

## Independent Auditor's Report

### To the readers of Pakuranga Heights School's Financial statements For the year ended 31 December 2017

RSM Hayes Audit

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

### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2017, 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 2017; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2018. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### Basis of opinion

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

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

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

### Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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 Pakuranga Heights School.



**Steve Hayes**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand

# **PAKURANGA HEIGHTS SCHOOL**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

|                        |  |
|------------------------|--|
| School Address:        | 77 Udys Road<br>Pakuranga 2010   |
| School Postal Address: | 77 Udys Road<br>Pakuranga 2010   |
| School Phone:          | 09 576 9209  |
| School Email:          | <a href="mailto:office@pakurangaheights.school.nz">office@pakurangaheights.school.nz</a> |
| Ministry Number:       | 1416   |

# PAKURANGA HEIGHTS SCHOOL

Financial Statements - For the year ended 31 December 2017

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### **Statement**

Analysis of Variance

Kiwi Sport

Members of the Board of Trustees



# Pakuranga Heights School

## Statement of Responsibility

For the year ended 31 December 2017

The Board of Trustees 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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

FIONA BAILEY

Full Name of Board Chairperson

F. Bailey

Signature of Board Chairperson

Date:

28/5/18

Fintan Paul Kelly

Full Name of Principal

J Kelly

Signature of Principal

Date:

28/5/18

# Pakuranga Heights School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

|   | Notes | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |       |                      |                                     |                      |
| Government Grants   | 2     | 4,073,442            | 3,290,377                           | 3,425,771            |
| Locally Raised Funds  | 3     | 300,523              | 266,400                             | 240,258              |
| Interest Earned   |       | 14,633               | 10,000                              | 14,366               |
|   |       | <u>4,388,598</u>     | <u>3,566,777</u>                    | <u>3,680,395</u>     |
| <b>Expenses</b>   |       |                      |                                     |                      |
| Locally Raised Funds  | 3     | 58,996               | 70,700                              | 85,809               |
| Learning Resources  | 4     | 2,461,970            | 2,263,182                           | 2,295,584            |
| Administration  | 5     | 247,845              | 234,188                             | 275,871              |
| Finance Costs   |       | 2,475                | 9,050                               | 369                  |
| Property  | 6     | 1,409,927            | 944,000                             | 899,385              |
| Depreciation  | 7     | 96,263               | 75,000                              | 69,168               |
| Loss on Disposal of Property, Plant and Equipment           |       | 1,500                | -                                   | 1,737                |
|   |       | <u>4,278,976</u>     | <u>3,596,120</u>                    | <u>3,627,923</u>     |
| <b>Net Surplus / (Deficit)</b>                              |       | 109,622              | (29,343)                            | 52,472               |
| Other Comprehensive Revenue and Expenses                    |       | -                    | -                                   | -                    |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u>109,622</u>       | <u>(29,343)</u>                     | <u>52,472</u>        |

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

**Pakuranga Heights School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

|  | Actual<br>2017<br>\$ | Budget<br>(Unaudited)<br>2017<br>\$ | Actual<br>2016<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>                          | <b>689,812</b>       | <b>689,810</b>                      | <b>613,971</b>       |
| Total comprehensive revenue and expense for the year | 109,622              | (29,343)                            | 52,472               |
| Capital Contributions from the Ministry of Education |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         | -                    | -                                   | 23,369               |
| <b>Equity at 31 December</b>                         | <b>799,434</b>       | <b>660,467</b>                      | <b>689,812</b>       |
| Retained Earnings                                    | 799,434              | 660,467                             | 689,812              |
| Reserves   | -                    | -                                   | -                    |
| <b>Equity at 31 December</b>                         | <b>799,434</b>       | <b>660,467</b>                      | <b>689,812</b>       |

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



# **Pakuranga Heights School**

## **Statement of Financial Position**

As at 31 December 2017

|  |       | 2017           | 2017           | 2016           |
|--|-------|----------------|----------------|----------------|
|  | Notes | Actual         | Budget         | Actual         |
|  |       | \$             | (Unaudited)    | \$             |
|  |       |                | \$             |                |
| <b>Current Assets</b>                    |       |                |                |                |
| Cash and Cash Equivalents                | 8     | 69,009         | 29,487         | 280,283        |
| Accounts Receivable                      | 9     | 134,190        | 112,873        | 118,662        |
| GST Receivable                           |       | 16,611         | 5,000          | 10,613         |
| Prepayments                              |       | 3,282          | 1,726          | 1,726          |
| Inventories                              | 10    | 5,791          | 5,574          | 5,573          |
| Investments                              | 11    | 350,000        | 200,000        | 200,000        |
|  |       | <b>578,883</b> | <b>354,640</b> | <b>596,857</b> |
| <b>Current Liabilities</b>               |       |                |                |                |
| Accounts Payable                         | 13    | 188,670        | 151,248        | 156,942        |
| Provision for Cyclical Maintenance       | 14    | 39,011         | 65,000         | 20,000         |
| Finance Lease Current Portion            | 15    | 13,690         | 7,830          | 4,813          |
| Funds held for Capital Works Projects    | 16    | 16,474         | -              | 52,704         |
|  |       | <b>237,845</b> | <b>224,078</b> | <b>234,459</b> |
| <b>Working Capital Surplus/(Deficit)</b> |       | <b>341,038</b> | <b>130,562</b> | <b>362,398</b> |
| <b>Non-current Assets</b>                |       |                |                |                |
| Property, Plant and Equipment            | 12    | 551,490        | 596,035        | 395,535        |
|  |       | <b>551,490</b> | <b>596,035</b> | <b>395,535</b> |
| <b>Non-current Liabilities</b>           |       |                |                |                |
| Provision for Cyclical Maintenance       | 14    | 74,536         | 58,530         | 58,530         |
| Finance Lease Liability                  | 15    | 18,558         | 7,600          | 9,591          |
|  |       | <b>93,094</b>  | <b>66,130</b>  | <b>68,121</b>  |
| <b>Net Assets</b>                        |       | <b>799,434</b> | <b>660,467</b> | <b>689,812</b> |
| <b>Equity</b>                            |       | <b>799,434</b> | <b>660,467</b> | <b>689,812</b> |

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

**Pakuranga Heights School**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

|   |          | 2017             | 2017             | 2016            |
|---|----------|------------------|------------------|-----------------|
|   | Note     | Actual           | Budget           | Actual          |
|   |          | \$               | (Unaudited)      | \$              |
|   |          |                  | \$               |                 |
| <b>Cash flows from Operating Activities</b>                 |          |                  |                  |                 |
| Government Grants   |          | 862,989          | 863,419          | 879,997         |
| Locally Raised Funds  |          | 301,283          | 270,928          | 230,760         |
| Goods and Services Tax (net)                                |          | (5,998)          | 5,613            | (5,055)         |
| Payments to Employees                                       |          | (425,425)        | (491,295)        | (480,893)       |
| Payments to Suppliers                                       |          | (515,596)        | (552,669)        | (564,721)       |
| Interest Paid   |          | (2,475)          | (9,050)          | (369)           |
| Interest Received   |          | 16,052           | 9,419            | 14,369          |
| <b>Net cash from / (to) the Operating Activities</b>        |          | <b>230,830</b>   | <b>96,365</b>    | <b>74,088</b>   |
| <b>Cash flows from Investing Activities</b>                 |          |                  |                  |                 |
| Proceeds from Sale of PPE (and Intangibles)                 |          | (1,500)          | (3,187)          | -               |
| Purchase of PPE (and Intangibles)                           |          | (225,738)        | (272,313)        | (148,401)       |
| Purchase of Investments                                     |          | (150,000)        | -                | 100,000         |
| Proceeds from Sale of Investments                           |          | -                | -                | -               |
| <b>Net cash from / (to) the Investing Activities</b>        |          | <b>(377,238)</b> | <b>(275,500)</b> | <b>(48,401)</b> |
| <b>Cash flows from Financing Activities</b>                 |          |                  |                  |                 |
| Furniture and Equipment Grant                               |          | -                | -                | 23,369          |
| Finance Lease Payments                                      |          | (8,636)          | 1,026            | (1,135)         |
| Funds Administered on Behalf of Third Parties               |          | (36,230)         | (52,708)         | 52,704          |
| <b>Net cash from Financing Activities</b>                   |          | <b>(44,866)</b>  | <b>(51,680)</b>  | <b>74,938</b>   |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>(191,274)</b> | <b>(230,815)</b> | <b>100,625</b>  |
| Cash and cash equivalents at the beginning of the year      | 8        | 260,283          | 260,282          | 159,657         |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b> | <b>69,009</b>    | <b>29,467</b>    | <b>260,282</b>  |

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 omitted.

# **Pakuranga Heights School**

## **Notes to the Financial Statements**

### **1. Statement of Accounting Policies**

For the year ended 31 December 2017

#### **a) Reporting Entity**

Pakuranga Heights School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (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 reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

##### **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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Useful lives of property, plant and equipment**

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

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at 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 carryforward 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

#### ***Other Grants***

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 recorded as revenue when their receipt is formally acknowledged by the School.

#### ***Interest Revenue***

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

### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

### **e) Operating Lease Payments**

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

### **f) 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.



**g) 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.

**h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**i) Inventories**

Inventories are consumable items held for sale and comprise 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.

**j) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under schedule 6 Section 28 in relation to the acquisition of investment securities.

**k) 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 to buildings owned by the Crown 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

### **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 – Crown            | 20 years                |
| Furniture and equipment                  | 5-10 years              |
| Information and communication technology | 5 years                 |
| Leased assets held under a Finance Lease | 3 years                 |
| Motor Vehicles                           | 10 years                |
| Library resources                        | 12.5% Diminishing value |

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### **Short-term employee entitlements**

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

### **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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### **o) Financial Assets and Liabilities**

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 categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### **p) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**q) 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.

**r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**s) 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

|   | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Operational grants                              | 703,731              | 702,698                             | 712,562              |
| Teachers' salaries grants                       | 2,097,381            | 1,778,800                           | 1,930,707            |
| Use of Land and Buildings grants                | 1,103,529            | 650,000                             | 615,067              |
| Resource teachers learning and behaviour grants | 168,801              | 158,879                             | 153,250              |
| Other MoE Grants                                | -                    | -                                   | 14,185               |
|   | <u>4,073,442</u>     | <u>3,290,377</u>                    | <u>3,425,771</u>     |

## 3. Locally Raised Funds

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

|  | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>                                   |                      |                                     |                      |
| Donations  | 100,517              | 85,200                              | 21,732               |
| Fundraising                                      | 37,726               | 14,200                              | 36,623               |
| Other revenue                                    | -                    | -                                   | 6,669                |
| Trading  | 29,838               | 27,500                              | 28,709               |
| Activities                                       | 132,442              | 139,500                             | 146,525              |
|  | <u>300,523</u>       | <u>266,400</u>                      | <u>240,258</u>       |
| <b>Expenses</b>                                  |                      |                                     |                      |
| Activities                                       | 12,527               | 29,600                              | 42,023               |
| Trading  | 27,845               | 31,000                              | 29,546               |
| Fundraising (costs of raising funds)             | 18,624               | 10,100                              | 8,461                |
| Other Locally Raised Funds Expenditure           | -                    | -                                   | 5,779                |
|  | <u>58,996</u>        | <u>70,700</u>                       | <u>85,809</u>        |
| <b>Surplus for the year Locally raised funds</b> | <u>241,527</u>       | <u>195,700</u>                      | <u>154,449</u>       |

## 4. Learning Resources

|  | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 44,988               | 77,800                              | 74,364               |
| Information and communication technology | 44,474               | 49,900                              | 46,782               |
| Employee benefits - salaries             | 2,329,784            | 2,082,572                           | 2,140,161            |
| Library Resources                        | 702                  | 460                                 | 147                  |
| Resource/attached teacher costs          | 2,822                | 4,250                               | 3,087                |
| Staff development                        | 39,200               | 48,200                              | 31,043               |
|  | <u>2,461,970</u>     | <u>2,263,182</u>                    | <u>2,295,584</u>     |



## 5. Administration

|  | 2017           | 2017           | 2016           |
|--|----------------|----------------|----------------|
|  | Actual         | Budget         | Actual         |
|  | \$             | (Unaudited)    | \$             |
| Audit Fee                                      | 6,840          | 7,824          | 6,740          |
| Board of Trustees Fees                         | 3,295          | 3,240          | 3,515          |
| Board of Trustees Expenses                     | 8,303          | 12,500         | 9,710          |
| Communication                                  | 5,856          | 4,500          | 5,736          |
| Consumables                                    | 31,140         | 28,000         | 27,251         |
| Operating Lease                                | 29,109         | 27,544         | 35,070         |
| Other  | 13,431         | 12,500         | 12,300         |
| Employee Benefits - Salaries                   | 136,532        | 128,450        | 183,737        |
| Insurance                                      | 5,919          | 4,730          | 4,912          |
| Service Providers, Contractors and Consultancy | 7,420          | 6,900          | 6,900          |
|  | <b>247,845</b> | <b>234,188</b> | <b>275,871</b> |

## 6. Property

|                                     | 2017             | 2017           | 2016           |
|-------------------------------------|------------------|----------------|----------------|
|                                     | Actual           | Budget         | Actual         |
|                                     | \$               | (Unaudited)    | \$             |
| Caretaking and Cleaning Consumables | 22,890           | 21,500         | 13,047         |
| Consultancy and Contract Services   | 59,000           | 59,000         | 62,791         |
| Cyclical Maintenance Provision      | 56,817           | 45,000         | 19,761         |
| Grounds                             | 18,541           | 10,500         | 10,688         |
| Heat, Light and Water               | 25,409           | 32,000         | 34,970         |
| Repairs and Maintenance             | 60,426           | 63,000         | 76,326         |
| Use of Land and Buildings           | 1,103,529        | 650,000        | 615,067        |
| Security                            | 8,411            | 7,000          | 8,740          |
| Employee Benefits - Salaries        | 54,904           | 56,000         | 57,995         |
|                                     | <b>1,409,927</b> | <b>944,000</b> | <b>899,385</b> |

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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. Depreciation of Property, Plant and Equipment

|  | 2017          | 2017          | 2016          |
|--|---------------|---------------|---------------|
|  | Actual        | Budget        | Actual        |
|  | \$            | (Unaudited)   | \$            |
| Building Improvements - Crown            | 7,661         | 5,969         | 7,941         |
| Furniture and Equipment                  | 38,517        | 30,009        | 28,760        |
| Information and Communication Technology | 33,529        | 26,123        | 29,668        |
| Leased Assets                            | 10,517        | 8,194         | 849           |
| Motor Vehicle                            | 4,090         | 3,187         | -             |
| Library Resources                        | 1,949         | 1,518         | 1,950         |
|  | <b>96,263</b> | <b>75,000</b> | <b>69,168</b> |

## 8. Cash and Cash Equivalents

|  | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Cash on Hand   | 100                  | 200                                 | 200                  |
| Bank Current Account   | 68,875               | 29,267                              | 146,994              |
| Bank Call Account  | 34                   | -                                   | 113,089              |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | <u>69,009</u>        | <u>29,467</u>                       | <u>260,283</u>       |

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

Of the \$69,009 Cash and Cash Equivalents, \$16,474 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

|  | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 3,768                | -                                   | 4,528                |
| Receivables from the Ministry of Education | 11,385               | -                                   | 1,842                |
| Interest Receivable                        | -                    | 2,000                               | 1,419                |
| Teacher Salaries Grant Receivable          | 119,037              | 110,873                             | 110,873              |
|  | <u>134,190</u>       | <u>112,873</u>                      | <u>118,662</u>       |
| Receivables from Exchange Transactions     | 3,768                | 2,000                               | 5,947                |
| Receivables from Non-Exchange Transactions | 130,422              | 110,873                             | 112,715              |
|  | <u>134,190</u>       | <u>112,873</u>                      | <u>118,662</u>       |

## 10. Inventories

|                 | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| Stationery      | 1,513                | 1,114                               | 1,113                |
| School Uniforms | 4,278                | 4,460                               | 4,460                |
|                 | <u>5,791</u>         | <u>5,574</u>                        | <u>5,573</u>         |

## 11. Investments

The School's investment activities are classified as follows:

|                          | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 350,000              | 200,000                             | 200,000              |

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2017.

## 12. Property, Plant and Equipment

|   | Opening<br>Balance (NBV) | Additions      | Disposals      | Impairment | Depreciation    | Total (NBV)    |
|---|--------------------------|----------------|----------------|------------|-----------------|----------------|
| 2017  | \$                       | \$             | \$             | \$         | \$              | \$             |
| Building Improvements                       | 95,457                   | -              | -              | -          | (7,861)         | 87,796         |
| Furniture and Equipment                     | 185,428                  | 137,995        | -              | -          | (38,517)        | 284,906        |
| Information and Communication<br>Technology | 86,313                   | 40,982         | -              | -          | (33,529)        | 93,766         |
| Leased Assets                               | 14,690                   | 26,480         | -              | -          | (10,517)        | 30,653         |
| Library Resources                           | 13,647                   | 3,443          | (1,501)        | -          | (1,949)         | 13,640         |
| Motor Vehicle                               | -                        | 44,819         | -              | -          | (4,090)         | 40,729         |
| <b>Balance at 31 December 2017</b>          | <b>395,535</b>           | <b>253,719</b> | <b>(1,501)</b> | <b>-</b>   | <b>(96,263)</b> | <b>551,490</b> |

The net carrying value of equipment held under a finance lease is \$30,653

|   | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|---|----------------------|-----------------------------|-------------------|
| 2017  | \$                   | \$                          | \$                |
| Building Improvements                       | 474,700              | (386,904)                   | 87,796            |
| Furniture and Equipment                     | 703,183              | (418,278)                   | 284,905           |
| Information and Communication<br>Technology | 317,666              | (223,901)                   | 93,765            |
| Leased Assets                               | 42,019               | (11,366)                    | 30,653            |
| Library Resources                           | 76,047               | (62,405)                    | 13,642            |
| Motor Vehicle                               | 44,819               | (4,090)                     | 40,729            |
| <b>Balance at 31 December 2017</b>          | <b>1,658,434</b>     | <b>(1,106,944)</b>          | <b>551,490</b>    |

|   | Opening<br>Balance (NBV) | Additions      | Disposals      | Impairment | Depreciation    | Total (NBV)    |
|---|--------------------------|----------------|----------------|------------|-----------------|----------------|
| 2016  | \$                       | \$             | \$             | \$         | \$              | \$             |
| Building Improvements                       | 70,035                   | 33,363         | -              | -          | (7,941)         | 95,457         |
| Furniture and Equipment                     | 129,481                  | 84,708         | -              | -          | (28,760)        | 185,429        |
| Information and Communication<br>Technology | 86,496                   | 29,485         | -              | -          | (29,668)        | 86,313         |
| Leased Assets                               | -                        | 15,539         | -              | -          | (849)           | 14,690         |
| Library Resources                           | 16,488                   | 846            | (1,738)        | -          | (1,950)         | 13,646         |
| <b>Balance at 31 December 2016</b>          | <b>302,500</b>           | <b>163,941</b> | <b>(1,738)</b> | <b>-</b>   | <b>(69,168)</b> | <b>395,535</b> |

|  | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|--|----------------------|-----------------------------|-------------------|
| 2016                                     | \$                   | \$                          | \$                |
| Building Improvements                    | 474,700              | (379,243)                   | 95,457            |
| Furniture and Equipment                  | 565,753              | (380,325)                   | 185,428           |
| Information and Communication Technology | 276,883              | (190,370)                   | 86,313            |
| Leased Assets                            | 15,539               | (849)                       | 14,690            |
| Library Resources                        | 81,563               | (67,918)                    | 13,645            |
| <b>Balance at 31 December 2016</b>       | <b>1,414,238</b>     | <b>(1,018,703)</b>          | <b>395,535</b>    |

**RSM**

### 13. Accounts Payable

|   | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Operating creditors   | 28,446               | 22,066                              | 24,689               |
| Accruals  | 8,331                | 7,940                               | 7,938                |
| Employee Entitlements - salaries  | 125,648              | 115,545                             | 118,618              |
| Employee Entitlements - leave accrual                                   | 5,345                | 5,697                               | 5,697                |
|   | <u>168,670</u>       | <u>151,248</u>                      | <u>156,942</u>       |
| Payables for Exchange Transactions                                      | 164,902              | 146,748                             | 153,142              |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | 3,768                | 4,500                               | 3,800                |
|   | <u>168,670</u>       | <u>151,248</u>                      | <u>156,942</u>       |

The carrying value of payables approximates their fair value.

### 14. Provision for Cyclical Maintenance

|   | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 78,530               | 78,530                              | 85,636               |
| Increase to the Provision During the Year | 56,817               | 45,000                              | 19,761               |
| Use of the Provision During the Year      | (21,800)             | -                                   | (26,867)             |
| Provision at the End of the Year          | <u>113,547</u>       | <u>123,530</u>                      | <u>78,530</u>        |
| Cyclical Maintenance - Current            | 39,011               | 65,000                              | 20,000               |
| Cyclical Maintenance - Term               | 74,536               | 58,530                              | 58,530               |
|   | <u>113,547</u>       | <u>123,530</u>                      | <u>78,530</u>        |

### 15. Finance Lease Liability

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

|  | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 16,329               | 7,830                               | 4,813                |
| Later than One Year and no Later than Five Years | 20,045               | 7,600                               | 9,591                |
| Later than Five Years                            | -                    | -                                   | -                    |
|  | <u>36,374</u>        | <u>15,430</u>                       | <u>14,404</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:

|                                       | 2017               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$  | BOT<br>Contribution/<br>(Write-off to<br>R&M) | Closing<br>Balances<br>\$ |
|---------------------------------------|--------------------|---------------------------|----------------------------|-----------------|---|---------------------------|
| New Block Replacement Teaching Spaces | <i>in progress</i> | 52,704                    | -                          | (36,230)        | -   | 16,474                    |
| Totals                                |                    | <u>52,704</u>             | <u>-</u>                   | <u>(36,230)</u> | <u>-</u>                                      | <u>16,474</u>             |

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

16,474

-

16,474

|                                | 2016               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ | BOT<br>Contribution/<br>(Write-off to<br>R&M) | Closing<br>Balances<br>\$ |
|--------------------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------------|
| New Block Replacement Teaching | <i>in progress</i> | -                         | 52,704                     | -              | -   | 52,704                    |
| Totals                         |                    | <u>-</u>                  | <u>52,704</u>              | <u>-</u>       | <u>-</u>                                      | <u>52,704</u>             |

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

52,704

-

52,704

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

|   | 2017<br>Actual<br>\$ | 2016<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <b>Board Members</b>                        |                      |                      |
| Remuneration                                | 3,295                | 3,515                |
| Full-time equivalent members                | 0.29                 | 0.20                 |
| <b>Leadership Team</b>                      |                      |                      |
| Remuneration                                | 338,454              | 325,512              |
| Full-time equivalent members                | 3.00                 | 3.00                 |
| Total key management personnel remuneration | 341,749              | 329,027              |
| Total full-time equivalent personnel        | 3.29                 | 3.20                 |

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

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

|  | 2017<br>Actual<br>\$000 | 2016<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 140 - 150               | 140 - 150               |
| Benefits and Other Emoluments                    | 3 - 4                   | 3 - 4                   |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2017<br>FTE Number | 2016<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 110 - 120             | 0.00               | 0.00               |
| 100 - 110             | 0.00               | 0.00               |
|                       | 0.00               | 0.00               |

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

## 19. Compensation and Other Benefits Upon Leaving

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

|                           | 2017<br>Actual<br>\$0 | 2016<br>Actual<br>\$22,240 |
|---------------------------|-----------------------|----------------------------|
| Total<br>Number of People | 0                     | 1                          |

## 20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2017 there are no Capital Commitments.

(Capital commitments at 31 December 2016:

(a) \$554,000 contract to replace teaching spaces part of the 5 YA Plan. This project is fully funded by the Ministry and \$52,704 has already been received).

### (b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

- (a) operating lease of Projectors
- (b) operating lease of laptops and
- (c) operating lease of a Server

|  | 2017<br>Actual<br>\$ | 2016<br>Actual<br>\$ |
|--|----------------------|----------------------|
| No later than One Year                           | 11,820               | 38,000               |
| Later than One Year and No Later than Five Years | 1,970                | 13,790               |
| Later than Five Years                            | -                    | -                    |
|  | <u>13,790</u>        | <u>51,790</u>        |

## 22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 23. Financial Instruments

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

### Loans and receivables

|                             | 2017<br>Actual<br>\$ | 2017<br>Budget<br>(Unaudited)<br>\$ | 2016<br>Actual<br>\$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents   | 69,009               | 29,467                              | 280,283              |
| Receivables                 | 134,190              | 112,873                             | 118,682              |
| Investments - Term Deposits | 350,000              | 200,000                             | 200,000              |
| Total Cash and Receivables  | <u>553,199</u>       | <u>342,340</u>                      | <u>578,945</u>       |

### Financial liabilities measured at amortised cost

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 164,902        | 146,748        | 153,142        |
| Finance Leases   | 32,248         | 15,430         | 14,404         |
| Total Financial Liabilities Measured at Amortised Cost | <u>197,150</u> | <u>162,178</u> | <u>167,546</u> |

## 24. Events After Balance Date

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



## Board of Trustees 2017

| Name          | Address                          | Mobile ph     | Email                              | Position             | Elected/co-opted | Term ends |
|---------------|----------------------------------|---------------|------------------------------------|----------------------|------------------|-----------|
| Fintan Kelly  | 53 Empire Road,<br>Epsom         | 021 035 3833  | fintank@pakurangaheights.school.nz | Principal            |                  |           |
| Fiona Bailey  | 30a Botany Road<br>Howick        | 021 884 343   | bailey.f122@gmail.com              | Trustee              | May 2016         | May 2019  |
| Sarah Irwin   | 14 Parkview Place<br>Pakuranga   | 027 4904 023  | s.irwinnz@gmail.com                | Trustee              | May 2016         | May 2019  |
| Rachel Makata | 11 Glenside Ave<br>Pakuranga     | 021 256 6650  | racheldolly@vodafone.net.nz        | Trustee              | May 2016         | May 2019  |
| Rikki Solomon | 223 Pakuranga Road<br>Pakuranga  | 027 452 5133  | arwriknaedin@gmail.com             | Trustee              | May 2016         | May 2019  |
| Sue Kandasamy | 2 Kantere Place<br>Half Moon Bay | 021 024 98231 | suek@pakurangaheights.school.nz    | Staff Representative | May 2016         | May 2019  |





February 26, 2018

#### Statement on KiwiSport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$7100 (excluding GST).

The funding was spent on extra sporting equipment, external coaching opportunities as well as representative sportswear.

The number of students participating in organised sport increased by approximately 6% of the school roll.

A handwritten signature in black ink, appearing to read 'F Kelly'.

F Kelly  
Principal

# ANALYSIS OF VARIANCE

2017

SCHOOL NUMBER 1416

**STUDENT PROGRESS AND ACHIEVEMENT**

**ANNUAL PLAN REVIEW**

**2017 YEAR REVIEW**



## STEWARDSHIP

Encompassing accountability and improvement. The main focus is scrutiny on valued student outcomes, transparency and ongoing evaluation of performance in relation to goals and targets.

| Goal  |  |  |   |                                       |  |   |
|---|--|--|---|---------------------------------------|--|---|
| To ensure accountability, effectiveness, service and strengthened organisational capacity |  |  |   |                                       |  |   |
|   | Planned Priorities   | Who  | When  | Budget                                | Expected Outcome   | Annual Outcome<br>Annual Report   |
| A.1   | The curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners. | Senior management<br><br>Principal<br>Executive officer<br><br>Staff | Term 1<br><br>Each Board Meeting<br><br>Term 1 2017 overview<br><br>Term 1 - Ongoing 2017 | \$ 0<br><br>\$0<br><br>\$0<br><br>\$0 | Regular cycle of curriculum review in place<br><br>Regular reporting to the Board on curriculum, attendance and Health & Safety data.<br><br>Focus on environment and local contexts<br><br>Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency. | Curriculum reports to BoT<br>Maori, Gifted and Talented, The Arts e-Learning, Numeracy, Literacy, Health and P.E, Enviro, Well-Being<br><br>Health and Safety -each meeting<br>Attendance report-Meeting 5<br><br>Evidenced in school guiding documents and team planning<br><br>e-Learning team provide staff PD and promote other learning opportunities. Ongoing Parent session Term 2<br>Coding Club set up, Haipara Training |



|                  | Planned Priorities   | Who   | When                                   | Budget         | Expected Outcome   | Annual Outcome   |
|------------------|--|---|--|----------------|--|--|
| A.1<br>continued | The curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners. | Carol Madden<br>Stephanie Lin<br>All staff<br>Senior Management | Term 1<br>Ongoing<br>2017              | \$1500         | Confident in their identity language and culture. Te Reo programme actioned in senior school and Mandarin language programme actioned in middle school. Promote cultural identity through encouraging students to take an active part in pepeha, powhiri and school cultural events. | Te Reo programme in senior school<br>Integrated into classroom programmes<br>Evident at assemblies and newsletters<br>Mandarin language programme actioned in but stopped due to curriculum overcrowding. Powhiri, Koanga Festival.<br>Celebrated different language weeks eg`Tongan, Samoan |
|                  |  |   | Term 1<br>Ongoing<br>2017              | \$1000         | Student leadership is promoted as an outcome for all students - house leaders, playground mediators, buddy classes, road patrol, library, monitors   | A wide range of opportunities available to for students to grow as leaders, including public speaking training.  |
|                  | Planned Priorities   | Who   | When                                   | Budget         | Expected Outcome   | Annual Outcome   |
| A.2              | Ensure relationships between trustees and professional leaders are based on trust, integrity and openness.   | Board of Trustees<br>Staff Rep<br>Principal                     | February<br>meeting<br>Ongoing<br>2017 | \$0<br><br>\$0 | Agreed Code of Conduct<br><br>Transparent sharing of knowledge to improve outcomes   | Completed and ongoing on all levels<br><br>Continues to be a strength Leadership PD with Dr. Nicky Knight.<br>Developing leadership at school.   |

|     | Planned Priorities  | Who   | When                                | Budget             | Expected Outcome  | Annual Outcome   |
|-----|---|---|-------------------------------------|--------------------|---|--|
| A.3 | Ensure clarity around governance and management   | Bo T Chairperson  | February meeting                    | \$0                | Roles and responsibilities are clearly defined.   | In place see BoT manual  |
|     |   | Board of Trustees Principal   | Ongoing 2017                        | \$0                | Review and reflect on effectiveness   | Beginning stages   |
|     |   |   | As needed                           | \$500              | Seek relevant advice and resources (NZSTA)  | In place   |
|     |   |   |                                     |                    |   |  |
|     | Planned Priorities  | Who   | When                                | Budget             | Expected Outcome  | Annual Outcome   |
| A.4 | Build relational trust and develop culturally responsive relationships to ensure active reciprocal communication with participation in the life of the school | Senior management<br>Board of Trustees<br>Carol Madden<br>Ricky Solomon | March - ongoing<br><br>Ongoing 2017 | \$500<br><br>\$250 | Sharing of annual plans and achievement targets with the community. Consultation and feedback meetings/surveys with the school community.<br><br>Use of a Kaumatua and cultural expertise on the board of trustees. | Shared with stakeholders through newsletters, board meetings<br>Parent consultation on charter review - completed<br><br>In place<br>Hui in Term 4 |



| Planned Priorities | Who  | When                  | Budget           | Expected Outcome   | Annual Outcome       |   |
|--------------------|--|-----------------------|------------------|--|----------------------|---|
| A.5                | Actively promote/develop networks to ensure the extension and enrichment of the curriculum and increase learning opportunities and pathways available to students. | Principal             | February Ongoing | \$1000   | Participation in CoL | Ongoing and early stages  |
|                    | Senior management  | February Ongoing 2017 | \$0              | Principal attend local Howick Pakuranga Principals Meetings  |                      | Continues   |
|                    | Staff  | Ongoing 2017          | \$0              | Links with local government agencies, curriculum cluster groups with a focus on the core curriculum areas, ESOL and Special Needs. |                      | Involvement in cluster and focus groups   |
|                    | Board of Trustees  |                       |                  |  |                      |   |
|                    | Senior Management  | Ongoing 2017          | \$0              | Participation and involvement in parent and community sessions   |                      | Good parent attendance at parent sessions - excellent feedback, parent needs survey completed and action plan developed from responses. |
|                    |  | January Ongoing 2017  | \$5000           | Professional links with local schools ie. PD, moderation, sharing of resources   |                      | Strong links with early childhood centres, Macaroni performance at local lindy.   |
|                    |  |                       |                  |  |                      | Active involvement Transition with RTLB with local intermediates and preschools, Family Fun Day Parent workshops                        |

|     | Planned Priorities  | Who   | When   | Budget                   | Expected Outcome  | Annual Outcome  |
|-----|---|---|--|--------------------------|---|---|
| A.6 | Ensure student learning, well-being, achievement and progress is core priority.           | Team leaders<br>Senior leaders<br>Senior management | Ongoing 2017<br><br>Term 2   | \$0<br><br>\$0           | Meeting focus on student achievement and outcomes.<br><br>Student Well-Being Survey   | Evident in team/leadership, senior management/LA/staff meetings<br>Has been actioned - reported to BoT - excellent feedback from students |
|     | Planned Priorities  | Who   | When   | Budget                   | Expected Outcome  | Annual Outcome  |
| A.7 | Scrutinises effectiveness in achieving valued student outcomes.                           | Board of Trustees<br>Principal<br>Senior management | Mid and end of year<br><br>Term 2 or 3 depending on availability of reviewer | \$0<br><br>\$0<br>\$2500 | Appraisal systems are current and robust<br><br>Support programmes are effective in raising achievement<br><br>Strategic resourcing such as learning assistants directly linked to student outcomes | Reviewed and in place<br><br>Formally reviewed - report given to BoT<br><br>See above   |
|     | Planned Priorities  | Who   | When   | Budget                   | Expected Outcome  | Annual Outcome  |
| A.8 | Ensure robust data and evaluative information is available and use to support improvement | Principal<br>Staff Rep<br>Executive officer         | Board meetings   | \$0<br>\$0               | Achievement data formally reported to Board four times per year.<br><br>School operations reported on regularly   | In place<br><br>At every meeting  |

|      | Planned Priorities  | Who                                  | When             | Budget | Expected Outcome  | Annual Outcome   |
|------|---|--------------------------------------|------------------|--------|---|--|
| A.9  | Ensure strategic resourcing of strategies and resources are directed at improving student outcomes.   | Board of Trustees                    | February         | \$0    | National learning priorities and local needs are reflected in the budget.   | Complete and see budget                                |
|      |   |                                      | February         | See B2 | Recommendations from 2016 literacy, numeracy and office review in place   | Actioned   |
|      |   | Senior management                    | Board meetings   | \$0    | Informed regarding staffing   | In place   |
|      |   |                                      | February ongoing | \$2500 | Regular reporting of strategic resourcing and strategies in BoT reports.<br>Continued computerisation of all resources. | In place<br>New wireless and computer in resource room |
|      | Planned Priorities  | Who                                  | When             | Budget | Expected Outcome  | Annual Outcome   |
| A.10 | To manage performance of principal ensuring clear links to strategic goals, priorities and ensure appropriate professional learning and development opportunities | Board of Trustees<br>BoT Chairperson | February ongoing | \$1500 | Engage external appraiser under delegated responsibility of the Chairperson   | In place   |



|      | Planned Priorities  | Who                            | When                   | Budget              | Expected Outcome  | Annual Outcome  |
|------|---|--------------------------------|------------------------|---------------------|---|---|
| A.11 | To ensure induction, ongoing training, sharing of responsibilities, and succession planning is in place.                                      | Board of Trustees<br>Principal | February<br>ongoing    | \$0<br>\$500<br>\$0 | Review induction procedures.<br>Induction and ongoing training available<br>Sharing of responsibilities and succession planning delegated correctly and monitored | Currently being reviewed<br>NZSTA<br>Formal delegation of duties in place |
| A.12 | Review and reflect on effectiveness as a board in supporting the school to realise our vision, values, strategic direction, goals and targets | Principal<br>Senior management | Board meetings<br>July | \$0<br>\$0          | Reporting on strategic direction, goals and targets through the Principal's BoT reports<br>Mid-year reporting on annual plan progress                             | In place<br>As per this document  |

## Responsive Curriculum

Responsive curriculum incorporates connections to students' lives, prior understandings, and out of school experiences. It draws on and adds to parent, whānau, and community funds of knowledge. Student identities, languages and cultures are valued and enacted. Cultural and linguistic diversity are viewed as strengths.

### Goal

Have a responsive, inclusive curriculum that raises the achievement of all learners and ensures success for all.

|     | Planned Priorities  | Who  | When   | Budget   | Expected Outcome  | Annual Outcome  |
|-----|---|--|--|--|---|---|
| B.1 | Teaching practices are consistent with a culturally responsive curriculum | Senior management<br><br>Team leaders<br><br>All Staff | Ongoing 2017<br><br>February ongoing<br><br>Ongoing<br><br>Weekly<br><br>x3 per year | \$0<br><br>\$0<br><br>\$2000<br><br>\$0<br><br>\$0 | Maori and Pasifika achieving success as Māori and Pasifika<br><br>Curriculum reflects student identity, language and culture.<br><br>Professional development provided to all staff.<br><br>Promoted at team and staff meetings.<br><br>Monitored through appraisal system. | Evidenced in reflections, results, planning, term evaluations, professional discussions, learning support programmes, intervention groups<br><br>Individual targeted professional development<br><br>PD with Dr Nicky Knight<br>Evidenced in team meeting minutes as student learning is the main focus eg priority learners<br>Ongoing and evidenced in documentation and self-reflections by teachers |

|     | Planned Priorities   | Who   | When  | Budget   | Expected Outcome   | Annual Outcome  |
|-----|--|---|---|--|--|---|
| B.2 | Teachers use differentiation and a variety of teaching strategies to engage students | Board of Trustees<br>Senior management<br>Team leaders                      | January<br>Ongoing<br>2017  | \$1500<br><br>\$11000                          | Professional development provided eg. Teacher only days.<br><br>Engage Dr Nicky Knight and Joy Alcock to work with staff in 2017.  | Teacher Only Day 1 - Spelling focus<br>TOD 2 - writing focus<br>Writing focus -2018<br>Term 3 spelling Joy Alcock<br>Term 4 Pam Hook  |
|     | Planned Priorities   | Who   | When  | Budget   | Expected Outcome   | Annual Outcome  |
| B.3 | All students have equitable access to the curriculum                                 | Board of Trustees<br><br>Principal<br><br>Senior management                 | February ongoing<br><br>February Ongoing<br><br>Weekly                | \$25000<br><br>\$1000<br><br>\$1000            | Resourcing such as digital technology is available to all students.<br><br>Students and families assisted financially eg. trips, uniforms, stationery.<br><br>Teacher awareness professional development.                              | Evidenced by the number of devices available in classrooms<br>New iPad & chrome books purchased<br>Ongoing - including engaging external agencies<br><br>Covered at team and staff meetings   |
|     | Planned Priorities   | Who   | When  | Budget   | Expected Outcome   | Annual Outcome  |
| B.4 | Difference and diversity are valued  | Board of Trustees<br><br>Senior management<br><br>Team leaders<br><br>Staff | January<br>Ongoing<br><br>February<br><br>Term 1, 2 ,3<br><br>Ongoing | \$500<br><br>\$50,000<br><br>\$5000<br><br>\$0 | Promote and value inclusive learning environments.<br><br>Ensure adequate resourcing for support programmes.<br><br>Professional learning and development provided for all staff.<br><br>Learning opportunities support and challenge. | Evidenced through equal employment opportunities. Support given to individual students and parents<br><br>Ongoing and will be evident from the review findings<br><br>Targeted individual PD. Freely available for all staff<br><br>Ongoing |



|     | Planned Priorities  | Who   | When                                      | Budget               | Expected Outcome   | Annual Outcome  |
|-----|---|---|---|----------------------|--|---|
| B.5 | Whanau have access to the PHS curriculum online                       | Senior management<br>Joanne Harvey              | Term 2                                    | \$0                  | To go online in 2017.  | Work in progress - to go live mid Term 3. Online now          |
|     | Planned Priorities  | Who   | When                                      | Budget               | Expected Outcome   | Annual Outcome  |
| B.6 | Higher percentage of students meeting or exceeding National Standards | Board of Trustees<br>Senior management<br>Staff | Mid and end of year                       | \$0<br>\$0           | Achievement targets are set in consultation with key stakeholders.<br>Monitored at team and senior management level and reported at Board level. | In place<br>Board reports as per timetabled                   |
|     | Planned Priorities  | Who   | When                                      | Budget               | Expected Outcome   | Annual Outcome  |
| B.7 | Higher percentage of students achieving at and motivated in writing   | Senior management<br>Team leaders<br>Staff      | Board meetings<br>Ongoing 2017<br>Ongoing | \$0<br>\$2500<br>\$0 | Mid and end of year comparisons.<br>Core curriculum focus in 2017<br>Student voice through surveys and analysis                                  | In progress<br>Writing Development Plan in place<br>Completed |



|     | Planned Priorities  | Who   | When  | Budget                          | Expected Outcome   | Annual Outcome   |
|-----|---|---|---|---------------------------------|--|--|
| B.8 | Effective intervention programmes, that raise and extend student outcomes                 | Senior management   | Term 2  | \$5000                          | Implementation of the Mutukaroa program.<br><br>See A.7 above  | Underway and linked to Dr Nicky Knight's PD  |
| B.9 | Effective integration and quantity of digital technologies to add value to the curriculum | Board of Trustees<br>Senior management<br>Team leaders<br>Staff | February<br>Ongoing<br><br>Term 2 & 3<br><br>Term 1,2,3 | See B3<br><br>\$1000<br><br>\$0 | Digital devices made available to enhance teaching and learning eg. iPads, chromebooks, interactive whiteboards.<br><br>Professional learning and development sessions for staff.<br><br>Monitored through regular observations and appraisal systems. | Teachers laptops renewed, software updated and recommendations from parent evening applied<br><br>e-Learning courses facilitated by Mrs Waterworth and Mrs Harvey.<br>Staff PD sessions taken by e-learning team<br>Libby Slaughter enrolled in tertiary papers<br><br>Ongoing |

|      | Planned Priorities   | Who               | When                    | Budget     | Expected Outcome  | Annual Outcome  |
|------|--|-------------------|-------------------------|------------|---|---|
| B.10 | Effective identification and tracking of student achievement and adaption/enhancement of learning programmes to meet their needs | Senior management | March ongoing<br>Weekly | \$0<br>\$0 | Promote continued practice of teaching as inquiry.<br><br>Team meetings focussed on student achievement and outcomes. | Refined and improved format for professional conversations during teaching as inquiry meetings<br>Achieved and continues to be a priority for team meetings   |
|      |  | Team leaders      | Termly                  | \$0        | Learning assistant resourcing and allocation is regularly reviewed.   | Regular meetings with SENCO - monitoring of ministry funding and student needs<br>ESOL returns completed<br>Linked with school wide PD ie. Spelling and writing<br>Individual targeted PD eg modelling in classrooms, team meetings, professional conversations and goal setting. |
|      |  | Staff             | Term 2 & 3              | \$2500     | Professional development provided to staff.   |   |

|      | Planned Priorities                            | Who                  | When       | Budget | Expected Outcome   | Annual Outcome  |
|------|---|----------------------|------------|--------|--|---|
| B.11 | High quality arts programme (performing arts) | Board of Trustees    | February   | \$0    | Sufficient budget allocation.                                    | Completed   |
|      |   | Principal            | January    | \$0    | Formation of an ARTs team in 2017.                               | In place  |
|      |   | Senior management    | February   | \$0    | Action plan developed after consultation with key stake holders. | In place  |
|      |   | ARTs curriculum team | Term 3 & 4 | \$5000 | School production and Visual Arts exhibition planned for 2017.   | Excellent Visual Art exhibition   |
|      |   |                      | Ongoing    | \$1500 | Staff professional development.                                  | School production was a great success.  |
|      |   |                      |            |        |  | Junior and Senior dance Festival participation<br>APPA Music Festival<br>Cultural Dance Group<br>Mural groups |

| Planned Priorities | Who   | When   | Budget  | Expected Outcome               | Annual Outcome   |
|--------------------|---|--|---|--------------------------------|--|
| B.12               | Ensure individual success is celebrated               | Senior management<br>Team leaders<br><br>All Staff                 | Ongoing<br><br>As and when needed<br><br>Ongoing 2017       | \$2500<br><br>\$0<br><br>\$0   | Assemblies, certificates, End of Year Awards ceremony, classroom.<br><br>Home-school partnership continued eg emails, phone calls, parent interviews, casual interactions at school.<br><br>Promote success for ALL students.<br><br>Ongoing<br>Blog and Facebook<br>Newsletter<br>Local newspaper |
| B.13               | Students develop a strong growth mind set to learning | Senior management<br>Team leaders<br><br>All Staff<br><br>Students | February<br>Mid year<br><br>Ongoing<br><br>February-ongoing | \$0<br><br>\$250<br><br>\$2500 | Monitored and evident in planning, classroom environment, student voice, discussions<br><br>Values programme continue to be embedded school wide<br><br>Clear guidelines, resourcing and systems in place - will be formally reviewed later this term  |



|      | Planned Priorities  | Who   | When  | Budget                             | Expected Outcome  | Annual Outcome  |
|------|---|---|---|------------------------------------|---|---|
| B.14 | Higher percentage of Maori and Pacifica students meeting or exceeding national standards.   | Principal<br>Senior Management<br>Team leaders<br>Staff | Mid & end of year<br><br>Termly<br><br>Weekly Termly                    | \$0<br><br>\$0<br><br>\$0          | Mid and End of Year reporting to the staff and Board.<br><br>Priority focus for teaching as inquiry groups.<br><br>Planning checks and termly evaluations.  | Ongoing<br><br>In place evident in planning and team meetings and appraisal<br>In place - monitored by team leaders and senior management.<br>Team evaluations<br><br>Targeted teaching and learning            |
| B.15 | Ensure the learning environment is engaging, supports participation and agency in learning. | Senior management<br>Team leaders<br>Staff              | Ongoing 2017<br><br>February ongoing<br>February ongoing<br>Terms 1,2,3 | \$0<br><br>\$1500<br>\$0<br>\$5000 | Monitored through appraisal systems - quality teaching and learning.<br><br>Classroom environments reflect cultural diversity.<br><br>Digital tools and physical environment readily available<br><br>Teacher professional development. | Ongoing and monitored regularly by senior management and team leaders<br><br>Linked to appraisal and checked by team leaders<br><br>See above<br><br>Linked to school wide PD contracts ie spelling and writing |

## Reciprocal Connectedness

### Goal

Ahurutanga is a foundation or Pakuranga Heights School where mutual connections exist between our diverse cultures, community and natural environment

|     | Planned Priorities  | Who  | When                                   | Budget                          | Expected Outcome   | Annual Outcome   |
|-----|---|--|--|---------------------------------|--|--|
| C.1 | Passionate programmes exist where the school community has the freedom to share, teach and express their culture and language and interests | Principal<br>Senior management<br>Senior Leaders<br>Staff                      | Weekly<br>Ongoing<br>December          | \$0<br>\$0<br>\$0               | Reflected in teacher planning and appraisal evidence<br>Open door policy<br>Survey end of 2017 to help decide curriculum topics for 2018 | Observed and ongoing<br><br>Positive feedback at parent interviews and PTA meetings<br>Term 4<br>Involving experts from the community.<br>Language weeks<br>Annual Outcome   |
| C.2 | School is cool - attendance at school is above the national average and keeps increasing, reflecting ahurutanga                             | Principal<br>Executive officer<br>Senior management<br>Senior leaders<br>Staff | Daily<br>Weekly<br>As needed<br>Termly | \$0<br>\$0<br>\$0<br>\$0<br>\$0 | Daily checks on students<br>School support systems<br>Contact with parents<br>Use of outside agencies<br>Reporting to the Board          | Classroom teachers and office<br><br>Senior management and Margaret<br>(referrals to truancy - communications with parents and agencies eg CYFS)<br>Discussed at parent interviews, emails, letters, face to face. |

|     | Planned Priorities  | Who   | When                           | Budget                    | Expected Outcome   | Annual Outcome  |
|-----|---|---|--------------------------------|---------------------------|--|---|
| C.3 | Kapa haka participates at a local /regional level competition                                 | Carol Madden<br>Senior management                         | Ongoing                        | \$2000                    | Participation in competitions and festivals  | <p>Junior Kapa performed at local kindies this term</p> <p>Middles and seniors at assemblies</p> <p>Koanga Festival - participate September</p> <p>New Kapa Haka blog established</p> <p>HPPA retirees function performance</p> <p>School Family Fun Day</p>                  |
|     |   |   |                                |                           |  | Annual Outcome  |
| C.4 | Culturally targeted information sessions in place to create connections and to close barriers | Curriculum leaders<br>Senior management<br>Senior leaders | November<br>Ongoing<br>Ongoing | \$1500<br>\$500<br>\$1500 | <p>Consultation sessions and or survey to take place</p> <p>Invite guest speakers</p> <p>Staff professional development.</p> | <p>Ms Stephanie Lin to address Mandarin community on National Standards and curriculum</p> <p>Interprets to Chinese parents</p> <p>Nia assists and supports Pacific Island parents</p> <p>Mrs Janelle Waterworth PD with staff - language weeks</p> <p>Diwali celebrated.</p> |
|     |   |   |                                |                           |  | Annual Outcome  |



|     | Planned Priorities                                      | Who   | When  | Budget                              | Expected Outcome  | Annual Outcome  |
|-----|---|---|---|-------------------------------------|---|---|
| C.5 | Whanau centre is a heart of the parent community        | Principal<br>Senior management  | Ongoing<br>Ongoing  | \$500<br>\$100                      | See B8<br>Guest presenters / range of topics<br>Freely available for parents/whanau/PTA   | Whanau Centre setup and open with support of PTA twice a week during Top Start and pre-school visits.<br>Curriculum resources and information packs made available to parents.                  |
|     |   |   |   |                                     |   |   |
|     |   |   |   |                                     |   |   |
|     | Planned Priorities                                      | Who   | When  | Budget                              | Expected Outcome  | Annual Outcome  |
| C.6 | Outside classrooms are part of the learning environment | Board Chairperson (Grants)<br>Executive officer<br>Senior management<br>Staff | February - ongoing<br>February-December<br>February-ongoing | \$0<br>\$2500<br>\$20,000<br>\$2500 | Learning spaces no longer defined by walls.<br>Develop attractive, functional outside spaces<br>Interactive garden spaces.<br>Student environment groups eg gardening club, waste managers, Kaitiaki leaders. | Development of extra learning spaces - R6 & R7<br>Community working bees<br>School gardens re-established<br>High involvement by students -House Captain inquiry initiated and followed through |



|     | Planned Priorities  | Who  | When  | Budget                       | Expected Outcome  | Annual Outcome  |
|-----|---|--|---|------------------------------|---|---|
| C.7 | Ensure the cultural competencies for teachers of Māori Learners is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. (Manaakitanga, Whanaungatanga, Ako, Mahi tahi) | Team leaders<br>Senior management<br>Staff | Appraisal observations x 3<br><br>February Weekly<br><br>Term 2 & 3 | \$0<br><br>\$0<br><br>\$1000 | The use of cultural competencies and language for teachers of Māori students can be observed in teacher practice (appraisal system)<br><br>Our curriculum and planning make connections to our student's lives, prior understandings, contexts and experiences.<br><br>Staff professional development opportunities | <b>In place</b><br><br><b>Evident in classroom programmes. Regular checks by team leaders and senior management.</b><br><br><b>Mrs Carol Madden, Mrs Kandasamy &amp; Mr Kelly achieved Level 1 certificate.</b> |

## Strengthening and Prioritising Wellbeing

Wellbeing is vital for student success and is strongly linked to learning  
Wellbeing is at the heart of curriculum and student educational experiences.

### Goal

#### To be highly responsive to the wellbeing and safety of all students and staff

|     | Planned Priorities                   | Who  | When   | Budget   | Expected Outcome   | Annual Outcome   |
|-----|--------------------------------------|--|--|--|--|--|
| D1. | Strong and embedded values programme | Senior management<br><br>Senior leaders<br><br>Staff | Term 2<br><br>February ongoing<br><br>April - murals<br><br>Termly x 2<br><br>Ongoing<br><br>Ongoing | \$0<br><br>\$0<br><br>\$5000<br><br>\$0<br><br>\$0<br><br>\$1000 | Survey on students' perspectives about wellbeing.<br><br>School values embedded in our strategic planning, policies, procedures, initiatives and classroom programmes.<br><br>Evident in the physical environment.<br><br>Regular assemblies promoting values and wellbeing.<br><br>Classroom displays (appraisal).<br><br>Celebrations of different religions, spirituality, ethnicities, gender orientation and gender identity. | Term 3<br><br>Ongoing<br><br>Murals being created - student focused and created<br>Ongoing<br><br>Evident - observed in all classrooms. Cook Island language week, Māori language week, Diwali. Samoan Week. Matariki and Tongan Week, Eid observed<br>Integrated effectively in classrooms, assemblies, signage, murals, community communications |

|     | Planned Priorities   | Who  | When                                   | Budget | Expected Outcome  | Annual Outcome  |
|-----|--|--|--|--------|---|---|
| D.2 | Effective identification system for students with wellbeing and learning needs | Senior leaders<br>Staff<br>Margaret Walker | February<br>Weekly<br>team<br>meetings | \$0    | All staff aware of procedures and policies.<br><br>Strong relationships with parents/whanau and agencies. | Ongoing at team meetings and Friday briefing<br><br>Ongoing - parents contacted via phone within the first month of students starting school for feedback/support<br>Ongoing SignMee under review Term 3<br>Etap ?training Term 3 |
|     |  | Libby Slaughter                            | Ongoing                                | \$0    | Open door policy promoted in newsletters, website, parent interactions.                                   |   |
|     | Planned Priorities   | Who  | When                                   | Budget | Expected Outcome  | Annual Outcome  |
| D.3 | Ensure learning, teaching and curriculum is focused on improving wellbeing.    | All staff<br>Joanne Harvey                 | Start of<br>each term                  | \$0    | See A.1<br><br>Term focus on school values  | Ongoing<br><br>Students signed contracts - all new students on enrolment. Immediate follow up if irresponsible use is detected.   |
|     |  |  | Ongoing                                | \$0    | Focus on responsible digital citizens   |   |



|     | Planned Priorities                                 | Who                               | When       | Budget | Expected Outcome  | Annual Outcome  |
|-----|--|-----------------------------------|------------|--------|---|---|
| D.4 | Effective programmes for:<br>❖ Dealing with change | Senior leaders<br>Libby Slaughter | Ongoing    | \$0    | Continue school disposition and values programmes.  | Evident in classroom displays, planning, assemblies, promotion in classrooms  |
|     |  | Joanne Harvey                     | Ongoing    | \$0    | Foster digital citizenship.   | Staff meetings, parent session in Term 2                                      |
|     | ❖ Building and fostering healthy friendships       | Senior management                 | Term 1,2,3 | \$0    | Students will have a greater understanding / skills base about personal growth and development knowledge.<br>(see Inquiry Concept overview) | Integrated into classroom programs/part of values programme                   |
|     |  |                                   | Term 2 & 3 | \$2000 | Staff professional development<br>In class sessions   | Late Term 3 - staff   |
|     | Planned Priorities                                 | Who                               | When       | Budget | Expected Outcome  | Annual Outcome  |
| D.5 | A healthy eating school                            | Jenny Hood                        | Term 1     | \$0    | Promotion of healthy food in curriculum   | Life Education Trust  |
|     |  | Senior management                 | Term 2     | \$1000 | Experts invited to talk to parents  | To be organised through the Whanau Centre and PTA initiative eg. Nutritionist |
|     |  | Theresa Louisson                  | Term 1     | \$2000 | Reinstate "garden to plate project."  | Did not go ahead.   |

|     | Planned Priorities  | Who   | When                                  | Budget           | Expected Outcome   | Annual Outcome  |
|-----|---|---|---------------------------------------|------------------|--|---|
| D.6 | Inviting and engaging physical spaces outside the classroom to allow students to retreat, explore, play, engage, collaborate and release and build physical strength and confidence                                 | Senior management<br>Enviro team                        | Term 1 ongoing                        | See C6           | Initiate major interactive garden design plan from 2016 by external consultant in consultation with students.                                | Ongoing   |
|     | Planned Priorities  | Who   | When                                  | Budget           | Expected Outcome   | Annual Outcome  |
| D.7 | Effective attendance, truancy procedures and school partnerships with parents and whanau, as well as community health and social providers, to ensure students attaining the desired outcomes for student wellbeing | Senior management<br>Libby Slaughter<br>Margaret Walker | Termly<br><br>Ongoing                 | \$0<br><br>\$500 | Board reports to include data and analysis of student attendance and truancy<br><br>Community Centre speakers on relevant topics for parents | August Board meeting- due<br>Mrs Slaughter being absent Term 1 and the subsequent role change of SENCO this was deferred Terms $\frac{1}{2}$<br>Survey undertaken for parent community to establish their needs in supporting their child's learning<br>A plan is now in place and centre is underway |
|     | Planned Priorities  | Who   | When                                  | Budget           | Expected Outcome   | Annual Outcome  |
| D.8 | Scrutiny of effectiveness of programmes, partnerships and delivery for improved wellbeing outcomes  | Senior management                                       | Term 2 or 3 depending on availability | See A7           | Review of learning support programmes, effectiveness and delivery.   | Second half of Term 3 by Roger Harnett- Education Group   |

|     | Planned Priorities   | Who               | When              | Budget        | Expected Outcome  | Annual Outcome  |
|-----|--|-------------------|-------------------|---------------|---|---|
| D.9 | Leaders are clear role models for promoting and responding to student wellbeing. | Senior management | Term 3<br>Ongoing | \$0<br>\$5000 | Staff wellbeing review<br>Professional Development opportunities      | September<br>Senior leadership training with Dr Nicky Knight continues also conference opportunities provided, cluster networking |
|     |  |                   | Ongoing           | \$0           | Newsletters<br>Webpage<br>Team meetings<br>Senior leadership meetings | Ongoing<br>New webpage completed<br>House Captain section added to Newsletter   |



## Strengthening Collaboration

### Goal

Strengthen collaboration as a framework for improving outcomes for students

| Planned Priorities | Who  | When   | Budget   | Expected Outcome               | Annual Outcome  |
|--------------------|--|--|--|--------------------------------|---|
| B.1                | A high level of student agency involved in decision making at the class and school level<br>part of how students and staff work together and with each other | Libby Slaughter<br>Jack Hopkinson<br>All staff<br>Students | February ongoing<br>Ongoing<br>Appraisal observations<br>Observations<br>Ongoing | \$1500<br>\$1000<br>\$0<br>\$0 | House Captain & Student Leadership PD<br>House Captains involved in school initiatives<br>Our learning environments supports participation, engagement, and agency in learning<br>Learning strategies - self monitoring, goal setting developing meta cognitive skills, self-efficacy and agency  |
|                    |  |  |  |                                | To date: Assembly training, House captain training, Public speaking training this term<br>Inquiry project 'How can we make our school better?' Most initiatives in place to be completed<br>Classroom environments are checked regularly and part of appraisal and by team leaders<br>Student agency - goal setting, inquiry learning projects, student leadership opportunities. |

| Planned Priorities | Who   | When   | Budget                        | Expected Outcome   | Annual Outcome  |
|--------------------|---|--|-------------------------------|--------------------|---|
| B.2                | Teachers use an 'inquire' approach to improve their practise - measured through the PTC (Professional Teacher Criteria) | Sue Kandasamy<br>Team leaders  | February Termly<br><br>Termly | \$0<br><br>\$0     | Teaching as inquiry is embedded.<br><br>Staff professional development  |
|                    |   |  |                               |                    | In place- part of planning and expectations<br><br>Takes place at team meetings and general staff meetings.<br>Termly Teaching as Inquiry twice a term meetings completed in trios  |
| Planned Priorities | Who   | When   | Budget                        | Expected Outcome   | Annual Outcome  |
| B.3                | School involvement in interschool initiatives has measureable benefits for students and teachers                        | Christina Kneebone<br>Deanne Williams<br>Jack Hopkinson<br>ARTs team | Ongoing<br><br>Ongoing        | \$500<br><br>\$500 | Participation in interschool sports<br><br>Participation in interschool fixtures e.g: technology challenge, dance, music  |
|                    |   |  |                               |                    | To date: X-country, Hockey, soccer, rugby, netball, softball athletics<br><br>To date: dance festival (wk3) APPA music festival Upcycle challenge, HPPA Science Comp, HPPA Mathex, APPA Speech Comp, Koanga Festival, Cancer fundraising, RSA fundraising |



## Property and Capital Works

|  | Planned Priorities  | Who   | When                  | Budget   | Expected Outcome  |
|--|---|---|-----------------------|----------|---|
|  | Entrance Signage  | Senior Team<br>Executive Officer<br>Project Manager | Term 1/2              | \$5000   | Clear, bright, functional<br><b>Completed</b>                                     |
|  | Fencing Repair<br>Behind Rooms 13,14,15<br>Behind senior playground<br>Back gate entrance | Executive Officer<br>Project Manager                | Term 2                | \$10,000 | Safe, compliant<br><b>Completed</b>   |
|  | Replace middle school<br>playground soft fall   | Project Manager                                     |                       | \$50,000 | Drainage issues sorted, complaint, attractive<br><b>Completed</b>                 |
|  | Alarms Upgrade  |   |                       | \$25,000 | Modernised system - reliability<br><b>Completed</b>                               |
|  | Convert cloak bays to learning<br>spaces<br>Between Rooms 5,6,7                           | Principal<br>Executive Officer                      |                       | \$10,000 | Functional, bright learning spaces.<br><b>Completed with new furniture</b>        |
|  | Room 9, 10 Removal  | Executive Officer<br>Project Manager<br>Principal   | Term 4 or<br>Jan 2018 |          | Modern classroom replacement<br><b>Plans underway, however, likely to be 2018</b> |
|  | Back Entrance and back field<br>fence replacement   | Executive Officer<br>Project Manager<br>Principal   | Term 2/3              | \$20,000 | Safe- tidy<br><b>Completed</b>  |
|  | Field repair- laser level   | Executive Officer<br>Principal                      | Term 3/4              | \$15000  | Removal of lumps, pit holes and weed- better drainage<br><b>Deferred to 2018</b>  |

|   |  |                  |                 |   |  |  |
|---|--|------------------|-----------------|---|--|--|
|   |  |                  |                 |   |  |  |
|   |  |                  |                 |   |  |  |
| Day-Care fence repair                     | Executive Officer<br>Project Manager<br>Principal                          | Term 2/3         | \$10,000        | Safe, functional<br><b>Completed</b>  |  |  |
| Astro turf - middle school                | Executive Officer<br>Project Manager<br>Principal                          | Term 4 /<br>2018 | \$40,000        | Bright, functional<br>Save money on replacing, repairing concrete surface<br><b>Due to likely removal of Rooms 9 and 10 and trucks this is likely to occur in 2018</b>                                  |  |  |
| Removal of Caretaker shed and boiler room | Executive Officer<br>Project Manager<br>Principal<br>Ministry of Education | TBA              | \$ 0<br>Surplus | Create bigger space for senior school, removal of unsightly building<br><b>No further progress although we have another container for storage in the event it happened within a short space of time</b> |  |  |
| Gas Heating- main block                   | Ministry of Education<br>5YA   | TBA              | \$0             | Efficient heating in place<br><b>No further progress</b>  |  |  |

### Property and Capital Works continued

|                     |                                |               |          |   |  |  |
|---------------------|--------------------------------|---------------|----------|---|--|--|
| Interactive gardens | Executive Officer<br>Principal | Term<br>2/3/4 | \$20,000 | Functional and designed for and with students<br><b>Gardens behind Room 12- 15 are rebuilt and replanted. Included working bee and helpers from the college</b> |  |  |
| Window tinting      | Executive Officer<br>Principal | Term 2        | \$5000   | Enhance learning opportunities as filter direct light<br><b>Completed- excellent for light and concentration span of students</b>                               |  |  |

## 5 Year Maintenance Plan

|                                     |   |          |          |   |
|-------------------------------------|---|----------|----------|---|
| Block 4 Interior<br>3 classrooms    | Project manager<br>Executive Officer<br>Principal | Term 3/4 | \$15,200 | Clean modern learning environments<br><b>Only enough money for one room for wall linings and painted<br/>- Room 20</b>          |
| Block 10 -Interior<br>Resource Room | Project manager<br>Executive Officer<br>Principal | Term 3/4 | \$5200   | Clean, functional<br><b>Decided to put on hold as now the roof is fixed it may be a<br/>waste of money as is past life span</b> |
| Line Marking                        | Executive Officer<br>Principal                    | Term 2/3 | \$2500   | Functional, bright<br><b>Quote accepted- waiting for dry weather</b>  |