

NEW PLYMOUTH GIRLS' HIGH SCHOOL

GROUP FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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NEW PLYMOUTH GIRLS' HIGH SCHOOL

Group Financial Statements - For the year ended 31 December 2017

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New Plymouth Girls' High 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.

Loretta Ann Roberts

Full Name of Board Chairperson

ELLA ANNE VICTORIA KERR

Full Name of Principal

Loretta Roberts

Signature of Board Chairperson

E.A.V. Kerr

Signature of Principal

31 May 2018

Date:

31 May 2018

Date:

New Plymouth Girls' High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

		School			Group		
	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited)	2016 Actual \$
Revenue							
Government Grants	2	10,903,521	9,880,329	10,778,433	10,903,521	9,880,329	10,778,433
Locally Raised Funds	3	1,157,530	445,729	1,020,806	1,161,530	445,729	1,022,769
Interest Earned		80,733	39,996	45,181	104,062	39,996	69,534
Hostel	4	1,299,125	1,149,610	1,118,472	1,299,125	1,149,610	1,118,472
International Students	5	213,057	273,000	284,184	213,057	273,000	284,184
		<u>13,653,966</u>	<u>11,788,664</u>	<u>13,247,076</u>	<u>13,681,295</u>	<u>11,788,664</u>	<u>13,273,392</u>
Expenses							
Locally Raised Funds	3	633,812	36,142	535,388	651,812	36,142	557,388
Hostel	4	1,236,564	1,057,564	1,097,822	1,236,564	1,057,564	1,097,822
International Students	5	151,932	152,546	146,682	151,932	152,546	146,682
Learning Resources	6	8,201,895	7,524,359	7,926,842	8,201,895	7,524,359	7,926,842
Administration	7	731,567	629,124	1,064,682	733,734	631,291	1,066,930
Finance		1,056	-		1,056	-	-
Property	8	2,611,026	2,326,071	2,223,351	2,611,026	2,326,071	2,223,351
Depreciation	9	308,856	321,996	295,288	308,856	321,996	295,288
Loss on Disposal of Property, Plant and Equipment		-	-	-	-	-	-
		<u>13,876,708</u>	<u>12,047,802</u>	<u>13,290,055</u>	<u>13,896,875</u>	<u>12,049,969</u>	<u>13,314,303</u>
Net Surplus / (Deficit)		<u>(222,742)</u>	<u>(259,138)</u>	<u>(42,979)</u>	<u>(215,580)</u>	<u>(261,305)</u>	<u>(40,911)</u>
Other Comprehensive Revenue and Expenses		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(222,742)</u>	<u>(259,138)</u>	<u>(42,979)</u>	<u>(215,580)</u>	<u>(261,305)</u>	<u>(40,911)</u>

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

New Plymouth Girls' High School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited)	2016 Actual \$
Balance at 1 January	5,232,165	5,232,165	5,246,988	5,791,304	5,791,304	5,804,059
Total comprehensive revenue and expense for the year	(222,742)	(259,138)	(42,979)	(215,580)	(259,138)	(40,911)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	55,009		28,156	55,009	-	28,156
Equity at 31 December	5,064,432	4,973,027	5,232,165	5,630,733	5,532,166	5,791,304
 Retained Earnings	5,064,432	4,973,027	5,232,165	5,630,733	5,532,166	5,791,304
	-	-	-	-	-	-
Equity at 31 December	5,064,432	4,973,027	5,232,165	5,630,733	5,532,166	5,791,304

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

New Plymouth Girls' High School Statement of Financial Position

As at 31 December 2017

		2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Notes	Actual \$	\$	Actual \$	Actual \$		Actual \$
Current Assets							
Cash and Cash Equivalents	10	391,013	407,485	144,130	405,210	415,239	151,884
Accounts Receivable	11	875,237	770,203	768,306	884,191	778,438	776,541
GST Receivable		9,502	34,246	34,246	9,502	34,246	34,246
Prepayments		54,628	34,746	34,746	54,628	34,746	34,746
Inventories	12	21,581	37,331	37,331	21,581	37,331	37,331
Investments	13	1,450,000	1,375,000	1,550,000	2,095,000	1,605,000	1,790,500
		<u>2,801,961</u>	<u>2,659,011</u>	<u>2,568,759</u>	<u>3,470,112</u>	<u>2,905,000</u>	<u>2,825,248</u>
Current Liabilities							
GST Payable		-	-	-	-	-	-
Accounts Payable	15	859,528	653,592	604,519	861,378	655,442	606,369
Revenue Received in Advance	16	493,752	472,192	470,296	493,752	472,192	470,296
Provision for Cyclical Maintenance - MOE Property	17	345,873	82,500	304,141	345,873	82,500	304,141
Provision for Cyclical Maintenance - School Property	17	143,563	42,000	36,053	143,563	42,000	36,053
Finance Lease Liability - Current Portion	18	2,863	-	-	2,863	-	-
Funds held in Trust	19	10,000	10,500	59,571	10,000	10,500	59,571
Funds held for Capital Works Projects	20	2,861	-	70,398	2,861	-	70,398
		<u>1,858,440</u>	<u>1,260,784</u>	<u>1,544,978</u>	<u>1,860,290</u>	<u>1,262,634</u>	<u>1,546,828</u>
Working Capital Surplus/(Deficit)		<u>943,521</u>	<u>1,398,227</u>	<u>1,023,781</u>	<u>1,609,822</u>	<u>1,642,366</u>	<u>1,278,420</u>
Non-current Assets							
Investments (more than 12 months)		-	-	-	10,500	425,500	415,000
Property, Plant and Equipment	14	4,402,912	4,206,789	4,528,784	4,402,912	4,206,789	4,528,784
		<u>4,402,912</u>	<u>4,206,789</u>	<u>4,528,784</u>	<u>4,413,412</u>	<u>4,632,289</u>	<u>4,943,784</u>
Non-current Liabilities							
Provision for Cyclical Maintenance - MOE Property	17	79,208	380,628	56,716	79,208	380,628	56,716
Provision for Cyclical Maintenance - School Property	17	129,666	204,761	217,084	129,666	204,761	217,084
Finance Lease Liability	18	5,777	-	-	5,777	-	-
Funds held in Trust	19	67,350	46,600	46,600	177,850	157,100	157,100
		<u>282,001</u>	<u>631,989</u>	<u>320,400</u>	<u>392,501</u>	<u>742,489</u>	<u>430,900</u>
Net Assets		<u>5,064,432</u>	<u>4,973,027</u>	<u>5,232,165</u>	<u>5,630,733</u>	<u>5,532,166</u>	<u>5,791,304</u>
Equity		<u>5,064,432</u>	<u>4,973,027</u>	<u>5,232,165</u>	<u>5,630,733</u>	<u>5,532,166</u>	<u>5,791,304</u>

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

New Plymouth Girls' High School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	School 2017 Budget	2016	2017	Group 2017 Budget	2016
	Note	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities							
Government Grants		2,466,271	2,389,480	2,406,659	2,466,271	2,389,480	2,406,659
Locally Raised Funds		1,101,655	445,729	897,922	1,105,655	445,729	877,885
Hostel		1,285,787	1,149,610	1,134,352	1,285,787	1,149,610	1,134,352
International Students		247,948	273,000	310,125	247,948	273,000	310,125
Goods and Services Tax (net)		24,744	(1,471)	(1,471)	24,744	(1,471)	(1,471)
Payments to Employees		(2,331,202)	(1,717,574)	(1,716,280)	(2,331,202)	(1,717,574)	(1,716,280)
Payments to Suppliers		(2,498,896)	(2,315,415)	(2,888,879)	(2,519,063)	(2,315,415)	(2,891,126)
Interest Paid		(1,056)	-	-	(1,056)	-	-
Interest Received		67,325	39,996	45,181	89,935	39,996	70,945
Net cash from / (to) the Operating Activities		362,576	263,355	187,609	369,019	263,355	191,089
Cash flows from Investing Activities							
Proceeds from Sale of PPE (and Intangibles)		-	-	6,331	-	-	6,331
Purchase of PPE (and Intangibles)		(182,984)	-	(108,489)	(182,984)	-	(108,489)
Purchase of Investments		-	-	(280,710)	-	-	(280,710)
Proceeds from Sale of Investments		100,000	-	-	100,000	-	-
Net cash from / (to) the Investing Activities		(82,984)	-	(382,868)	(82,984)	-	(382,868)
Cash flows from Financing Activities							
Furniture and Equipment Grant		55,009	-	28,156	55,009	-	28,156
Owners Contributions		-	-	-	-	-	-
Finance Lease Payments		8,640	-	-	8,640	-	-
Funds Administered on Behalf of Third Parties		-	-	95,379	-	-	95,379
Funds Held for Capital Works Projects		(96,358)	-	-	(96,358)	-	-
Net cash from Financing Activities		(32,709)	-	123,535	(32,709)	-	123,535
Net increase/(decrease) in cash and cash equivalents		246,883	263,355	(71,724)	253,326	263,355	(68,244)
Cash and cash equivalents at the beginning of the year	10	144,130	144,130	215,854	151,884	144,130	220,128
Cash and cash equivalents at the end of the year	10	391,013	407,485	144,130	405,210	407,485	151,884

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.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

New Plymouth Girls' High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

New Plymouth Girls' High 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 School and Group consists of New Plymouth Girls' High School and its subsidiary the New Plymouth Girls' High School Centenary Trust Fund. The Board of Trustees (the Board) is of the view that the Group 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.

Basis of Consolidation

The consolidated financial statements incorporate the financial statements of the School and entities (including structured entities) controlled by the School and its subsidiaries. Control is achieved when the School:

- has power over the investee;
- is exposed, or has rights, to variable returns from its involvement with the investee; and
- has the ability to use its power to affect its returns.

The School reassesses whether or not it controls an investee if facts and circumstances indicate that there are changes to one or more of the three elements of control listed above.

Consolidation of a subsidiary begins when the School obtains control over the subsidiary and ceases when the School loses control of the subsidiary.

Consistent accounting policies have are employed in the preparation and presentation of the consolidated financial statements. In preparing the consolidated financial statements, all intercompany balances and transactions, and unrealised profits arising within the Group are eliminated in full.

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 group 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 Group 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 Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 14.

Critical Judgements in applying accounting policies

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

Classification of leases

The Group reviews the details of lease agreements at the end of each reporting date. The Group 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 18.

Consolidation of entities

The Group consolidates entities based on whether the Parent has established control of the subsidiary.

Recognition of grants

The Group reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The Group 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 Group receives funding from the Ministry of Education. The following are the main types of funding that the Group receives;

Operational grants are recorded as revenue when the Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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 Group 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 Group 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 Group.

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 Group operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The Group'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 Group 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 Group realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the Group 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 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 Group at fair value plus transaction costs. At balance date the Group 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 Group may incur on sale or other disposal.

The Group has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 \$1000 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 Group 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 Group is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	10-75 years
Furniture and Equipment	10-15 years
ICT	4-5 years
Library Books	8 years
Motor Vehicles	5 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

Computer software acquired by the Group are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the Group receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

The Group 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.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

o) 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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the Group 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).

t) Financial Assets and Liabilities

The Group'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 Group'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.

u) Borrowings

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

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2017	School 2017 Budget	2016	2017	Group 2017 Budget	2016
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited)	Actual \$
Operational grants	2,059,808	2,117,480	2,410,490	2,059,808	2,117,480	2,410,490
Teachers' salaries grants	6,487,114	5,772,988	6,638,529	6,487,114	5,772,988	6,638,529
Use of Land and Buildings grants	1,950,136	1,717,861	1,717,861	1,950,136	1,717,861	1,717,861
Other MOE Grants	404,988	272,000	-	404,988	272,000	-
Other Government grants	1,475	-	11,553	1,475	-	11,553
	10,903,521	9,880,329	10,778,433	10,903,521	9,880,329	10,778,433

3. Locally Raised Funds

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

	2017	2017 Budget	2016	2017	2017 Budget	2016
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited)	Actual \$
Revenue						
Donations	374,904	291,220	223,362	374,904	291,220	223,362
Bequests	-	-	-	4,000	-	1,963
Other revenue	1,904	-	-	1,904	-	-
Trading	32,888	37,008	72,729	32,888	37,008	72,729
Activities	654,248	40,480	564,279	654,248	40,480	564,279
Curriculum Recoveries	85,346	67,025	160,436	85,346	67,025	160,436
School House	8,240	9,996	-	8,240	9,996	-
	1,157,530	445,729	1,020,806	1,161,530	445,729	1,022,769
Expenses						
Activities	591,916	-	472,117	609,916	-	494,117
Trading	34,111	29,998	42,941	34,111	29,998	42,941
Other Locally Raised Funds Expenditure	-	-	20,330	-	-	20,330
School House	7,785	6,144	-	7,785	6,144	-
	633,812	36,142	535,388	651,812	36,142	557,388
Surplus for the year Locally raised funds	523,718	409,587	485,418	509,718	409,587	465,381

4. Hostel Revenue and Expenses

	2017	2017 Budget	2016	2017	2017 Budget	2016
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited)	Actual \$
Hostel Financial Performance						
Hostel Full Boarders	100	114	109	100	114	109
Hostel Weekly Boarders	0	0	0	0	0	0
	1,299,125	1,149,610	1,118,472	1,299,125	1,149,610	1,118,472
Revenue						
Hostel Fees	1,146,446	1,070,330	1,039,386	1,146,446	1,070,330	1,039,386
Other Revenue	152,679	79,280	79,086	152,679	79,280	79,086
	1,299,125	1,149,610	1,118,472	1,299,125	1,149,610	1,118,472
Expenses						
Kitchen	214,320	190,220	181,416	214,320	190,220	181,416
Administration	200,861	90,564	90,380	200,861	90,564	90,380
Property	135,309	131,998	189,730	135,309	131,998	189,730
Employee Benefit - Salaries	686,074	644,782	636,296	686,074	644,782	636,296
	1,236,564	1,057,564	1,097,822	1,236,564	1,057,564	1,097,822
(Deficit) for the year Hostel	62,561	92,046	20,650	62,561	92,046	20,650

5. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number	2017 Actual Number	2017 Budget (Unaudited)	2016 Actual Number
International Student Roll	46	28	16	46	28	16
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited)	2016 Actual \$
Revenue						
International student fees	213,057	273,000	284,184	213,057	273,000	284,184
Expenses						
Advertising	2,256	1,500	37,495	2,256	1,500	37,495
Commissions	17,382	27,996		17,382	27,996	-
International student levy	6,925	3,000		6,925	3,000	-
Employee Benefit - Salaries	115,825	112,046	109,187	115,825	112,046	109,187
Other Expenses	9,544	8,004		9,544	8,004	-
	151,932	152,546	146,682	151,932	152,546	146,682
<i>Surplus for the year International Students'</i>	61,125	120,454	137,502	61,125	120,454	137,502

6. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited)	2016 Actual \$
Curricular	525,083	488,517	590,614	525,083	488,517	590,614
Information and Communication Technology	40,543	42,756	72,658	40,543	42,756	72,658
Library Resources	5,498	-	8,001	5,498	-	8,001
Employment Benefits -Salaries	7,593,139	6,953,090	7,205,328	7,593,139	6,953,090	7,205,328
Staff Development	37,632	39,996	50,241	37,632	39,996	50,241
	8,201,895	7,524,359	7,926,842	8,201,895	7,524,359	7,926,842

7. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited)	2016 Actual \$
Audit Fee	16,130	12,000	13,200	18,297	14,167	15,448
Board of Trustees Fees	3,515	3,000	4,305	3,515	3,000	4,305
Board of Trustees Expenses	5,976	5,448	6,083	5,976	5,448	6,083
Communication	32,293	29,004	95,301	32,293	29,004	95,301
Consumables	126,005	135,000	984	126,005	135,000	984
Operating Lease	30,877	12,000	-	30,877	12,000	-
Other	114,223	112,932	74,561	114,223	112,932	74,561
Employee Benefits - Salaries	326,709	283,740	795,098	326,709	283,740	795,098
Insurance	25,641	23,004	26,711	25,641	23,004	26,711
Service Providers, Contractors and Consultancy	50,198	12,996	48,439	50,198	12,996	48,439
	731,567	629,124	1,064,682	733,734	631,291	1,066,930

8. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited)	2016 Actual \$
Caretaking and Cleaning Consumables	185,156	178,548	157,241	185,156	178,548	157,241
Cyclical Maintenance Provision	84,316	64,996	20,802	84,316	64,996	20,802
Grounds	11,293	9,000	16,915	11,293	9,000	16,915
Heat, Light and Water	61,732	78,996	55,573	61,732	78,996	55,573
Rates	17,785	19,500	15,841	17,785	19,500	15,841
Repairs and Maintenance	128,188	109,484	87,418	128,188	109,484	87,418
Use of Land and Buildings	1,950,136	1,717,861	1,717,861	1,950,136	1,717,861	1,717,861
Security	8,721	6,000	13,082	8,721	6,000	13,082
Employee Benefits - Salaries	163,699	141,686	138,618	163,699	141,686	138,618
	2,611,026	2,326,071	2,223,351	2,611,026	2,326,071	2,223,351

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.

9. Depreciation of Property, Plant and Equipment

	2017	2017	2016	2017	2017	2016
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Buildings	150,215	207,583	-	150,215	207,583	-
Building Improvements	32,393	-	185,693	32,393	-	185,693
Furniture and Equipment	35,021	41,209	37,204	35,021	41,209	37,204
Information and Communication Technology	54,111	53,705	54,345	54,111	53,705	54,345
Motor Vehicles	6,955	10,670	9,042	6,955	10,670	9,042
Leased Assets	1,831	-	-	1,831	-	-
Library Books	28,330	8,829	9,004	28,330	8,829	9,004
	308,856	321,996	295,288	308,856	321,996	295,288

10. Cash and Cash Equivalents

	2017	2017	2016	2017	2017	2016
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Bank Current Account	21,726	194,430	320	35,923	202,184	8,074
Bank Call Account	369,277	213,055	184,678	369,277	213,055	184,678
Bank Overdraft	-	-	(40,868)	-	-	(40,868)
Petty Cash	10	-	-	10	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	391,013	407,485	144,130	405,210	415,239	151,884

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

Of the \$391,013 Cash and Cash Equivalents, \$11,727 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.

TSB has a Lien of \$18,000 over the term investments held by the hostel.

11. Accounts Receivable

	2017	2017	2016	2017	2017	2016
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Receivables	466,685	363,032	390,351	466,685	363,032	390,351
Interest Receivable	13,408	-	-	22,362	8,235	8,235
Teacher Salaries Grant Receivable	442,916	407,171	407,171	442,916	407,171	407,171
Provision for Uncollectibility	(47,772)	-	(29,216)	(47,772)	-	(29,216)
	875,237	770,203	768,306	884,191	778,438	776,541
Receivables from Exchange Transactions	432,321	-	361,135	441,275	-	369,370
Receivables from Non-Exchange Transactions	442,916	-	407,171	442,916	-	407,171
	875,237	-	768,306	884,191	-	776,541

12. Inventories

	2017	2017	2016	2017	2017	2016
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Stationery	21,581	37,331	37,331	21,581	37,331	37,331
	21,581	37,331	37,331	21,581	37,331	37,331

13. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset						
Short-term Bank Deposits	1,450,000	1,375,000	1,550,000	2,095,000	1,605,000	1,790,500
Non-current Asset						
Long-term Bank Deposits	-	-	-	10,500	425,500	415,000

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

14. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Land	188,000	-	-	-	-	188,000
Buildings	3,192,528	-	-	-	150,215	3,042,313
Building Improvements	833,911	45,603	-	-	32,393	847,121
Furniture and Equipment	136,438	48,072	-	-	35,021	149,489
ICT	107,692	69,368	-	-	54,111	122,949
Motor Vehicles	7,187	-	-	-	6,955	232
Leased Assets	-	9,781	-	-	1,831	7,950
Library Resources	63,028	10,160	-	-	28,330	44,858
Balance at 31 December 2017	4,528,784	182,984	-	-	308,856	4,402,912

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Land	188,000	-	188,000
Buildings	6,008,602	2,966,289	3,042,313
Building Improvements	1,304,707	457,586	847,121
Furniture and Equipment	1,150,909	1,001,420	149,489
ICT	876,454	753,505	122,949
Motor Vehicles	45,209	44,977	232
Leased Assets	9,781	1,831	7,950
Library Books	226,807	181,949	44,858
Balance at 31 December 2017	9,810,469	5,407,557	4,402,912

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Buildings	4,393,342	-	-	-	(185,693)	4,207,649
Furniture and Equipment	122,245	12,691	-	-	(37,204)	97,732
ICT	121,573	79,628	-	-	(54,345)	146,856
Motor Vehicles	22,560	-	-	-	(9,042)	13,518
Library Resources	62,193	9,840	-	-	(9,004)	63,029
Balance at 31 December 2016	4,721,913	102,159	-	-	(295,288)	4,528,784

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Buildings	7,455,705	3,245,268	4,210,437
Furniture and Equipment	1,321,810	1,181,542	140,268
ICT	1,021,303	913,441	107,862
Motor Vehicles	45,209	38,021	7,188
Library Resources	206,808	143,779	63,029
Balance at 31 December 2016	10,050,835	5,522,051	4,528,784

15. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	222,302	125,822	76,749	222,302	125,822	76,749
Accruals	62,429	55,848	55,848	64,279	57,698	57,698
Banking staffing overuse	47,633	-	-	47,633	-	-
Employee Entitlements - salaries	442,916	407,171	407,171	442,916	407,171	407,171
Employee Entitlements - leave accrual	84,248	64,751	64,751	84,248	64,751	64,751
	<u>859,528</u>	<u>653,592</u>	<u>604,519</u>	<u>861,378</u>	<u>655,442</u>	<u>606,369</u>
Payables for Exchange Transactions	811,895	653,592	602,449	813,745	655,442	604,299
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	47,633	-	2,070	47,633	-	2,070
	<u>859,528</u>	<u>653,592</u>	<u>604,519</u>	<u>861,378</u>	<u>655,442</u>	<u>606,369</u>

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Students Income In Advance	219,832	184,941	184,941	219,832	184,941	184,941
Hostel Fees	151,004	134,566	164,342	151,004	134,566	164,342
Other	84,916	34,685	3,013	84,916	34,685	3,013
Grants in Advance - TSB Community Trust	38,000	118,000	118,000	38,000	118,000	118,000
	<u>493,752</u>	<u>472,192</u>	<u>470,296</u>	<u>493,752</u>	<u>472,192</u>	<u>470,296</u>

In the 2017 Financial Statements funds held in trust for students (a donation from A1 Homes) were classified as Revenue Received in Advance. These funds have been reclassified in these financial statements, note 18.

17. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
MOE Owned Property						
Provision at the Start of the Year	360,857	438,132	353,921	360,857	438,132	353,921
Increase to the Provision During the Year	64,224	24,996	6,936	64,224	24,996	6,936
Use of the Provision During the Year	-	-	-	-	-	-
Provision at the End of the Year	<u>425,081</u>	<u>463,128</u>	<u>360,857</u>	<u>425,081</u>	<u>463,128</u>	<u>360,857</u>
Cyclical Maintenance - Current	345,873	82,500	304,141	345,873	82,500	304,141
Cyclical Maintenance - Term	79,208	380,628	56,716	79,208	380,628	56,716
	<u>425,081</u>	<u>463,128</u>	<u>360,857</u>	<u>425,081</u>	<u>463,128</u>	<u>360,857</u>
School Owned Property						
Provision at the Start of the Year	253,137	206,761	224,779	253,137	206,761	224,779
Increase to the Provision During the Year	20,092	40,000	28,358	20,092	40,000	28,358
Use of the Provision During the Year	-	-	-	-	-	-
Provision at the End of the Year	<u>273,229</u>	<u>246,761</u>	<u>253,137</u>	<u>273,229</u>	<u>246,761</u>	<u>253,137</u>
Cyclical Maintenance - Current	143,563	42,000	36,053	143,563	42,000	36,053
Cyclical Maintenance - Term	129,666	204,761	217,084	129,666	204,761	217,084
	<u>273,229</u>	<u>246,761</u>	<u>253,137</u>	<u>273,229</u>	<u>246,761</u>	<u>253,137</u>

18. Finance Lease Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	2,863	-	-	2,863	-	-
Later than One Year and no Later than Five Years	5,777	-	-	5,777	-	-
Future finance charges	-	-	-	-	-	-
	<u>8,640</u>	<u>-</u>	<u>-</u>	<u>8,640</u>	<u>-</u>	<u>-</u>

19. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	10,000	10,500	59,571	10,000	10,500	59,571
Funds Held in Trust on Behalf of Third Parties - Non-current	67,350	46,600	46,600	177,850	157,100	157,100
	<u>77,350</u>	<u>57,100</u>	<u>106,171</u>	<u>187,850</u>	<u>167,600</u>	<u>216,671</u>

These funds are held in trust for sports uniform bonds, and for beneficiaries of the Centenary Trust.

20. Funds Held (Owed) 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 Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Electrical Upgrades	<i>in progress</i>	85,423	-	92,982	-	(7,559)
5YA - E Block Cladding	<i>in progress</i>	(15,025)	15,025	1,200	-	(1,200)
Boiler Project	<i>in progress</i>	-	104,338	95,919	-	8,419
Roof Replace/Water Damage	<i>in progress</i>	-	30,431	27,123	-	3,308
Drama Room Project	<i>in progress</i>	-	7,289	7,289	-	-
ML Block International Office	<i>in progress</i>	-	5,464	5,571	-	(107)
Totals		<u>70,398</u>	<u>162,547</u>	<u>230,084</u>	<u>-</u>	<u>2,861</u>

Represented by:

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

11,727
(8,866)

2,861

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Electrical Upgrades	<i>in progress</i>	-	92,996	(7,573)	-	85,423
5YA - E Block Cladding	<i>in progress</i>	-	-	(15,025)	-	(15,025)
Totals		<u>-</u>	<u>92,996</u>	<u>(22,598)</u>	<u>-</u>	<u>70,398</u>

21. 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.

22. 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 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,515	4,305
Full-time equivalent members	0.13	0.25
<i>Leadership Team</i>		
Remuneration	637,608	2,908,367
Full-time equivalent members	5.56	33.00
Total key management personnel remuneration	641,123	2,912,672
Total full-time equivalent personnel	5.69	33.25

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 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	210 - 220
Benefits and Other Emoluments	5 - 6	6 - 7
Termination Benefits		

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
140 - 150		
130 - 140		
120 - 130		1.00
110 - 120		1.00
100 - 110	4	2
	4.00	4.00

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

23. 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 Actual	2016 Actual
Total	-	-
Number of People	-	-

24. Contingencies

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

25. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

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

(a) operating leases;

	2017 Actual \$	2016 Actual \$
No later than One Year	-	32,845
Later than One Year and No Later than Five Years	-	72,601
Later than Five Years		-
	-	105,446

26. 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.

27. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	391,013	407,485	144,130	391,013	415,239	151,884
Receivables	875,237	770,203	768,306	875,237	778,438	776,541
Investments - Term Deposits	1,450,000	1,375,000	1,550,000	1,450,000	1,605,000	2,205,500
Total Loans and Receivables	2,716,250	2,552,688	2,462,436	2,716,250	2,798,677	3,133,925

Financial liabilities measured at amortised cost

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Payables	811,895	653,592	602,449	813,745	655,442	604,299
Finance Leases	8,640	-	-	8,640	-	-
Total Financial Liabilities Measured at Amortised Cost	820,535	653,592	602,449	822,385	655,442	604,299

28. Events After Balance Date

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

29. Reclassification

There is a reclassification from prior year signed financial statements, however the total and net balances ultimately remain unchanged from the signed version.

Members of the Board of Trustees 2017

Name	Position Held	Elected / Co-opted	Occupation	Term Expires
Koretta Roberts	Chair	E	Immigration Ngv	2019
Rob McEwan	Deputy Chair	E	Director IT	2019
Victoria Ken	Principal			
Brett Rogers	Trustee	E	Director oil Co.	2019
Branhee	Trustee	C	Architect	2019
Sandra Parry	Staff Trustee	E	Teacher	2019
Chris Rudd	Trustee	C	Accountant	2019
Rupa Bindra	Trustee	E	Dental Practice	2019
Judene Howell	Trustee	E	HR Consultant	2019
Grace Coombes	Student Trustee	E	Student	2019

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

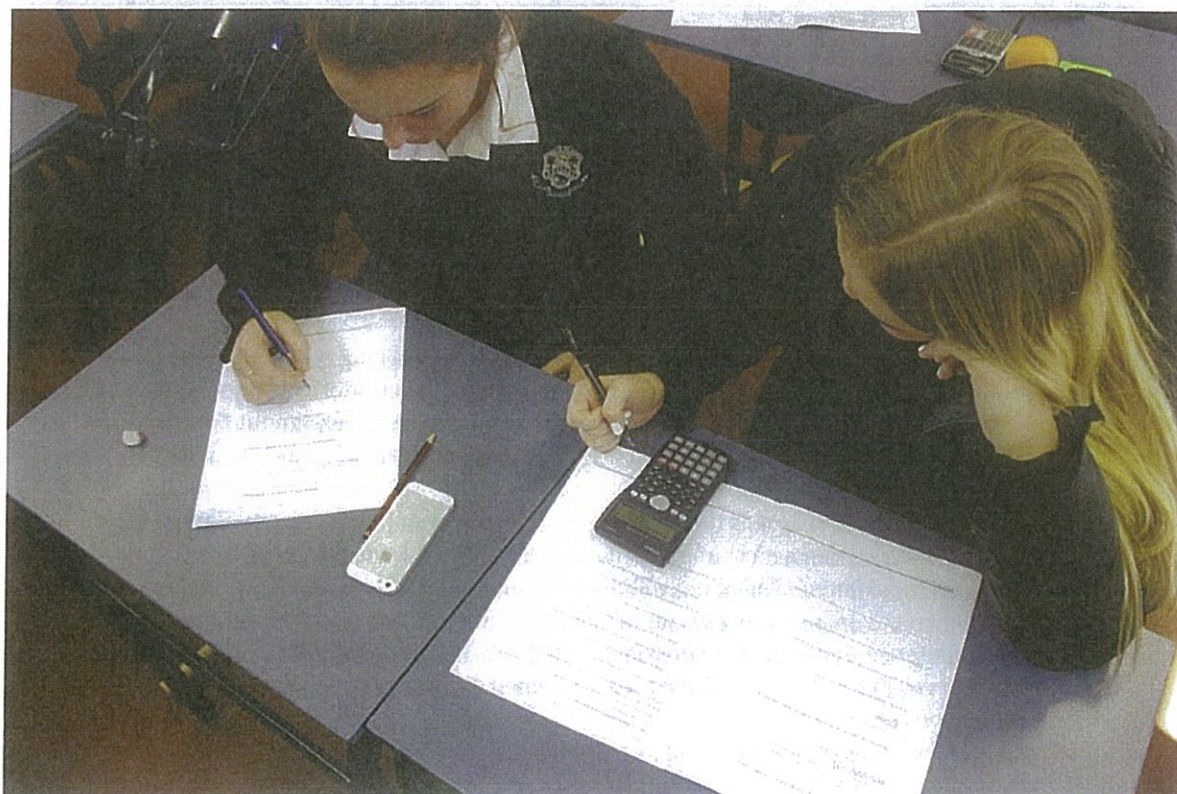


New Plymouth Girls' High School

First choice in educating young women

ANALYSIS OF VARIANCE REPORT 2017

For the year ending 31 December 2017



New Plymouth Girls' High School

ANALYSIS of VARIANCE REPORT 2017

Preamble:

- The data compares different cohorts, i.e. Year 12 2016 and Year 12 2017. A comparison of the achievement rate for each cohort should also be considered.
- The number of Pasifika students is very small: Y12 L2 = 13 and Y13 L2 = 5 and, therefore, statistically insignificant.

New Plymouth Girls' High School NCEA Level 2 Target 2017

Strategic Aim: Our goal at New Plymouth Girls' High School is to have all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2017.

Annual Aim: To identify Y12 and Y13 students at risk of not achieving NCEA L2 in 2016 and respond with appropriate programmes and interventions with the aim of lifting student achievement.

Target 2017: An improvement in the cumulative participation-based pass rate for school and Māori students and for the pass rate by Māori to be the same or better than the rest of the school, with an expected target of 94% of Year 12's achieving NCEA Level 2 and 97.5% of Year 13 students achieving NCEA Level 2.

Baseline Data: NCEA Level 2 results 2016 Participation-based

2016	School all	NZE	Māori	Pasifika
Year 11 Level 1	94.0%	98.7%	94.7%	90.0%
Year 12 Level 2	97.4%	98.2%	95.1%	100%
Year 13 Level 2	97.2%	99.4%	92.7%	66.7%

ACTIONS

What did we do?

- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- Māori and Pasifika students at risk of not achieving are identified and may be invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999/2000) was developed to support those students most at risk of not achieving NCEA Level 2 across 2017.
- Development and embedding of the cultural competencies and Tātaiako into the classroom.
- A continued focus on our school values of *Whakamana / Respect*, *Haepapa / Responsibility*, and *Whanungatanga / positive Relationships* and the further development of School-wide Restorative Practices throughout 2017 have further strengthened our school community, school culture and relational focus.
- Goal setting and course placement ensure students are enrolled in programmes of study that meet their academic and educational needs.
- Deans/DPs monitor priority learners at risk of not achieving.
- Tracking students' Literacy and Numeracy requirements are being met to ensure that all students are capable of attaining the relevant NCEA qualifications.
- A further Tumanāko group with a Financial Literacy and Capability focus was run in Term 1 Weeks 2 and 3 2018 for those students who were very close to gaining NCEA Levels 1, 2 and 3. This had a very high success rate. Similar programmes were run in Terms 1 and 4 in 2017.

All of these actions apart from the Tumanāko focus group and the last programme / course (which have been running for two years) have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

Outcomes 2017	School all	NZE	Māori	Pacifika
Year 11 Level 1	94.1%	95.5%	90.9%	75.0%
Year 12 Level 2	92.6%	94.8%	92.7%	76.9%
Year 13 Level 2	100%	100%	100%	100%

Variance 2016 to 2017	School all	NZE	Māori	Pacifika
Year 12 Level 2	-4.8%	-3.4%	-2.4%	-23.1%
Year 13 Level 2	+2.8%	+0.6%	+7.3%	+33.3%

OUTCOMES

What happened?

These results are particularly pleasing as last year's results were the highest across the levels that NPGHS has ever achieved.

A comparison of the baseline data (2016) with the 2017 results and targets shows a marginal increase at Year 11 in NCEA Level 1 and a marginal drop at Year 12 in NCEA Level 2. Year 13 Level 2 NCEA pass rate at 100% for all is particularly pleasing. This is particularly pleasing considering this cohort only achieved 76.9% at NCEA Level 1 in 2015. There is still a disparity between Māori students and NZ European students of 2.1% NCEA Level 2 at Year 12. These results, however, are still provisional – of the fifty-five Māori students eligible for NCEA Level 2 at Year 12, fifty-one have now passed (92.7%). Four Māori students did not achieve NCEA Level 2 in Year 12: one is short of Level 2 by 3 credits; one is ten credits short; two have left school; one achieved 39 credits with 53% attendance rate; one achieved 13 credits with 40% attendance rate.

REASONS FOR THE VARIANCE

Why did it happen?

The variance is marginal at NCEA Level 2 for Year 12; it is the equivalence of two Māori students. The two Māori students who have stayed on at school should certainly achieve NCEA Level 2 in 2018. One of those who did not achieve left school in September 2017. The other student was a chronic truant with on-going medical needs. Unfortunately, our interventions were not successful with this student.

EVALUATION

Where to next?

Recommendations:

- For the 2018 targets to be realistic, aspirational, and to take into account the baseline data of each cohort.
- Use of MidYIS and YELLIS data to set realistic targets and identify value-added in May.
- Continue to track student achievement and engagement data throughout the year to ensure students are on target to achieve.
- Continue to embed and develop cultural competencies within the classroom through effective professional performance and professional learning.
- Continue to embed Restorative Practices including Community Circles, Learning Circles, Decision-making Circles etc. and culturally responsive practices, caring relationships and inclusive pedagogies.
- Continue the link between student achievement, priority learners and Teaching As Inquiry within school, departmental, and teachers' strategic planning.
- To make greater use of the target groups to inform internal evaluation.
- Appraisal could be strengthened through use of Tātaiako and the evaluation associated with this, i.e. How well am I doing this?

New Plymouth Girls' High School NCEA Level 1 Literacy and Numeracy Targets 2017

Strategic Aim: Our goal at New Plymouth Girls' High School is for all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2017.

Annual Goal: To identify the students at risk of not achieving Level 1 Literacy and/or Numeracy and put in place appropriate numeracy and literacy programmes with the aim of lifting achievement.

Target 2017 for Literacy and Numeracy: An improvement in the Literacy and Numeracy pass rate for school and Māori students and for Māori to achieve the same or better pass rate than the rest of the school.

Baseline Data 2016 Level 1 Literacy Pass Rates					Variance (NZE: Māori Achievement)
School Literacy	NZE Literacy	Māori Literacy	Pasifica Literacy	2016 Literacy Variance	
Year 11 97.3%	Year 11 97.6%	Year 11 96.9%	Year 11 90.9%	Year 11	-0.7%
Year 12 100%	Year 12 100%	Year 12 100%	Year 12 100%	Year 12	0%
Year 13 99.5%	Year 13 100%	Year 13 100%	Year 13 83.3%	Year 13	0%
2016 Level 1 Numeracy Pass Rates					Variance (NZE: Māori Achievement)
School Numeracy	NZE Numeracy	Māori Numeracy	Pasifica Numeracy	2016 Numeracy Variance	
Year 11 96.1%	Year 11 97.6%	Year 11 94.8%	Year 11 90.9%	Year 11	-2.8%
Year 12 99.6%	Year 12 100%	Year 12 97.8%	Year 12 100%	Year 12	-2.2%
Year 13 98.6%	Year 13 100%	Year 13 95.1%	Year 13 83.3%	Year 13	-4.8%

ACTIONS

What did we do?

- Numeracy programmes at Years 9, 10, 11, 12, and 13.
- Literacy programmes at year 10
- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- Māori and Pasifika students at risk of not achieving are identified and may be invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999/2000) was developed to support those students most at risk of not achieving NCEA Level 2.
- Development and embedding of the cultural competencies and Tātiako into the classroom.
- Goal setting and course placement ensure students are enrolled in programmes of study that meet their academic and educational needs.
- Tracking of literacy and numeracy credits across the year to ensure students are on target to achieve.
- A Financial Literacy and Capability course was run in Term 1 Weeks 2 and 3 2018 for those students who were very close to gaining NCEA Levels 1 and 2, which had a very high success rate.

All of these actions apart from the Tumanāko focus group and the last programme / course (which have been running for two years) have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

OUTCOMES 2017							
School Literacy		NZE Literacy		Māori Literacy		Pacifika Literacy	
Year 11	97.7%	Year 11	97.2%	Year 11	98.2%	Year 11	100%
Year 12	98.8%	Year 12	98.7%	Year 12	100%	Year 12	100%
Year 13	100%	Year 13	100%	Year 13	100%	Year 13	100%
Variance on 2016		Variance on 2016		Variance on 2016		Variance on 2016	
Year 11	+0.4%	Year 11	-0.4%			Year 11	+9.1%
Year 12	-1.2%	Year 12	-0.1%			Year 12	0%
Year 13	+0.5%	Year 13	0%			Year 13	+16.7%
School Numeracy		NZE Numeracy		Māori Numeracy		Pacifika Numeracy	
Year 11	97.3%	Year 11	97.8%	Year 11	96.4%	Year 11	87.5%
Year 12	98.8%	Year 12	98.7%	Year 12	100%	Year 12	92.3%
Year 13	100%	Year 13	100%	Year 13	100%	Year 13	100%
Variance on 2016		Variance on 2016		Variance on 2016		Variance on 2016	
Year 11	+1.2%	Year 11	+0.2%	Year 11	+1.6%	Year 11	-3.4%
Year 12	-0.8%	Year 12	-1.3%	Year 12	+2.2%	Year 12	-7.7%
Year 13	+1.4%	Year 13	0%	Year 13	+4.9%	Year 13	+17.7%
OUTCOMES							
What happened?							
<p>An achievement rate of 98.2% for Year 11 Māori students in Literacy with Māori students achieving 100% at Year 12 and 13 is very pleasing. Māori students are performing 1% above NZ European students at Year 11 in Literacy. Of note is that Literacy credits can be earned by achieving credits in Te Reo Māori. The rise for Pacifika in Years 11 and 13 Literacy is also very pleasing. The gap in the achievement of Y11 Māori in numeracy compared with the school results of -0.9% and -1.4% against NZ European is still of concern but considerably up from -16.2% in 2014 and very pleasing when looking at the numeracy gap these students entered the school with. It is particularly pleasing that 100% of Māori Year 12 students achieved Level 1 Numeracy which is 1.2% above the overall school result and 1.3% above NZ European.</p> <p>The variance in the school's literacy and numeracy results compared with the target is relatively small; at every level apart from Year 12 there has been a significant improvement for Māori students and overall school results. There has been a larger improvement in numeracy with a 7.8% rise from 2014 and for Māori this improvement has been greater still with an 23.4% increase in achievement, which may be largely due to targeted programmes at both Years 11 and 12 for those students at risk of not achieving numeracy. In 2014 there was an increase in the hours of instruction in Mathematics in Years 9 and 10. Both levels now receive 5 hours of tuition across 6 days. The impact of this increase is already apparent.</p>							
EVALUATION							
Where to next?							
<p>Recommendations:</p> <ul style="list-style-type: none"> • Ensure that there are opportunities within the curriculum for students to achieve sufficient credits in Numeracy and Literacy. • Continue to identify the students at risk of not achieving with particular focus on Māori and Pacifika students and those with special learning needs, and provide them with additional programmes of support. • Monitor all Māori and Pacifika students' progress, attendance and placement at Years 11-13 by Deans/DPs. • Monitor the credits achieved by students at every level and follow up on the students at risk of not achieving by tracking achievement data throughout the year. <i>Refer to the 2018 Annual Plan.</i> 							

New Plymouth Girls' High School Student Attendance Target 2016

Strategic Goal: Our goal at New Plymouth Girls' High School is for students to have a high rate of attendance.

Annual Goal: To improve student attendance at every level and for the rate of attendance of Māori students to be the same or better than the rest of the school.

2017 Target: Minimum of 90% attendance at every level with specific focus on Māori students achieving this.

2016 Baseline Data	School	Māori	Variance
Year 9	91.3%	87.8%	-3.5%
Year 10	89.0%	84.5%	-4.5%
Year 11	90.9%	88.5%	-2.4%
Year 12	88.4%	81.9%	-6.5%
Year 13	87.0%	83.9%	-3.1%

ACTIONS

What did we do?

- Conduct regular checks to ascertain the accuracy of the data and follow up.
- Identify and track the number of students that are generating most of the absences.
- Continue to identify Māori students, monitor the attendance of this group and compare with the school and NZE attendance rates. Take corrective action if required. Improving the attendance and retention rate of Māori students is a school-wide goal. *Refer to the Māori Achievement Strategic Plan and the Tumanāko mentoring programme.*
- Continue with the programme of tracking individual students, monitoring, rewarding good attendance and intervening when appropriate and communicating with parents/whanau.
- Report the data mid-term and at the end of every term.

Outcomes 2017

2017	School (Variance to Goal)	Māori (Variance to Goal)	NZE (Variance to Goal)	Māori:NZE Variance	Variance to School	Variance to 2016 Māori
Year 9	90.1% (+0.1%)	86.6% (-3.4%)	91.4% (+1.4%)	-4.8%	-3.5%	-1.2%
Year 10	88.4% (-1.6%)	85.5% (-4.5%)	88.4% (-1.6)	-2.9%	-2.9%	+1%
Year 11	89.3% (-0.7%)	83.8% (-6.2%)	90.5% (+0.5)	-6.7%	-5.5%	-4.7%
Year 12	87.7% (-2.3%)	85.4% (-4.6%)	88.1% (-1.9%)	-2.7%	-2.3%	+3.5%
Year 13	85.0% (-5.0%)	76.0% (-14%)	86.2% (3.8%)	-10.2%	-9.0%	-7.9%

OUTCOMES

What happened?

Unfortunately, attendance rates have dropped at all levels which is concerning. Māori attendance rates are lower across the school but this is seen more so at Year 11 and 13 and obviously has an impact on learning and achievement. There has been a considerable improvement for Māori students at Year 12 which is pleasing.

REASONS FOR THE VARIANCE

Why did it happen?

There is a fall-off in attendance in Term 4 around key events.

- Weeks 2 and 3 leading up to senior prize giving when internal assessments for seniors have finished.

- Weeks 8 and 9 leading up to and including junior outdoor education activities. Year 10 students traditionally have a lower rate of attendance than Year 9 during activity week at the end of Term 4.

Although not obvious in the final outcome, rewarding students who have achieved 100% each term has had a positive impact. Some students have set this as a goal and the attitude of students towards achieving this milestone has changed for the better with respectful celebration. We have not received the Term 4 or whole year Every Day Matters attendance data.

Our Māori students commented that they should be allowed to attend Māori events without it being marked as absent. This needs to be enacted so that attendance is marked as Justified, as per school policy.

EVALUATION

Where to next?

Continue to:

- Attendance at Māori cultural events should be marked as Justified.
- Conduct regular checks to ascertain the accuracy of the data and follow up.
- Identify and track the number of students that are generating most of the absences.
- Continue to identify Māori students, monitor the attendance of this group and compare with the school and NZE attendance rates. Take corrective action if required. Improving the attendance and retention rate of Māori students is a school-wide goal. *Refer to the Māori Achievement Strategic Plan and the Tumanāko mentoring programme.*
- Continue with the programme of tracking individual students, monitoring, rewarding good attendance and intervening when appropriate and communicating with parents/whanau.
- Report the data mid-term and at the end of every term.

Recommendations:

- Take part in the Every Day Matters attendance initiative. *Refer to the 2018 Annual Plan.*

New Plymouth Girls' High School NCEA Levels 1, 2 and 3 Targets 2016

Strategic Aim: Our goal at New Plymouth Girls' High School is to lift or maintain the NCEA achievement of students at every level.

Annual Goal: To undertake the programmes and interventions described in the Annual Plan and curriculum strategic plans 2017 with the aim of lifting student achievement.

Target 2016: An improvement in the cumulative percentage roll-based pass rate for the school and Māori students and for the pass rate by Māori to be the same or better than the rest of the school. Targets: Year 11 NCEA Level 1 = 95%; Year 12 NCEA Level 2 = 95%; Year 13 NCEA Level 3 = 85%.

Baseline Data and Analysis: 2016 NCEA Cumulative 1 July roll-based results.

School				Māori				NZE			
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	90.9%	95.9%	98.6%	Level 1	90%	97.8%	100%	Level 1	93.5%	98.2%	99.4%
Level 2		91.0%	97.2%	Level 2		86.7%	97.4%	Level 2		94.7%	98.7%
Level 3			83.3%	Level 3			61.5%	Level 3			89.1%
UE			74.0%	UE			46.2%	UE			80.1%
Variance (School: Māori Achievement)						Variance (NZE: Māori Achievement)					
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	-0.9%	+1.9%	+1.4%	Level 1	-3.5%	-0.4%	+0.6%	Level 1	-3.5%	-0.4%	+0.6%
Level 2		-4.3%	+0.2%	Level 2		-8%	-1.3%	Level 2		-8%	-1.3%
Level 3			-21.8%	Level 3			-27.6%	Level 3			-27.6%
UE			-27.8%	UE			-33.9%	UE			-33.9%

ACTIONS

What did we do?

- Numeracy programmes at Years 9, 10, 11, 12 and 13.
- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- Māori and Pasifika students at risk of not achieving maybe invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999/2000) was developed to support those students most at risk of not achieving NCEA Level 2.
- Continue the development of the cultural competencies and Tātiako into the classroom.
- Continue to promote the well-being of students through provision of Wai Ora services, PB4L and Restorative Practices programmes, and high quality pastoral care.
- A Financial Literacy and Capability course was run in Term 1 Weeks 2 and 3 for those students who were very close to gaining NCEA Levels 1 and 2 which had a very high success rate.
- Similar programmes were run in Terms 1 and 4 in 2017.

All of these actions apart from the Tumanāko focus group and the last programme / course (which have been in place for a couple of years) have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

Outcomes 2017											
School				Māori				NZE			
Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13
Level 2	89.6%	97.2%	98.1%	Level 2	90.9%	100%	111.4%	Level 2	91.8%	97.5%	96%
Level 3		89%	97.2%	Level 3		89.5%	105.7%	Level 3		91.3%	96%
UE			81.6%	UE			74.3%	UE			84.8%
			65.6%				42.9%				72.8%
Variance on 2016											
School				Māori				NZE			
Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13
Level 2	-1.3%	+1.3%	-0.5%	Level 2	+0.9%	+2.2%	+11.4%	Level 2	-1.7%	-0.7%	-3.4%
Level 3		-2%	0%	Level 3		+2.8%	+8.3%	Level 3		-3.4%	-2.7%
UE			-1.7%	UE			+12.8%	UE			-4.3%
			-8.4%				-3.3%				-7.3%
Variance (School: Māori Achievement)						Variance (NZE: Māori Achievement)					
Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13	Level 1	Year 11	Year 12	Year 13
Level 2	+1.3%	+2.8%	+13.3%	Level 2	-0.9%	+2.5%	+15.4%	Level 2		-1.8%	9.7%
Level 3		+0.5%	+8.5%	Level 3			-10.5%	Level 3			-29.9%
UE			-7.3%	UE			-22.7%	UE			
			-22.7%								

OUTCOMES

What happened?

There have been varied rates of improvement across the levels and target groups. We set high aspirational goals which we did not meet. The variance between ethnicities is much narrower than in 2014, 2015 and 2016. The biggest increases have been at NCEA Levels 1, 2 and 3 at Years 12 and 13 for our Māori students, which is especially pleasing, and a significant improvement on 2014, 2015 and 2016. The disparity has narrowed considerably at all year levels. There is still a bigger disparity at UE for our Māori students, however, many have remained in school to complete NCEA Level 2 and follow alternative vocational pathways.

Across Years 11-13 and NCEA Levels 1-3, school pass rates at every level exceed above all comparative selected data:

- NPGHS Year 11 achieved NCEA Level 1 15.7% above National, 9% above Decile 7 and 11.1% above National females.
- NPGHS Year 12 achieved NCEA Level 2 10% above National, 3.8% above Decile 7 and 7.3% above National females.
- NPGHS Year 13 achieved NCEA Level 2 8.2% above National, 0.6% above Decile 7 and 7.8% above National females.
- NPGHS Year 13 achieved NCEA Level 3 15.1% above National, 6.8% above Decile 7 and 10.8% above National females.
- NPGHS Year 13 achieved University entrance 16.7% above National, 8.5% above Decile 7 and 10.9% above National females.

There is still a disparity of NCEA achievement between our Māori students and our NZ European/Pakeha students, although this has narrowed considerably in all but one area.

- At Year 11 NCEA Level 1 the disparity is 0.9% which is less than the equivalent of one extra Māori student achieving NCEA Level 1.
- At Year 12 NCEA Level 2 the disparity is 1.8% which is the equivalent of one Māori student achieving NCEA Level 2.
- At Year 13 NCEA Level 3 the disparity is 10.5% which is the equivalent of three more Māori students achieving NCEA Level 3.
- At Year 13 NCEA University Entrance the disparity is 29.9% which is a real concern. We need to investigate further to determine why there is this disparity.

Again, against all comparative National data our Māori students are achieving well:

- NPGHS Year 11 Māori students achieved NCEA Level 1 27.8% above National Māori students, 16% above Decile 7 Māori students and 22.7% above National Māori females.
- NPGHS Year 12 Māori students achieved NCEA Level 2 14.1% above National Māori students, 4.5% above Decile 7 Māori students and 12.4% above National Māori females.
- NPGHS Year 13 Māori students achieved NCEA Level 3 16.7% above National Māori students, 8.3% above Decile 7 Māori students and 13.4% above National Māori females.
- NPGHS Year 13 achieved University Entrance 11.4% above National, 2.6% above Decile 7 and 6.7% above National Māori females.

REASONS FOR THE VARIANCE

Why did it happen?

The variance is marginal at NCEA Level 2 for Year 12; it is the equivalence of one Māori student. This highlights the importance of tracking individual students. The two Māori students who have stayed on at school should certainly achieve NCEA Level 2 in 2018. One of those who did not achieve left school in September 2017. The other student was a chronic truant with on-going medical needs. Unfortunately, our interventions were not successful with this student.

EVALUATION

Where to next?

Recommendations:

- Investigate the disparity at UE.
- Check all Māori and Pasifika students have access to UE if this is a pathway of interest.
Refer to the 2018 Annual Plan and the Māori and Pasifika Achievement Plans.
- For the 2018 targets to be realistic, aspirational, and to take into account the baseline data of each cohort.
- Use of MidYIS and YELLIS data to set realistic targets and identify value-added in May.
- Continue to track student achievement and engagement data throughout the year to ensure students are on target to achieve.
- Continue to embed and develop cultural competencies within the classroom through effective professional performance and professional learning.
- Continue the link between student achievement, priority learners and Teaching As Inquiry within school, departmental, and teachers' strategic planning.
- To make greater use of the target groups to inform internal evaluation.
- Appraisal and teaching as inquiry could be strengthened through use of Tātaiako and the evaluation associated with this, i.e. How well am I doing this?
- To develop Junior targets at Years 9 and 10 to ensure effective acceleration of students, especially those entering the school below expected curriculum levels for their age.

Kiwisport Non-Contestable 2017

School	Contact
New Plymouth Girls' High School	Josie Cleaver Director of Sport

Kiwisport Non-Contestable 2017

Zumba: students

These classes started in Term 2 and went every Tuesday lunch time right through to November. The number of students participating varied between 25 and 50 per session. Again, there was a real mix of students from those recognisably active PE students to some less so active students who were not involved in any sport within the school at all. This is a very popular activity with our students and one that we will continue with in 2018. The instructors were a group of females who were wonderful role models in that they were a diverse range of age and body shape.

Zumba: staff

This was a popular afterschool activity with a small (15-20) group of staff. It ran for most of Term 3 on a Wednesday afternoon.

Hip Hop/Dance: students

The student dance leader was asked on numerous occasions to look at starting up a hip hop/dance session during the lunch hour but this never eventuated. The lunch time available did not suit the instructor.

Hauora – Healthy Living: students

Our fitness centre instructor employed in 2016 was not able to do lunchtime sessions in our fitness centre this year as her hours in her own gym had changed to full time. We tried very hard to find another suitable instructor for this role but no local gym was able to give us any one suitable or willing.

It was decided, that as we were a little late applying for this Kiwisport funding and the money came in well after the school year had started, that to get effective use of the \$ we would hold it over surplus funds for 2018 and run a bigger and better programme. The current Y13 Sports Council is working on this now.

Funds received were: \$4517.70 + GST was the total figure paid. Calculated via \$2.60 per student + \$1000
(3517.70 + \$1000) = **\$5195.35**

\$ spent in 2017 were: Zumba \$1,260 + GST = **\$1,449**

Balance to carry over to 2018 programme: \$5,195.35 less \$1,449 = **\$3,746.35**

Josie Cleaver



Josie Cleaver
Director of Sport

New Plymouth Girls' High School

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NEW PLYMOUTH GIRLS' HIGH SCHOOL'S GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of New Plymouth Girls' High School and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 19, 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 Group:

- 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 Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 31 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 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 Group 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 Group for assessing the Group'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 Group, 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 Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- 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 comprises the information included within the Analysis of Variance, the Kiwisport Statement, Board of Trustees List which form part of the Annual 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 Group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read "M. John Dixon".

Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
New Plymouth, New Zealand