

GISBORNE INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number: 2566

Principal: Glen Udall

School Address: 156 Roebuck Road
Gisborne 4010

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Gisborne 4040

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Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/Expired
Anna Holdsworth	Chairperson	Elected member	HR Manager	May 2022
Josh Wharehinga	Parent Rep	Elected member	Director	Expired May 2019
Jo Haughey	Parent Rep	Elected member	General Manager	Expired May 2019
Tracey Stuart	Parent Rep	Elected member		December 2020
Kate Long	Parent Rep	Co-opted member	Director	Expired May 2019
Johnny Moetara	Parent Rep	Elected member	Tutor	May 2022
Tanya Hohepa	Parent Rep	Elected member	Property Manager	May 2022
Nathan Whitley	Parent Rep	Elected member	Policeman	May 2022
Glen Udall	Principal	Principal	Principal	
Carrie Barclay	Staff Rep	Staff representative	Teacher	May 2022
Ailsa Cuthbert	Parent Rep	Co-opted member	Asset Manager	May 2019

GISBORNE INTERMEDIATE

Annual Report - For the year ended 31 December 2019

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Gisborne Intermediate

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Anna Holdsworth
Full Name of Board Chairperson

Glen Udall
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

29/07/2020
Date:

29/07/2020
Date:

Gisborne Intermediate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,277,356	4,014,600	3,803,331
Locally Raised Funds	3	765,219	586,067	565,410
Interest Income		30,172	15,000	29,103
		<hr/>	<hr/>	<hr/>
		5,072,747	4,615,667	4,397,844
Expenses				
Locally Raised Funds	3	485,618	452,827	439,908
Learning Resources	4	3,116,495	2,812,882	2,700,439
Administration	5	229,270	228,900	209,449
Finance		2,542	2,500	2,200
Property	6	936,914	1,037,000	904,604
Depreciation	7	88,785	88,000	107,869
		<hr/>	<hr/>	<hr/>
		4,859,624	4,622,109	4,364,469
Net Surplus / (Deficit) for the year				
		<hr/>	<hr/>	<hr/>
		213,123	(6,442)	33,375
Other Comprehensive Revenue and Expenses				
		-	-	-
Total Comprehensive Revenue and Expense for the Year				
		<hr/>	<hr/>	<hr/>
		213,123	(6,442)	33,375

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



Gisborne Intermediate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	785,320	851,000	735,492
Total comprehensive revenue and expense for the year	213,123	(6,442)	33,375
Capital Contributions from the Ministry of Education			
- Special Education Equipment Grant	-	-	774
- Furniture & Equipment Grant	23,251	31,000	15,679
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS9	-	-	-
Equity at 31 December	1,021,694	875,558	785,320

Reserved Equity

Reserved equity comprises funds that have been received by the School for specific purposes. The School guarantees to hold sufficient monies to enable the funds to be used for their intended purpose at any time.

These funds arose from a gift from Di Nisbett of \$1,000 and are held for book vouchers to be purchased for the most improved reader for the annual prize giving as requested by the terms of the gift.

The school is not required to repay these funds.

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Reserves			
Gift from Di Nisbett Opening Balance	1,000	1,000	1,000
Reserves at 31 December	1,000	1,000	1,000
Net movement in reserves (including trusts and bequests)	-	-	-
Retained Earnings	1,020,694	874,558	784,320
Reserves	1,000	1,000	1,000
Equity at 31 December	1,021,694	875,558	785,320

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Gisborne Intermediate Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	335,890	599,000	188,645
Accounts Receivable	9	217,798	146,000	154,564
GST Receivable		20,058	15,000	73,650
Prepayments		62,720	10,000	7,262
Inventories	10	22,539	40,000	37,196
Investments	11	1,016,117	331,000	688,150
		<u>1,675,122</u>	<u>1,141,000</u>	<u>1,149,467</u>
Current Liabilities				
Accounts Payable	13	293,394	243,442	250,831
Revenue Received in Advance	14	124,497	20,000	24,217
Provision for Cyclical Maintenance - Current Portion	15	251,710	151,000	62,335
Finance Lease Liability - Current Portion	16	16,075	10,000	7,674
Funds held in Trust	17	473	1,000	639
Funds held for Capital Works Projects	18	237,145	-	67,489
		<u>923,294</u>	<u>425,442</u>	<u>413,185</u>
Working Capital Surplus/(Deficit)		<u>751,828</u>	<u>715,558</u>	<u>736,282</u>
Non-current Assets				
Property, Plant and Equipment	12	465,050	463,000	396,897
		<u>465,050</u>	<u>463,000</u>	<u>396,897</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	181,671	301,000	344,702
Finance Lease Liability	16	13,513	2,000	3,157
		<u>195,184</u>	<u>303,000</u>	<u>347,859</u>
Net Assets		<u>1,021,694</u>	<u>875,558</u>	<u>785,320</u>
Equity		<u>1,021,694</u>	<u>875,558</u>	<u>785,320</u>

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



Gisborne Intermediate
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,144,164	1,034,600	1,025,364
Locally Raised Funds		850,665	582,551	574,075
Goods and Services Tax (net)		53,593	58,649	(65,059)
Payments to Employees		(673,526)	(628,168)	(587,284)
Payments to Suppliers		(981,499)	(849,225)	(822,197)
Interest Paid		(2,542)	(2,500)	(2,200)
Interest Received		29,797	15,363	33,018
Net cash from / (to) the Operating Activities		420,652	211,270	155,717
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(123,490)	(131,067)	(66,227)
Purchase of Investments		(327,967)	388,150	141,156
Net cash from / (to) the Investing Activities		(451,457)	257,083	74,929
Cash flows from Financing Activities				
Furniture and Equipment Grant		23,251	31,000	16,453
Finance Lease Payments		(14,692)	(21,868)	(15,962)
Funds Administered on Behalf of Third Parties		(166)	-	(614)
Funds held for Capital Works Projects		169,656	(67,130)	(256,361)
Net cash from Financing Activities		178,049	(57,998)	(256,484)
Net increase/(decrease) in cash and cash equivalents		147,244	410,355	(25,838)
Cash and cash equivalents at the beginning of the year	8	188,645	188,645	214,483
Cash and cash equivalents at the end of the year	8	335,889	599,000	188,645

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Gisborne Intermediate

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

Gisborne Intermediate (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 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

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

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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) Finance Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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.

h) 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.

i) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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 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.

j) Property, Plant and Equipment

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

Improvements 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 \$1,000 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.

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Buildings – School	40 years
Building improvements – Crown	3 - 40 years
Furniture and equipment	3 - 15 years
Information and communication technology	3 - 10 years
Motor vehicles	5 - 8 years
Leased assets held under a Finance Lease	3 - 4 years
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

n) Revenue Received in Advance

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

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



o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) 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).

q) 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.

r) 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.

s) Budget Figures

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

t) 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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	954,278	894,000	855,504
Teachers' salaries grants	2,514,938	2,280,000	2,240,117
Use of Land and Buildings grants	618,253	700,000	529,069
Other MoE Grants	181,249	16,600	155,921
Other government grants	8,638	124,000	22,720
	<u>4,277,356</u>	<u>4,014,600</u>	<u>3,803,331</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	30,031	99,000	82,696
Bequests & Grants	72,004	-	-
Activities	308,680	287,000	280,153
Trading	82,897	75,317	75,076
Overseas Travel	93,922	75,000	97,499
Other revenue	177,685	49,750	29,986
	<u>765,219</u>	<u>586,067</u>	<u>565,410</u>
Expenses			
Activities	287,057	288,000	263,058
Trading	76,814	68,827	65,770
Other Expenses	35,686	21,000	15,137
Overseas Travel Expenditure	86,061	75,000	95,943
	<u>485,618</u>	<u>452,827</u>	<u>439,908</u>
<i>Surplus for the year Locally raised funds</i>	<u>279,601</u>	<u>133,240</u>	<u>125,502</u>

Included in Donations income:

Haemata Tapu \$750

MWJ Bower Fund \$1,040

Included in Bequests & Grants:

Eastland Community Trust \$60,000

JN Williams Memorial Trust/HB Williams Turanga Trust \$5,000

The Scott Fund Trust \$1,502

NZ Community Trust \$5,154

Overseas Travel

Two staff members, 36 students and 10 parents travelled to Fiji to discover the country and to experience and be immersed in the Fijian culture.

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	111,357	105,300	62,668
Equipment repairs	11,249	15,000	12,536
Information and communication technology	31,454	51,500	19,974
Library resources	1,035	1,500	988
Employee benefits - salaries	2,866,562	2,596,382	2,529,563
Resource/attached teacher costs	62,574	23,200	59,987
Staff development	32,264	20,000	14,723
	<u>3,116,495</u>	<u>2,812,882</u>	<u>2,700,439</u>



5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	6,355	5,900	6,230
Board of Trustees Fees	2,965	6,000	2,945
Board of Trustees Expenses	12,150	11,000	5,736
Communication	3,290	7,000	5,339
Consumables	2,378	1,500	3,908
Other	9,626	15,500	8,082
Employee Benefits - Salaries	185,455	172,000	170,586
Insurance	7,051	10,000	6,623
	<u>229,270</u>	<u>228,900</u>	<u>209,449</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	13,070	14,000	13,434
Cyclical Maintenance Expense	42,904	44,000	110,529
Grounds	3,027	4,500	5,483
Heat, Light and Water	39,277	40,000	34,670
Rates	6,417	11,000	9,300
Repairs and Maintenance	68,141	81,500	66,358
Use of Land and Buildings	618,253	700,000	529,069
Security	7,162	7,000	7,444
Employee Benefits - Salaries	138,663	135,000	128,317
	<u>936,914</u>	<u>1,037,000</u>	<u>904,604</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Buildings - School	837	-	837
Building Improvements - Crown	7,386	10,000	10,550
Furniture and Equipment	39,703	23,000	28,212
Information and Communication Technology	10,534	20,000	26,454
Motor Vehicles	14,352	12,000	14,200
Leased Assets	13,487	21,000	25,044
Library Resources	2,486	2,000	2,572
	<u>88,785</u>	<u>88,000</u>	<u>107,869</u>



8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	100	100	200
Bank Current Account	15,886	9,900	29,528
Bank Call Account	319,904	140,000	158,917
Short-term Bank Deposits	-	449,000	-
Cash and Cash equivalents for Cash Flow Statement	<u>335,890</u>	<u>599,000</u>	<u>188,645</u>

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

Of the \$335,887 Cash and Cash Equivalents, \$237,145 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	20,535	5,000	5,701
Interest Receivable	2,738	2,000	2,363
Teacher Salaries Grant Receivable	194,525	139,000	146,500
	<u>217,798</u>	<u>146,000</u>	<u>154,564</u>
Receivables from Exchange Transactions	23,273	7,000	8,064
Receivables from Non-Exchange Transactions	194,525	139,000	146,500
	<u>217,798</u>	<u>146,000</u>	<u>154,564</u>

10. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,319	1,500	1,739
School Uniforms	21,220	38,500	35,457
	<u>22,539</u>	<u>40,000</u>	<u>37,196</u>

11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	<u>1,016,117</u>	<u>331,000</u>	<u>688,150</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings - School	34,401				(900)	33,501
Building Improvements - Crown	110,240	45,964			(7,324)	148,880
Furniture and Equipment	121,678	69,589			(39,703)	151,564
Information and Communication Technology	17,024	6,055			(10,534)	12,545
Motor Vehicles	85,939				(14,352)	71,587
Leased Assets	9,609	33,448			(13,487)	29,570
Library Resources	18,006	1,883			(2,486)	17,403
Balance at 31 December 2019	396,897	156,939	-	-	(88,786)	465,050

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings - School	35,987	(2,486)	33,501
Building Improvements - Crown	364,900	(216,020)	148,880
Furniture and Equipment	1,037,192	(885,628)	151,564
Information and Communication Technology	567,576	(555,031)	12,545
Motor Vehicles	116,820	(45,233)	71,587
Leased Assets	116,496	(86,926)	29,570
Library Resources	87,328	(69,925)	17,403
Balance at 31 December 2019	2,326,299	(1,861,249)	465,050

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings - School	29,195	6,043			(837)	34,401
Building Improvements - Crown	120,791				(10,551)	110,240
Furniture and Equipment	112,177	37,713			(28,212)	121,678
Information and Communication Technology	34,125	9,353			(26,454)	17,024
Motor Vehicles	87,966	12,173			(14,200)	85,939
Leased Assets	28,717	6,561	(625)		(25,044)	9,609
Library Resources	19,632	946			(2,572)	18,006
Balance at 31 December 2018	432,603	72,789	(625)	-	(107,870)	396,897

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings - School	35,987	(1,586)	34,401
Building Improvements - Crown	318,937	(208,697)	110,240
Furniture and Equipment	967,950	(846,272)	121,678
Information and Communication Technology	561,521	(544,497)	17,024
Motor Vehicles	116,820	(30,881)	85,939
Leased Assets	83,048	(73,439)	9,609
Library Resources	85,445	(67,439)	18,006
Balance at 31 December 2018	2,169,708	(1,772,811)	396,897



13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	63,747	74,442	72,055
Accruals	8,120	10,000	7,490
Employee Entitlements - salaries	196,993	139,000	148,548
Employee Entitlements - leave accrual	24,534	20,000	22,738
	<u>293,394</u>	<u>243,442</u>	<u>250,831</u>
Payables for Exchange Transactions	293,394	242,942	250,593
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	500	238
Payables for Non-exchange Transactions - Other	-	-	-
	<u>293,394</u>	<u>243,442</u>	<u>250,831</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	124,497	20,000	24,217
	<u>124,497</u>	<u>20,000</u>	<u>24,217</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	407,037	407,037	362,980
Increase to the Provision During the Year	42,904	44,963	44,057
Use of the Provision During the Year	(16,560)	-	-
Provision at the End of the Year	<u>433,381</u>	<u>452,000</u>	<u>407,037</u>
Cyclical Maintenance - Current	251,710	151,000	62,335
Cyclical Maintenance - Term	181,671	301,000	344,702
	<u>433,381</u>	<u>452,000</u>	<u>407,037</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	16,075	10,000	7,674
Later than One Year and no Later than Five Years	16,561	2,000	3,950
Later than Five Years	-	-	-
	<u>32,636</u>	<u>12,000</u>	<u>11,624</u>



17. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	473	1,000	639
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>473</u>	<u>1,000</u>	<u>639</u>

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

18. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YP - Blks B,C,D,L,IC	<i>in progress</i>	67,489	497,553	580,624	-	(15,582)
5YP - Blks L - Toilet Upgrade	<i>in progress</i>	-	250,000	55,892	-	194,108
5YP - Blks B - DQLS & ILE Upgrade	<i>in progress</i>	-	20,000	4,611	-	15,389
5YP - Cladding Repairs & Replacement	<i>in progress</i>	-	43,230	-	-	43,230
Totals		<u>67,489</u>	<u>810,783</u>	<u>641,127</u>	<u>-</u>	<u>237,145</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	237,145
Funds Due from the Ministry of Education	-
	<u>237,145</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Room and Swimming Pool Ramp	<i>completed</i>	(9,771)	35,193	25,422	-	-
5YP - Art Room	<i>completed</i>	(4,254)	13,269	9,015	-	-
5YP - Blks B,C,D,L,IC	<i>in progress</i>	337,876	750,000	1,020,387	-	67,489
5YP - Blks S - Asbestos	<i>completed</i>	-	28,124	28,124	-	-
Totals		<u>323,851</u>	<u>826,586</u>	<u>1,082,948</u>	<u>-</u>	<u>67,489</u>

19. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.



20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,965	2,945
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	977,743	807,592
Full-time equivalent members	9.80	8.50
Total key management personnel remuneration	980,708	810,537
Total full-time equivalent personnel	9.90	8.61

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	1.00	-
100 - 110	-	1.00
	1.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2019 Actual \$ -	2018 Actual \$4,000
Total	-	1
Number of People	-	1



22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for the capital works as follows:

(i) \$2,092,656 contract for Blocks C & D Upgrade, Block C Toilet Upgrade and Block O, K & L - Cyclical Maintenance is to be completed in 2020, which will be partly funded by the Ministry of Education and partly by the Board of Trustees. \$2,271,856 has been spent on the project to date; and

(ii) \$200,000 contract for the AMS only project - Hall Block to be upgraded to improve acoustics and create multiple breakout spaces to existing multi-purpose area. This will be funded by the Ministry of Education.

(iii) \$432,300 contract for Blocks A, B, CW, H, K, KS, T, T1, U & Y cladding repairs and replacement. This will be funded by the Ministry of Education.

(iv) \$387,721 contract for Blocks L Toilets replacement. This will be funded by the Ministry of Education.

(Capital commitments at 31 December 2018)

(i) Installation of a fence valued at \$45,963, and

(ii) \$1,642,750 contract for Blocks C, D, & L MLE Upgrade, Block C & L Toilet Upgrade and Block O, K & L - Cyclical Maintenance is to be completed in 2019, which will be partly funded by the Ministry of Education and partly by the Board of Trustees. \$1,575,262 has been spent on the project to date.

(b) Operating Commitments

As at 31 December 2019 the Board has entered into contracts for the lease of tablets:

	2019 Actual \$	2018 Actual \$
No later than One Year	1,099	1,318
Later than One Year and No Later than Five Years	-	1,099
Later than Five Years	-	-
	<u>1,099</u>	<u>2,417</u>

24. 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.



25. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	335,890	599,000	188,645
Receivables	217,798	146,000	154,564
Investments - Term Deposits	1,016,117	331,000	688,150
Total Loans and Receivables	<u>1,569,805</u>	<u>1,076,000</u>	<u>1,031,359</u>

Financial liabilities measured at amortised cost

Payables	293,394	243,442	250,831
Finance Leases	29,588	12,000	10,831
Total Financial Liabilities Measured at Amortised Cost	<u>322,982</u>	<u>255,442</u>	<u>261,662</u>

26. Events After Balance Date

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

27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

28. Subsequent Events

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all Schools and Kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

29. Breach of Law - Failure to meet Statutory Reporting Deadline

The Board of Trustees has failed to comply with section 87C of the Education Act 1989, as the Board were unable to provide their audited Financial Statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



Focus: Mathematics

Strategic Goal: To raise student achievement in Numeracy and Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

(Links to Strategic Goal 1: Student Learning/ Better Achievement)

Annual Goal: A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

(Links to Annual Goal 1: Student Learning / Better Achievement)

Annual Aim: Students will be engaged in their learning to enable them to be at or above the curriculum expectations in Maths. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

Target:

All students currently below or well below their expected curriculum level at the end of 2018 will have made more than one year's progress in mathematics by the end of 2019.

Our specific targets are to have:

- 65% of our Year 7 students At or Above the expected curriculum level
- 65% of our Year 8 students At or Above the expected curriculum level
- 65% of our Year 7 Maori students At or Above the expected curriculum level
- 65% of our Year 8 Maori students At or Above the expected curriculum level
- 43% of our Year 7 Pasifika students At or Above the expected curriculum level
- 50% of our Year 8 Pasifika students At or Above the expected curriculum

Baseline data: (Year ending 2018)

The analysis of maths for the end of 2018 informs the starting point for professional learning.. Progress will be monitored as part of teachers professional learning dialogue.

- 149 (53.5%) of Year 7 students were achieving at / or above the Year 7 curriculum level expectation
- 166 (58.9%) of Year 8 students were achieving at / or above the Year 8 curriculum level expectation
- 57 (44.8%) of Year 7 Maori students were achieving at / or above the Year 7 curriculum level expectation
- 59 (45.8%) of Year 8 Maori students were achieving at / or above the Year 8 curriculum level expectation
- 0 (0%) of Year 7 Pasifika students were achieving at / or above the Year 7 curriculum level expectation
- 4 (28.5%) of Year 8 Pasifika students were achieving at / or above the Year 8 curriculum level expectation

Initiatives (improvement strategy)	Actions (What will we do)	Who (Leadership from)	Initiative Measures (success Indicator)	Monitoring Impact (End of Term 2)	Evaluating Impact Term 4
Provide focused professional learning on assessment practices	<p>Create the annual assessment schedule</p> <p>Annually update and monitor the "Assessment tools Guidelines" to ensure consistency across the school</p> <p>Support teachers in the application of assessment and analysis of results</p> <p>Collate valuable and reliable school wide achievement data</p> <p>Oversee the implementation of the "Achievement Wall"</p>	<p>Glenda and Carrie</p> <p>Glenda and Carrie</p> <p>Glenda and Carrie</p>	<p>Teachers have time frames for assessment completion</p> <p>Up to date and relevant assessment practices are used</p> <p>Teachers will have a clear understanding of the process of assessment and be confident in</p>	<p>Annual assessment plan created by Carrie and Glenda. Working on monitoring assessment completion and consistent assessment practices used, especially for our beginning teachers.</p> <p>Supporting our teachers in making OTJs. Carrie and Glenda attending Team meetings throughout T1-2 to ensure we are consistent. A review of our current OTJs guidelines and adjustments made.</p> <p>Still work needed on ensuring our data is reliable. This can be driven through understanding the</p>	<p>Assessment Schedule has been used successfully to have a timeline for assessment and data requirements.</p> <p>Support has been given to teachers in making their final OTJs and determining progress made for students which has enabled discussion around progress through the curriculum.</p> <p>Consistent</p>

	<p>Use the achievement wall to drive further initiatives for students and teachers across the school</p> <p>Support teachers with: - IKAN -PAT Maths -GLOSS</p> <p>Attend Wolf Fisher data analysis for schools across our region</p>	<p>Glenda and Carrie</p> <p>Glenda and Carrie</p> <p>Glenda and Carrie</p> <p>Carrie</p> <p>Glenda and Carrie</p>	<p>analysing results Consistency of data</p> <p>Completion and timeframes met by teachers</p> <p>Accurate OTJs Tracking and monitoring of all our students</p> <p>Teachers understand learning progressions to support personalized learning.</p>	<p>curriculum levels and the progressions aligning to the levels. Achievement Wall has been completed for the end of T1 and T2. This again leads our learning and gives an overall picture of where all our students are against the curriculum levels. The achievement wall ensures we are driving TAI in the right curriculum area.</p> <p>IKAN was optional. A small amount of teachers used this to inform their teaching in "Knowledge" PAT Maths was completed in Term 1 and data used by teachers to develop individualised learning programmes and an overall picture of their students. GLOSS was administered by a teacher for Year 7 students only. This determines the next learning steps for Add / Sub, Mult / Div and Proportions and Ratios.</p>	<p>Standardised data, PAT, Gloss. Need to continue to work on making an OTJ and teachers understanding the progressions from each curriculum level, especially Level 3 into Level 4. Achievement Wall has been used yet again to give us an understanding of where each and every student is at with their learning and where we need to direct our PD leading into 2020.</p> <p>Gloss was again administered for Year 7 and Year 8 students. This data is used to help inform the teachers of the overall teacher judgement and those next steps for students.</p>
<p>Teacher coaching to target students below the expected curriculum level</p>	<p>Scheduled professional learning sessions with leaders of learning using GROWTH coaching and TAI approaches</p> <p>Observations and Modelling with in school leader of Mathematics</p> <p>Continue to develop teacher pedagogy in implementing PRIME within their mathematics programmes</p> <p>Professional learning and workshops provided to support teachers in the delivery of their mathematics programmes</p>	<p>Glenda, Carrie and Brendon</p> <p>Carrie</p> <p>Carrie</p> <p>Carrie Team Leaders</p>	<p>Evidence through the dialogue that happens in the PLC documentation and next steps</p> <p>Tracking and documentation on teacher progress and development</p> <p>Observations by Mathematics leader / and team leader</p>	<p>Each scale A teacher and lead teacher has had 2 PLCs so far this term. This has looked at their professional learning goal and Leadership goals. (<i>Check percentage with Brendon as to how many have achieved their goal??</i>)</p> <p>Observations and modelling sessions by Carrie in a Mathematics context. (refer to doc for more in depth analysis of these)</p> <p>PRIME Maths is having an impact - Refer to Mid Year Data. Moving forward we need to collect student and teacher voice to get further analysis of this programme.</p> <p>Workshops have been in the form of individual teachers needs (refer to doc)</p>	<p>PLC continued to have an impact on teachers' professional learning goals</p> <p>Modelling and observations continued to happen in regards to TAI</p>
<p>Support teachers to inquire into their practice through regular dialogue</p>	<p>Support teachers in establishing their understanding of teaching as Inquiry</p> <p>Support teachers in establishing their focus for teaching as inquiry</p> <p>Provide teacher professional development to support their inquiry and curriculum understanding in Mathematics</p> <p>Identify teachers who need extra support and provide additional scaffolding to support their mathematics learning programmes</p>	<p>Glenda and Carrie</p> <p>Glenda and Carrie</p> <p>Glenda and Carrie</p>	<p>Leaders of learning to facilitate meetings with teams and staff member</p> <p>Leaders of Learning working alongside teachers</p> <p>Scheduled observations and walkthroughs to facilitate feedback and dialogue</p>	<p>TAI has been very successful over Term 1 and 2. Teachers identified the biggest need within their hubs and broke this down to the curriculum area that was the biggest need. Teachers are supported in unpacking "what" the biggest need is and developing goals around this. Teachers worked alongside Carrie and Glenda to unpack and analyse data to then create their "target" group of learners. Many meetings have happened to scaffold this learning and to develop teachers pedagogy through the various areas. Teachers are going through the inquiry cycle to develop learning programmes which in turn will have an impact on</p>	<p>Teachers were supported to complete their Student support plans. The leaders of learning have met with the teachers, provided scaffolding to complete the support plan to a high level with data analysis to include those students that made accelerated growth, those that made expected growth and those that made little growth. Teachers have met and shared their</p>

		Glenda and Carrie	Leaders of learning working alongside teachers and providing evidence of this	student learning. Encouraging teachers to not throw everything out that they have been doing but looking at ways to try something new to raise student achievement. Start of Term 3 teachers are required to share their learning as part of their inquiries in a staff meeting	learning around what made the biggest difference to student achievement. We also had two really successful sharing across all staff in Term 3 and Term 4. This was a time to reflect and celebrate the impact that was made. (Refer to TAI doc)
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Resourcing for 2019:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
PRIME	\$7000	\$8457	Visiting Schools Pasifika Course	\$500 \$ -	\$1395 \$ 697	Assessment	\$500	\$564

Next Steps for 2020

Planned actions for further Lifting Achievement

The end of year data analysis has allowed us to identify the main areas of concern for our Year 7 students moving into year 8 next year. Currently there are 111 students working within Level 3. These students will become our priority learners with the intention of moving them into Level 4. Identified within the data are 68 Year 7 boys (34 NZ European, 34 Maori) who are working below the expected curriculum level. They are an area of concern and will be prioritised and monitored carefully. Teachers will identify targeted students through Teaching as Inquiry.

All students (100%) will achieve at least 12 months progress by the end of 2020 (as per Strategic Plan)

To maintain achievement so that at least 67% of current students continue to meet or exceed the expected curriculum level.

To maintain or better the 2019 achievement of 51% of Maori students achieving or exceeding expected curriculum level

To maintain or better the 2019 achievement of 22% of Pasifika students achieving or exceeding expected curriculum level

Current students who are identified as not yet meeting the expected curriculum level (188 students 31%) will make the expected progress of 12 months or more

Focus: READING

Strategic Goal: To raise student achievement in Numeracy and Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.
(Links to Strategic Goal 1: Student Learning/ Better Achievement)

Annual Goal: A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.
(Links to Annual Goal 1: Student Learning / Better Achievement)

Annual Aim: Students will be engaged in their learning to enable them to be at or above the expected curriculum level in Reading. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

Target:

All students currently below or well below their expected curriculum level at the end of 2018 will have made more than one year's progress in reading by the end of 2019.

Our specific targets are to have:

- 82% of our Year 7 Students At or Above the expected curriculum level
- 82% of our Year 8 Students At or Above the expected curriculum level
- 82% of our Year 7 Maori Students At or Above the expected curriculum level
- 82% of our Year 8 Maori Students At or Above the expected curriculum level
- 82% of our Year 7 Pasifika Students At or Above the expected curriculum level
- 82% of our Year 8 Pasifika Students At or Above the expected curriculum level

Baseline data: (Year ending 2018)

The analysis of reading for the end of 2018 informs the starting point for professional learning. Teachers will identify at least five students who will be the targeted students. Progress will be monitored as part of teachers professional learning dialogue.

- 175 (62.7%) of Year 7 students were achieving at / or above the Year 7 curriculum level expectation
- 199 (70.6%) of Year 8 students were achieving at / or above the Year 8 Year 7 curriculum level expectation
- 71 (57.8%) of Year 7 Maori students were achieving achieving at / or above the Year 7 curriculum level expectation
- 75 (58.2%) of Year 8 Maori students were achieving achieving at / or above the Year 8 curriculum level expectation
- 0 (0%) of Year 7 Pasifika students were achieving achieving at / or above the Year 7 curriculum level expectation
- 6 (42.9%) of Year 8 Pasifika students were achieving achieving at / or above the Year 8 curriculum level expectation

Initiatives (Improvement strategy)	Actions (What will we do)	Who (Leadership from)	Initiative Measures (success indicator)	Monitoring Impact (End of Term 2)	Evaluating Impact Term 4
Teacher coaching to target students below the expected curriculum level	Scheduled professional learning sessions with leaders of learning using GROWTH coaching and TAI approaches	Glenda, Carrie and Brendon	Evidence through the dialogue that happens in the PLC documentation and next steps	Each scale A teacher and lead teacher has had 2 PLCs so far this term. The focus was their professional learning goal and Leadership goals. <i>(Achieving their goals and setting new goals are part of the PLC's and are being monitored by Brendon).</i>	PLC's have focused on teachers celebrating what has worked well and identifying next steps,
	Observations and Modelling with in school leader of Literacy	Glenda	Tracking and documentation on teacher progress and development		
	Implement SHARP reading in 2019	Glenda	TOD Day	<i>Glenda has provided support and scaffolding with teacher observations and has also provided modelling sessions.</i>	Teachers across the school are using the Sharp reading programme. Teachers have been observed in Term 4 and alongside Glenda have identified what they need to focus on next.
	Professional learning and completion of modules are included in staff and team meetings for SHARP reading	Glenda Team Leaders	Evidence that modules are completed are tracked Observations by Literacy leader / and team leader	Sharp Reading has been initiated in all the hubs. Teachers are starting the next online learning modules over the holiday period.	For 2020 teachers will continue to complete the online modules to go to the next stage of Sharp reading.

Support teachers to inquire into their practice through regular dialogue	Support teachers in establishing their understanding of teaching as Inquiry	Glenda and Carrie	Leaders of learning to facilitate meetings with teams and staff member	Teachers were supported in identifying the curriculum area within their hubs that required the most support. Teachers have been supported in unpacking "what" the biggest need is and developing goals around this. Teachers worked alongside Glenda and Carrie to unpack and analyse data to then create their "target group of learners. Many meetings have happened to scaffold this learning and to develop teachers pedagogy through the various areas. Teachers are going through the inquiry cycle to have an impact on student learning.	Teachers were supported to complete their Student support plans. The leaders of learning have met with the teachers, provided scaffolding to complete the support plan to a high level with data analysis to include those students that made accelerated growth, those that made expected growth and those that made little growth. Teachers have met and shared their learning around what made the biggest difference to student achievement.
	Support teachers in establishing their teaching as inquiry	Glenda and Carrie	Leaders of Learning working alongside teachers		
	Provide teacher professional development to support their inquiry and curriculum understanding in Literacy	Glenda and Carrie	Scheduled observations and walkthroughs to facilitate feedback and dialogue		
	Identify teachers who need extra support and provide additional scaffolding to support their literacy learning programmes	Glenda and Carrie	Leaders of learning working alongside teachers and providing evidence of this		

2019 Resourcing

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
Sharp Reading	\$7000	\$6872	Visiting Schools Pasifika Course	\$250 \$ -	\$437 \$349	Assessment Library Library Books	\$ 250 \$1500 \$3000	\$ 282 \$1035 \$1884

Next Steps for 2020

Planned actions for further Lifting Achievement

The end of year data analysis has allowed us to identify the main areas of concern for our Year 7 students moving into year 8 next year.

Currently there are 77 students working within Level 3. These students will become our priority learners with the intention of moving them into Level 4.

The high priority area identified within the data are 56 Year 7 boys (24 NZ European, 32 Maori) who are working below the expected curriculum level. These students are of concern and will be prioritised and monitored carefully.

- Teachers will continue with professional learning around Sharp Reading
- Teachers will identify targeted students through Teaching as Inquiry
- 2020 Year 7 students data will be analysed early in Term 1 to allow us to identify high priority learners and what this new cohort of learners needs are.

All students (100%) will achieve at least 12 months progress by the end of 2020 (as per Strategic Plan)

To maintain achievement so that at least 79% of current students continue to meet or exceed the expected curriculum level.

To maintain or better the 2019 achievement of 64.2% of Maori students achieving or exceeding expected curriculum level

To maintain or better the 2019 achievement of 27.7% of Pasifika students achieving or exceeding expected curriculum level

Current students who are identified as not yet meeting the expected curriculum level (185 students 30.7%) will make the expected progress of 12 months or more

Focus: WRITING

Strategic Goal: To raise student achievement in Numeracy and Literacy whereby each learner exceeds a year's progress annually with a particular focus on Maori learners.
(Links to Strategic Goal 1: Student Learning/ Better Achievement)

Annual Goal: A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

(Links to Annual Goal 1: Student Learning / Better Achievement)

Annual Aim: Students will be engaged in their learning to enable them to be at or above the expected curriculum level in Writing. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs

Target:
All students currently below or well below their expected curriculum level at the end of 2018 will have made more than one year's progress in writing by the end of 2019.

Our specific targets are to have:

- 63% of our Year 7 Students At or Above the expected curriculum level
- 63% of our Year 8 Students At or Above the expected curriculum level
- 63% of our Year 7 Maori Students At or Above the expected curriculum level
- 63% of our Year 8 Maori Students At or Above the expected curriculum level
- 63% of our Year 7 Pasifika Students At or Above the expected curriculum level
- 63% of our Year 8 Pasifika Students At or Above the expected curriculum level

Baseline data: (Year ending 2018)

The analysis of writing for the end of 2018 informs the starting point for professional learning. Progress will be monitored as part of teachers professional learning dialogue.

- 134 (46.2%) of Year 7 students were achieving at / or above the Year 7 curriculum level expectation
- 168 (59.6%) of Year 8 students were achieving at / or above the Year 8 curriculum level expectation
- 52 (40.2%) of Year 7 Maori students were achieving at / or above the Year 7 curriculum level expectation
- 66 (51.1%) of Year 8 Maori students were achieving at / or above the Year 8 curriculum level expectation
- 0 (0%) of Year 7 Pasifika students were achieving at / or above the Year 7 curriculum level expectation
- 4 (28.5%) of Year 8 Pasifika students were achieving at / or above the Year 8 curriculum level expectation

Initiatives (Improvement strategy)	Actions (What will we do)	Who (Leadership from)	Initiative Measures (success Indicator)	Monitoring Impact (End of Term 2)	Evaluating Impact Term 4
Teacher coaching to target students below the expected curriculum level	Scheduled professional learning sessions with leaders of learning using GROWTH coaching and TAI approaches Observations and Modelling with in school leader of Literacy	Glenda, Carrie and Brendon Glenda	Evidence through the dialogue that happens in the PLC documentation and next steps Tracking and documentation on teacher progress and development	Each scale A teacher and lead teacher has had 2 PLCs so far this term. The focus was their professional learning goal and Leadership goals. <i>(Achieving their goals and setting new goals are part of the PLC's and are being monitored by Brendon).</i>	PLC's have focused on teachers celebrating what has worked well and identifying next steps.

Support teachers to inquire into their practice through regular dialogue	Support teachers in establishing their understanding of teaching as Inquiry Support teachers in establishing their teaching as inquiry Provide teacher professional development to support their inquiry and curriculum understanding in Literacy	Glenda and Carrie Glenda and Carrie Glenda and Carrie	Leaders of learning to facilitate meetings with teams and staff member Leaders of Learning working alongside teachers Scheduled observations and walkthroughs to facilitate feedback and dialogue	Teachers were supported in identifying the curriculum area within their hubs that required the most support. Teachers have been supported in unpacking "what" the biggest need is and developing goals around this. Teachers worked alongside Glenda and Carrie to unpack and analyse data to then create their "target group of learners. Teachers are going through the inquiry cycle to have an impact on student learning.	Teachers were supported to complete their Student support plans. The leaders of learning have met with the teachers, provided scaffolding to complete the support plan to a high level with data analysis to include those students that made accelerated growth, those that made expected growth and those that made little growth. Teachers have met and shared their learning around what made the biggest difference to student achievement.
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2019 Resourcing:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
			Visiting Schools Pasifika Course Write that Essay	\$250 \$ - \$3000	\$437 \$349 \$3214	Assessment	\$250	\$282

Planning for next year - The following points will be built into the planning for next year:

Next Steps for 2020

Planned actions for further Lifting Achievement

The end of year data analysis has allowed us to identify the main areas of concern for our Year 7 students moving into year 8 next year.

Currently there are 77 students working within Level 3. These students will become our priority learners with the intention of moving them into Level 4.

The high priority area identified within the data are 85 Year 7 boys (52 NZ European, 33 Maori) who are working below the expected curriculum level. These students are of concern and will be prioritised and monitored carefully.

- Teachers will continue with professional development around Write that Essay
- Teachers will identify targeted students through Teaching as Inquiry
- 2020 Year 7 students data will be analysed early in Term 1 to allow us to identify high priority learners and what this new cohort of learners needs are.

All students (100%) will achieve at least 12 months progress by the end of 2020 (as per Strategic Plan)

To maintain achievement so that at least 65% of current students continue to meet or exceed the expected curriculum level.

To maintain or better the 2019 achievement of 55.0% of Maori students achieving or exceeding expected curriculum level

To maintain or better the 2019 achievement of 27.7% of Pasifika students achieving or exceeding expected curriculum level

Current students who are identified as not yet meeting the expected curriculum level (205 students 34%) will make the expected progress of 12 months or more

<p>Focus: A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.</p>
<p>Strategic Goal: To raise student achievement in Numeracy and Literacy whereby each learner exceeds a year's progress annually with a particular focus on Maori learners. (Links to Strategic Goal 1: Student Learning/ Better Achievement)</p>
<p>Annual Goal: A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning. (Links to Annual Goal 1: Student Learning / Better Achievement)</p>
<p>Annual Aim: Students will be engaged in their learning to enable them to be at or above the expected curriculum level in Writing. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs</p>
<p>Targets: In 2019 we had 7 children receiving ICS support, 6 students receiving ORS support, 13 students receiving RTLB/SE/CYF/CAMHS support. 100% students with special educational needs will achieve 90% of their learning outcomes for their IEP or IBP.</p>
<p>Baseline:Baseline Data:</p> <ul style="list-style-type: none"> 2018 we had 1 receiving ICS support, 6 Students receiving ORS support, 1 student receiving HCN support, 3 students receiving ESOL funding

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Professional Learning- Refine assessment practices and utilise effective assessment tools to identify learning needs for students with special educational needs -Have PD sessions with outside support agencies will be made available to staff who need support with students of special needs (e.g. Janine Robinson, Sonia Turnbull, Viki Lee-Taylor, Christina Pinto, Lyn Davis, Cath Cummings, Ian Rush, Gaynor Rogers) organised by SENCO -teachers obtain support, advice and guidance from SENCO and specialist teacher. -Scheduled professional learning sessions with SENCO using GROWTH coaching</p>	<p>Staff PD with: RTLB supported SENCO with her new role and she liaised with other SENCO to build her own knowledge and help support her with the new role.</p> <p>RTLB offered and ran PD with some teachers and teacher aides to help them support their learners in the classroom. SE supported and ran PD sessions with SENCO and support staff within LSH eg core board, Behaviour strategies, colourful semantics.</p> <p>All students met their IEP/CaAP learning outcomes.</p>	<p>Worked with outside agencies to help support SENCO in her new role and network with other professionals. This resulted in building some strong relationships with other SENCOS and professionals.</p> <p>Increased staff PD to support the learners within LSH which helped to support learners reach their goals.</p>	<p>To run PD sessions with support staff around SHARP reading to support lower level readers. To have training in clicker sentences and colourful semantics through SE to support our literacy programme.</p> <p>The school continues to fund STEPS web licences for all students identified as requiring this programme.</p> <p>To continue the PD with the teacher aides in the use of communication tools to enhance learning for identified students.</p> <p>Forge closer links with the schools literacy & numeracy leaders to improve outcomes for identified students through the growth coaching PLC process.</p>
<p>Reporting- Continue to improve reporting practices to parents of students with special educational needs. Reporting is driven through the IEP/IBP/CAP process which determine learning outcomes relevant to the students needs. - All teachers with students with special educational needs will identify student achievement to</p>	<p>SENCO, Teachers and teacher aides worked collaboratively with whanau and support people to create an IEP/IBP/CAP to support our learners.</p> <p>SENCO supported teachers within the classroom to help identify needs and next steps</p>	<p>Through working with all professionals involved we were able to develop plans catered for each student's learning needs and next learning steps</p>	<p>To continue to refine and develop Narrative assessment practices as a way to report to parents.</p> <p>Continue to work collaboratively to create IEP/IBP/CAP plans.</p> <p>Through the at risk register monitor this to support teachers</p>

<p>inform future teaching through the IEP/IBP/CAP processes. -progress updates on students with special educational needs will be presented to the board - SENCO and the leaders of learning to develop the at risk learners tracking and monitoring document to ensure all learners are making 12 months progress in numeracy and literacy across the school.</p>	<p>At risk register set up and tracked, this needs to be used further to help support teachers with strategies and resources within the classroom to support our lower level learners.</p>		<p>with strategies and resources to support our level 1 learners.</p>
<p>Job Description- Consistent delivery of structured lessons to meet the IEP/CAP goals and performance indicators. - Involvement of parents/caregivers, students and outside agencies in the assessment process - identifying strengths and needs relevant to the IEP/IBP/CAP. - Delivery will be in individual/ability groups/ mixed ability and whole class where appropriate to meet the learning needs of the student as defined in their IEP/IBP/CAP - A differentiated learning programme will be developed and students will be grouped according to individual needs.</p>	<p>.Structured IEP/CAP planning with agencies, parents/caregivers and teacher aides with the specialist teacher lead to specific direct teaching of the goals/AO's.</p> <p>The learning was differentiated to the individual or groups of students. The focus was to meet the Key Competencies.</p>	<p>Working closely with the agencies we were able to streamline the IEP/CAP using the literacy & Numeracy curriculum and assessment for students with complex learning needs.</p> <p>This info is then shared with the local high schools upon transition to a new learning environment.</p> <p>The new Learning Support classroom is maximising learning for students as we are now better able to plan alternative programmes for individual student needs.</p>	<p>To continue to develop our Narrative assessments to report on children's learning.</p> <p>To continue to refine the processes we use in transitioning students between schools.</p>
<p>Community/Whanau - Regular and ongoing communication with parents /whanau about the progress of students. Completed through the IEP/IBP process and regular contact.</p>	<p>Teachers and teacher aides have developed strong relationships with whanau through regular positive contact. We have heard their voice and student voice around their goals and aspirations for each child. We have collaboratively made a plan to meet each child's individual learning needs.</p>	<p>The Seesaw portal enabled parents and caregivers a window to see what their child was doing at school and to share in the success the student made in their learning.</p>	<p>To use a LSH facebook page to show and communicate learning For each child in LSH. Regularly Meet with whanau around how Their child is progressing and Share their success.</p>

2019 Resourcing:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
Programmes Life Skills Literacy Project LSH resources	\$3,500	\$2,098	PD	\$2,000	\$ 707	Teacher Aides: ORS, RTLB etc	\$139,900	\$161,334
	\$1,500	\$3,226						

Planning for next year:

Next Steps for 2020

Planned actions for further Lifting Achievement

Learning Support Hub (Class) level:

- To continue to implement the STEPs programme to support learners in phonics, decoding and brain function development
- SENCO and TA to have PD for SHARP reading programme to support students with comprehension strategies and phonics development
- Consistent delivery of structured lessons to meet the IEP / IBP goals
- Regular and ongoing communication with whanau to share progress, success and next steps.

- Through the at risk register monitor this to support teachers with strategies and resources to support our level 1 learners.
- Refine and develop the narrative assessment practices to improve the reporting to whanau and board of trustees

Professional Development (Teacher Aides and Senco Specialist Teacher):

- Teacher aides and SENCO to attend SHARP reading to support students in Literacy
- SENCO and TA to have PD around colourful semantics, clicker sentences to support our literacy programme.

School-wide Action Plan:

- Professional Learning Conversations will continue with a focus on supporting the SENCO leader in this leadership role
- Grow the capabilities of support staff through appraisals and planned professional learning

Gisborne Intermediate
Kiwisport Funding Report
For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$8,117.19 excluding GST (2018: \$7,644.90 excluding GST). The funding was spent on equipment purchases, organising sports during interval and lunch times, and associated costs for students representing the school in 33 different sports.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GISBORNE INTERMEDIATE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Gisborne Intermediate (the School). The Auditor-General has appointed me, Barbara Johnstone, using the staff and resources of Graham & Dobson Ltd, 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 19, that comprise the Statement of Financial Position as at 31 December 2019, 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 3 August 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and pages 20 to 30, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



B R Johnstone
Graham & Dobson Ltd
On behalf of the Auditor-General
Gisborne, New Zealand