal community event hosted at Ngā Puna o Waiōrea • The Kapa Haka and the Rumaki attended the Autaia Haka show in the Aotea Square in which 10 schools performed • 7 members of staff graduated from Te Ahu o te Reo Māori, a government initiative to teach people within the educational community te reo Māori • Whatuora wānanga were held over four weekends throughout the year 	<p>the Kāhui Ako</p> <ul style="list-style-type: none"> • Our Kapa Haka has reached a new level of performance while also being provided opportunities for them to see competition-level Kapa Haka and exposing our community to more Kapa Haka • Our staff have a greater understanding of te reo Māori and te ao Māori 		
<p>Kōrero rubric</p> <ul style="list-style-type: none"> • A draft rubric for kōrero has been generated by the Across School Leaders in the Kāhui Ako • The draft rubric was trialled, but needs much refinement. 	<ul style="list-style-type: none"> • The draft rubric has been a focus of the Māori-medium arm of the Kāhui Ako for the last four years • No meaningful data was given taken from the use of the 	<ul style="list-style-type: none"> • The rubric is still in draft form 	<ul style="list-style-type: none"> • The Kāhui Ako will be changing their achievement challenges next year, so this goal will need to be reviewed

The levels are inaccurate and the terminology is broad	rubric		
<p>Supported learners</p> <ul style="list-style-type: none"> • Whaea Mere has been working with the RTLBs to implement a new pāngarau programme • Whaea Ataahua has also been working with the RTLBs to support students in her programme and has implemented strategies involving using art as follow up activities to pānui • Donovan has been working with BLENNZ and whānau to support students with vision impairment 	<ul style="list-style-type: none"> • There aren't a large number of programmes and amount of support for supported learners in a Māori-medium context, so we have been working closely with the RTLBs to align English-medium resources that are fit for purpose • Many of our resources have been digitised to suit the needs of our students 	<ul style="list-style-type: none"> • This has come from having a range of supported learners in the Rumaki, including dyscalculia, slow processing, and vision impairment 	<ul style="list-style-type: none"> • Continue working with Chris Lowman and the new kaiako Rumaki next year and develop a PLD plan that is relevant to the new targets • Continue to have Whaea Mere working with our supported learners in pāngarau, literacy, and te reo Matatini (literacy in te reo Māori) • Continue to work with the RTLBs to support our supported learners
Planning for next year:			
<ul style="list-style-type: none"> • Further embed te reo and te ao Māori into everyday practice • Provide PLD for wider staff about te reo Māori • Continue to consult with whānau about the needs of our ākonga Māori with a focus on setting them up for success in high school • Look for ways to utilise the skills within our staff and external providers to provide more enrichment programmes with a te ao Māori focus • Upskill current Rumaki staff to better accelerate our supported learners • Continue to draw on our current PLD providers and the RTLBs to help with our supported learners • Review our beginner and bilingual programmes to better meet the needs of our Māori language students in our English medium 			

Strategic Aim:	<p>WELLBEING TOIORA</p> <p><i>To provide a holistic approach to support the wellbeing of staff and student</i></p>
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Annual Aim:	5.1. Develop a schoolwide model of wellbeing for students and staff 5.2. Implement new initiatives to enhance wellbeing across the school 5.3. Embed PB4L strategies to support student wellbeing by meeting Tier 2 criteria 5.4. Create a tool to effectively monitor and respond to wellbeing across the school
Target:	5.1 By the end of Term 2 2022, we have created a schoolwide model of wellbeing for staff and students 5.2 By the end of Term 4 2022, 4 new initiatives have been implemented for both staff and students to enhance their wellbeing 5.3 By the end of Term 4 2022, implement Tier 2 PB4L criteria across the school 5.4 By the end of Term 4 2022, we have refined systems to effectively measure and monitor wellbeing
Baseline Data:	5.1 No schoolwide model of wellbeing at this time 5.2 One staff and one student wellbeing initiative is currently in action 5.3 Currently at PB4L Tier 1 5.4 Currently PB4L survey is completed twice yearly for students

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Consulted with staff around the why, what and how of wellbeing at Pasadena Discussed wellbeing models used across the Kāhui Ako Analysed and compared wellbeing models from a range of schools and identified features that align with Pasadena Professional reading and discussion of Wellbeing evidence-based best practice 	<ul style="list-style-type: none"> We have consulted with staff, students, Pasifika and Māori communities around a schoolwide model of wellbeing, achieving our target Teachers were able to reflect on what wellbeing means to them as an individual, but also as a staff member Teachers identified what the school was already doing to support wellbeing, as well as 	<ul style="list-style-type: none"> Having a strategic leader, Alicia, working on both wellbeing and PB4L has enabled further growth in this area The connection to the Kāhui Ako achievement object has created a shared understanding and collaboration of resources A strategic focus on wellbeing has meant a greater emphasis and consistency in providing a 	<ul style="list-style-type: none"> Consult with the wider community, students and the Māori community about the why, what and how of wellbeing Gather feedback from staff, students and the community around our school wellbeing model Continue to implement initiatives to support the holistic wellbeing of staff and students responsive to identified needs

<ul style="list-style-type: none"> ● Collaborating in the Kāhui Ako wellbeing initiative ● Consultation around teacher wellbeing has occurred with staff ● Wellbeing team has used the Pasifika voice shared during fono, as well as Student voice gathered via the leadership group to inform the development of the school's wellbeing model ● Wellbeing groups met throughout the year to check in on teacher wellbeing ● Staff initiatives to support wellbeing include fruit in the staffroom, wellbeing check-in groups, bean day, gift packs and financial contributions through Covid-19 ● Te Roopu o Wai Ora continued to mentor small groups, one Y7 and two Y8, focusing on strengths, decision making and anger management ● Worked with our Kāhui Ako Starship Community Nurse to access resources for students and families who need support with their health or circumstances ● Counsellor working in school two days per week 	<p>developing initiatives that we could implement</p> <ul style="list-style-type: none"> ● We met our target of implementing 4 new initiatives for staff/students to enhance their wellbeing ● Increased student and staff understanding of wellbeing and strategies to support it through PLD and PB4L teaching and learning programmes ● Students and teachers are able to access additional support to support wellbeing, at a higher level of expertise provided by the counsellor ● Students and teachers are able to access additional support to support wellbeing, at a higher level of expertise provided by the counsellor ● The students who work with the mentor have developed greater self-confidence and connections with their peers ● Families have increased support to deal with their health needs that they may not have been able to access on their own ● Tier 2 Training was unable to be progressed across the school due to Covid19, this target was not met 	<p>range of initiatives to support student and staff wellbeing</p> <ul style="list-style-type: none"> ● Wellbeing has become part of the ongoing conversation with staff, particularly through our wellbeing groups ● Kāhui Ako connections has allowed the sharing of ideas and strategies ● Covid-19 in Term 1 disrupted the roll out of the Tier 2 programme ● Previous training was very thorough and the team felt it was highly effective and practical ● Having a shorter survey meant that it wasn't overwhelming for students and was able to be done on a more regular basis ● Schoolwide PLD has enabled a consistent and shared language around emotions 	<ul style="list-style-type: none"> ● Continue to employ the counsellor two days a week to address the concerns raised through the wellbeing data, and so that she can work with groups ● Roll out Tier 2 strategies across the whole school to support behaviour and wellbeing through PB4L ● Further embed and reflect on systems to support wellbeing ● Continue to implement the Zones of Regulation strategies through PB4L lessons ● PLD and implementation of the Mitey programme in 2023 with a specific focus on mental health
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<p>supporting the wellbeing of students, and providing strategies to parents and staff</p> <ul style="list-style-type: none"> • Developed an action plan for the implementation of the PB4L Tier 2 programme • PB4L team supporting Tier 2 behaviour students, through the PLD provided to them increasing their knowledge and capacity to cater to these student's needs • Quick check-in wellbeing system implemented on a regular and ongoing basis, including through lockdown • Zones of Regulation introduced across the school to provide a common language around managing emotions and to teach specific strategies to help students cope more effectively with their feelings • Wellbeing Day as part of the Kāhui Ako showcased the range of resources available to whānau to support their child's wellbeing • Trialled two programmes for monitoring wellbeing • 	<ul style="list-style-type: none"> • The PB4L team has an increased understanding of the Functions of Behaviour and are well placed to implement this across the school in 2023 • We have met our target using effective systems to support wellbeing • Teachers had an increased awareness of their students wellbeing based on the surveys • There is beginning to be a common language around managing emotions through the Zones of Regulation • Wellbeing is at the forefront of staff and student thinking, with an increased understanding of what wellbeing is and strategies to support it • Student leaders are able to respond to needs they identify in the school community • There is a common language of wellbeing developing across the school and the Kāhui Ako 		
Planning for next year:			

- Further embed and reflect on systems to support wellbeing
- Provide PLD for wider staff about the Functions of Behaviour and Tier 2 Supports to enhance our PB4L approach
- Tier 2 PB4L upgrade, with a shift moving PB4L to Wellbeing
- Embed a schoolwide wellbeing framework that is culturally responsive, and gather feedback about the framework
- Implement a tool to monitor wellbeing on an ongoing basis and to provide a tiered response to student and staff needs
- Explore further systems to support wellbeing, including Mitey

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Appoint an EEO Officer</i> Survey staff around Ethnicity, Gender, Health concerns including living with injury, long-term illness or disability including any aids that are needed in order to do their job, Emergency Contacts
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Provide professional development for staff regarding gender diversity and inclusion and wellbeing</i>
How do you practise impartial selection of suitably qualified persons for appointment?	Selection criteria are well-rounded and consider all aspects of the candidates.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	The Strategic plan acknowledges the treaty and its obligations. Culturally responsive practices in the employment process, including documents in Māori and following Tikanga with Karakia. Providing remuneration for the teaching of Māori in the school and providing extra resource to grow Tikanga
How have you enhanced the abilities of individual employees?	<i>Identifying and catering for all staff needs to ensure that they can complete their jobs correctly</i>
How are you recognising the employment requirements of women?	<i>Maternity, and period products being understanding of family situations and childcare issues</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Identifying and understanding any disabilities staff may have and providing the necessary support as needed.</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?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	yes	

Kiwisport

Kiwisport is a government initiative to support students' participation in organised sports.

In 2022 Pasadena Intermediate School received funding of \$5,391. The funding was spent on purchasing sports equipment and funding and a leadership position for the organisation of sports in the school.

The number of students participating in organised sport is 100% of the school roll.