

GISBORNE INTERMEDIATE SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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GISBORNE INTERMEDIATE SCHOOL

Financial Statements - For the year ended 31 December 2017

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Gisborne Intermediate 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.

Thes Walter Karaitiana Akroyd

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

22/05/2018

Date:

GLEN UDALL

Full Name of Principal

[Signature]

Signature of Principal

22/5/2018

Date:

Gisborne Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	4,082,236	3,880,217	3,915,808
Locally Raised Funds	3	559,203	613,250	691,567
Interest Earned		28,947	15,000	23,229
		<hr/> 4,670,386	<hr/> 4,508,467	<hr/> 4,630,604
Expenses				
Locally Raised Funds	3	480,426	533,457	553,233
Learning Resources	4	2,705,264	2,783,921	2,785,915
Administration	5	198,593	209,400	213,960
Finance Costs		3,759	1,700	4,646
Property	6	1,030,824	909,500	869,013
Depreciation	7	121,976	65,000	107,158
Impairment of Property, Plant and Equipment	12	-	-	46,765
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<hr/> 4,540,842	<hr/> 4,502,978	<hr/> 4,580,690
Net Surplus / (Deficit) for the year		<hr/> 129,544	<hr/> 5,489	<hr/> 49,914
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 129,544	<hr/> <hr/> 5,489	<hr/> <hr/> 49,914

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



Gisborne Intermediate School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	605,948	605,948	556,034
Total comprehensive revenue and expense for the year	129,544	5,489	49,914
Capital Contributions from the Ministry of Education			
Contribution - Special Education	-	-	-
Equity at 31 December	735,492	611,437	605,948

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.

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 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	734,492	610,437	604,948
Reserves	1,000	1,000	1,000
Equity at 31 December	735,492	611,437	605,948

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



Gisborne Intermediate School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	214,483	332,400	383,773
Accounts Receivable	9	165,886	163,000	164,101
GST Receivable		8,591	20,000	36,135
Prepayments		17,860	5,000	4,525
Inventories	10	24,779	33,200	36,007
Investments	11	829,306	332,392	528,645
		<u>1,260,905</u>	<u>885,992</u>	<u>1,153,186</u>
Current Liabilities				
Accounts Payable	13	219,693	210,000	219,888
Revenue Received in Advance	14	20,174	18,000	18,970
Provision for Cyclical Maintenance - Current Portion	15	151,202	146,908	102,908
Finance Lease Liability - Current Portion	16	25,666	16,000	26,276
Funds held in Trust	17	1,253	2,000	1,073
Funds held for Capital Works Projects	18	323,851	92,591	337,809
		<u>741,839</u>	<u>485,499</u>	<u>706,924</u>
Working Capital Surplus/(Deficit)		<u>519,066</u>	<u>400,493</u>	<u>446,262</u>
Non-current Assets				
Property, Plant and Equipment	12	432,603	418,737	391,074
		<u>432,603</u>	<u>418,737</u>	<u>391,074</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	211,778	207,793	207,793
Finance Lease Liability	16	4,399	-	23,595
		<u>216,177</u>	<u>207,793</u>	<u>231,388</u>
Net Assets		<u>735,492</u>	<u>611,437</u>	<u>605,948</u>
Equity		<u>735,492</u>	<u>611,437</u>	<u>605,948</u>

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



Gisborne Intermediate School

Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,091,580	1,010,217	1,105,320
Locally Raised Funds		563,449	615,645	694,051
Goods and Services Tax (net)		27,545	16,135	(18,261)
Payments to Employees		(554,242)	(616,869)	(654,133)
Payments to Suppliers		(832,471)	(917,137)	(877,720)
Interest Paid		(3,759)	(1,700)	(4,646)
Interest Received		27,579	16,910	21,395
Net cash from / (to) the Operating Activities		319,681	123,201	266,006
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(160,624)	(98,000)	(39,104)
Purchase of Investments		(300,661)	196,253	(212,508)
Net cash from / (to) the Investing Activities		(461,285)	98,253	(251,612)
Cash flows from Financing Activities				
Finance Lease Payments		(13,910)	(28,536)	(38,947)
Funds Administered on Behalf of Third Parties		(13,776)	(244,291)	251,217
Net cash from Financing Activities		(27,686)	(272,827)	212,270
Net increase/(decrease) in cash and cash equivalents		(169,290)	(51,373)	226,664
Cash and cash equivalents at the beginning of the year	8	383,773	383,773	157,109
Cash and cash equivalents at the end of the year	8	214,483	332,400	383,773

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.



Gisborne Intermediate School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

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 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

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) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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



h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits 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.

The School 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 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.

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	5–40 years
Furniture and equipment	3–10 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

l) 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.

m) 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.

n) 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

o) 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.



p) 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.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	848,576	820,000	862,422
Teachers' salaries grants	2,278,355	2,270,000	2,269,433
Use of Land and Buildings grants	703,519	600,000	532,844
Other MoE Grants	125,729	149,467	142,508
Other government grants	126,057	40,750	108,601
	4,082,236	3,880,217	3,915,808

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	39,660	29,500	129,541
Fundraising	75,353	40,550	72,729
Other revenue	6,020	-	10,909
Trading	140,981	167,000	166,788
Activities	272,619	368,000	288,642
Curriculum Recoveries	24,570	8,200	22,958
	559,203	613,250	691,567
Expenses			
Activities	249,031	368,000	294,287
Trading	125,519	146,457	153,757
Fundraising (costs of raising funds)	71,330	-	72,681
Transport (local)	2,580	-	-
Other Locally Raised Funds Expenditure	31,966	19,000	32,508
	480,426	533,457	553,233
Surplus for the year Locally raised funds	78,777	79,793	138,334

Included in donations income:

Eastern & Central Community Trust \$5,000

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

The Scott Fund Trust \$1,000

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	46,608	78,600	-
Equipment repairs	9,025	14,500	23,676
Information and communication technology	15,008	24,000	427
Library resources	3,370	1,500	1,794
Employee benefits - salaries	2,547,850	2,601,321	2,634,566
Resource/attached teacher costs	63,238	49,000	109,130
Staff development	20,165	15,000	16,322
	2,705,264	2,783,921	2,785,915



5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,985	5,900	5,900
Board of Trustees Fees	4,050	8,000	5,135
Board of Trustees Expenses	4,047	6,000	16,250
Communication	5,488	7,000	5,649
Consumables	3,701	1,000	842
Operating Lease	610	1,500	1,532
Other	14,242	20,500	12,149
Employee Benefits - Salaries	153,807	149,500	158,590
Insurance	6,663	10,000	7,913
	198,593	209,400	213,960

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,701	11,000	11,635
Cyclical Maintenance Expense	52,279	44,000	68,705
Grounds	2,830	3,000	5,097
Heat, Light and Water	35,737	46,000	37,584
Rates	6,704	8,000	10,144
Repairs and Maintenance	83,017	60,500	65,090
Use of Land and Buildings	703,519	600,000	532,844
Security	7,576	6,000	5,745
Employee Benefits - Salaries	127,461	131,000	132,169
	1,030,824	909,500	869,013

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

7. Depreciation of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	-	-	-
Building Improvements - Crown	29,327	18,000	28,629
Furniture and Equipment	25,055	13,000	23,039
Information and Communication Technology	29,823	20,000	33,429
Motor Vehicles	12,237	-	-
Leased Assets	22,729	11,000	18,926
Library Resources	2,805	3,000	3,135
	121,976	65,000	107,158



8. Cash and Cash Equivalents

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Cash on Hand	850	400	492
Bank Current Account	15,429	32,000	98,755
Bank Call Account	45,165	50,000	47,315
Short-term Bank Deposits	153,039	250,000	237,211
Cash and Cash equivalents and bank overdraft for Cash Flow Statement	214,483	332,400	383,773

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

Of the \$214,483 Cash and Cash Equivalents, \$213,230 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.

Of the \$214,483 Cash and Cash Equivalents, \$1,253 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Receivables	10,323	10,000	13,365
Interest Receivable	6,278	3,000	4,910
Teacher Salaries Grant Receivable	149,285	150,000	145,826
	165,886	163,000	164,101
Receivables from Exchange Transactions	16,601	13,000	18,275
Receivables from Non-Exchange Transactions	149,285	150,000	145,826
	165,886	163,000	164,101

10. Inventories

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Stationery	2,600	3,000	1,947
School Uniforms	22,179	30,000	33,291
Canteen	-	200	769
	24,779	33,200	36,007

11. Investments

The School's investment activities are classified as follows:

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	829,306	332,392	528,645



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements - School	870	29,074			(749)	29,195
Building Improvements - Crown	149,369				(28,578)	120,791
Furniture and Equipment	112,189	25,043			(25,055)	112,177
Information and Communication	58,138	5,810			(29,823)	34,125
Motor Vehicles	-	100,203			(12,237)	87,966
Leased Assets	48,563	2,883			(22,729)	28,717
Library Resources	21,945	1,544	(1,052)		(2,805)	19,632
Balance at 31 December 2017	391,074	164,557	(1,052)	-	(121,976)	432,603

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Land	-	-	-
Building Improvements - School	29,944	(749)	29,195
Building Improvements - Crown	318,936	(198,147)	120,789
Furniture and Equipment	933,053	(820,874)	112,179
Information and Communication	552,168	(518,043)	34,125
Motor Vehicles	104,647	(16,681)	87,966
Leased Assets	77,112	(48,395)	28,717
Library Resources	84,499	(64,867)	19,632
Balance at 31 December 2017	2,100,359	(1,667,756)	432,603

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements - School	-	870		-	-	870
Building Improvements - Crown	177,998	-	-	-	(28,629)	149,369
Furniture and Equipment	103,272	32,449	-	(493)	(23,039)	112,189
Information and Communication Technology	91,567	-	-	-	(33,429)	58,138
Motor Vehicles	-	-	-	-	-	-
Leased Assets	67,688	46,073	-	(46,272)	(18,926)	48,563
Library Resources	22,611	3,703	(1,234)	-	(3,135)	21,945
Balance at 31 December 2016	463,136	83,095	(1,234)	(46,765)	(107,158)	391,074

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements - School	870	-	870
Building Improvements - Crown	318,938	(169,569)	149,369
Furniture and Equipment	908,537	(796,348)	112,189
Information and Communication Technology	546,358	(488,220)	58,138
Motor Vehicles	4,444	(4,444)	-
Leased Assets	74,229	(25,666)	48,563
Library Resources	87,130	(65,185)	21,945
Balance at 31 December 2016	1,940,506	(1,549,432)	391,074



13. Accounts Payable

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Operating creditors	39,629	30,000	36,000
Accruals	7,058	10,000	13,012
Employee Entitlements - salaries	151,437	150,000	145,826
Employee Entitlements - leave accrual	21,569	20,000	25,048
	<u>219,693</u>	<u>210,000</u>	<u>219,886</u>
Payables for Exchange Transactions	219,455	209,500	219,675
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	238	500	211
Payables for Non-exchange Transactions - Other	-	-	-
	<u>219,693</u>	<u>210,000</u>	<u>219,886</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Other	20,174	18,000	18,970
	<u>20,174</u>	<u>18,000</u>	<u>18,970</u>

15. Provision for Cyclical Maintenance

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Provision at the Start of the Year	310,701	310,701	242,241
Increase to the Provision During the Year	52,279	44,000	68,705
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	(245)
Provision at the End of the Year	<u>362,980</u>	<u>354,701</u>	<u>310,701</u>
Cyclical Maintenance - Current	151,202	146,908	102,908
Cyclical Maintenance - Term	211,778	207,793	207,793
	<u>362,980</u>	<u>354,701</u>	<u>310,701</u>

16. Finance Lease Liability

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

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
No Later than One Year	26,111	16,000	26,276
Later than One Year and no Later than Five Years	5,997	-	29,086
	<u>32,108</u>	<u>16,000</u>	<u>55,362</u>



17. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,253	2,000	1,073
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,253</u>	<u>2,000</u>	<u>1,073</u>

These funds are held where the school is agent for representative amounts 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:

2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Room and Swimming					
Pool Ramp <i>in progress</i>	201,197	88,240	299,208	-	(9,771)
5YP - Art Room <i>in progress</i>	56,704	5,573	66,531	-	(4,254)
5YP - Blks B,C,D,L,IC <i>in progress</i>	79,908	750,000	492,032	-	337,876
Totals	<u>337,809</u>	<u>843,813</u>	<u>857,771</u>	<u>-</u>	<u>323,851</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	337,876
Funds Due from the Ministry of Education	(14,025)
	<u>323,851</u>

2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Fencing <i>completed</i>	5,919	(5,919)	-	-	-
Special Needs Room and Swimming					
Pool Ramp <i>in progress</i>	-	661,655	460,458	-	201,197
5YP - Art Room <i>in progress</i>	-	63,000	6,296	-	56,704
5YP - Blks B,C,D,L,IC <i>in progress</i>	75,934	30,000	26,026	-	79,908
Totals	<u>81,853</u>	<u>748,736</u>	<u>492,780</u>	<u>-</u>	<u>337,809</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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,050	5,135
Full-time equivalent members	0.12	0.40
<i>Leadership Team</i>		
Remuneration	772,899	747,136
Full-time equivalent members	8.00	8.00
Total key management personnel remuneration	776,949	752,271
Total full-time equivalent personnel	8.12	8.40

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	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

22. Contingencies

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



23. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has entered into no contract agreements for capital works.

(Capital commitments at 31 December 2016: \$97,464 to Toyota NZ Ltd for the purchase of 2 hiace vans and \$29,043 to Versatile Homes & Buildings, Gisborne for the building of a garage for the vans.)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into contracts for the lease of laptop computers:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	72
Later than One Year and No Later than Five Years	-	-
	-	72

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:

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	214,483	332,400	383,773
Receivables	165,886	163,000	164,101
Investments - Term Deposits	829,306	332,392	528,645
Total Receivables	1,209,675	827,792	1,076,519

Financial liabilities measured at amortised cost

Payables	219,693	209,500	219,675
Finance Leases	30,065	16,000	49,871
Total Financial Liabilities Measured at Amortised Cost	249,758	225,500	269,546

26. Events After Balance Date

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





Gisborne Intermediate School (2566) - Variance Report - For the Year Ending 31st December 2017

Mathematics 2017

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 National Standard 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 National Standard at the end of 2016 will have made more than one year's progress in mathematics by the end of 2017.

Our specific targets are to have:

- 65% of our Year 7 students At or Above the National Standard
- 74% of our Year 8 students At or Above the National Standard
- 64% of our Year 7 Maori students At or Above the National Standard
- 64% of our Year 8 Maori students At or Above the National Standard
- 43% of our Year 7 Pasifika students At or Above the National Standard
- 50% of our Year 8 Pasifika students At or Above the National Standard

Baseline data: (Year ending 2016)

The analysis of maths for the end of 2016 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.

- 186 (64%) of Year 7 students were achieving at / or above the Year 7 National standard
- 193 (60.2%) of Year 8 students were achieving at / or above the Year 8 National Standard
- 160 (52%) of Maori students were achieving at / or above the National Standard
- 4 (36%) of Pasifika students were achieving at / or above the National Standard

Actions (what did we do?) 2017 Maths Action Plan	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Collect valuable and reliable data (refer to assessment schedule) for students achievement in relation to the national standard and continue to monitor learning progressions. To support teachers with this and provide assessment guidelines and workshops for compulsory school wide assessments. Eg Ikan, Gloss, PAT.	Students assessment data is used for future teaching and learning and there is evidence of progress.	Professional development provided for teachers on analysing assessment data and identifying student learning needs. Workshops were provided to support teachers around making an OTJ. Workshops for teachers in relation to the NZ Curriculum and understanding levels of the curriculum. Teachers are stronger in understanding where each student is on their learning pathway and in supporting	Continue to support teachers in understanding the levels of the curriculum and have a better understanding of formative assessment practices. Gathering and using evidence with moderation to make informed decisions Using learning pathways to enable students to become assessment capable learners.

		students in understanding and taking responsibility for their learning pathways.	
Monitored the progress of target groups in each hub. Teachers to focus on their Target Group (just below students) (Refer to CAaP Plan and Tier of supports). Teachers are supported in unpacking assessments in order to evaluate and action the next learning needs for all students.	Teachers were asked to target learners in their hubs who were "just below" the National Standard in mathematics. An observable change in practice and professional knowledge of teachers was identified in Professional Learning Conversations (PLCs) and Team meetings where target groups were discussed and ideas shared.	Professional learning conversations (PLCs) were held with teachers supporting them to inquire into their teaching practice - what they are doing and what they try differently to support accelerated learning for all their targeted students.	Continue with the PLC process, where by the DP, Literacy and Numeracy leader meet with each teacher at least once a term to conduct a "coaching" conversation.
Provided ongoing teacher professional development to unpack and understand the links between the national standards, NZ curriculum and the Number framework. Support teachers with modelling lessons for them to make these links.	Teachers having improved pedagogy and understanding of the NZ Curriculum	More emphasis placed on using the Gisborne Intermediate Curriculum and aligning this to the planning / teaching / assessing cycle, by having clear and set expectations for all.	Continue to unpack the NZ Curriculum to inform teaching and learning for all students.

Resourcing for 2017:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
Teachers: MST ALiM	\$65,492 \$7,300	\$70,120 \$11,471	Massey Prime Books		\$1,606 \$ 356	Resources Assessment	\$2,000 \$1,500	\$1,281 \$ 455

Planning for next year:

The following points will be built into the planning for next year;

Class level:

- Teacher's class targets will continue to focus on highlighting where their students are at and their next steps. These targets will be more closely monitored by their lead teacher and the assessment team.
- Monitoring done through planned/timetabled dialogue session with Mathematics Leader and/or lead / senior management at least 4 times a year. (Professional Learning Conversations).
- All team meetings will focus on class target groups, discussing areas for potential improvements or developments and linked closely to the professional development provided. These meetings will also be a time for sharing professional inquiries and what has been effective as a result of teachers inquiring into their practice in Mathematics. Sharing what has worked well and for whom?
- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress. Teachers will be scaffolded and supported through this process.
- Provide opportunities for all students to understand and take responsibility for their learning pathways and an expectation that students are using these to lead their learning.

Professional Development:

- Continue to support teachers to have a stronger understanding of using formative assessment practices to make informed OTJ's. Gathering and using evidence with moderation to make these informed decisions.
- Support teachers to involve students in knowing and understanding their individual learning pathways and what their next steps are in learning.
- Unpack the New Zealand Curriculum / GISINT Curriculum to inform teaching and learning for all students.

School-wide Action Plan:

- Supporting teachers in using PR1ME programme to raise student achievement for all of our students.
- Supporting teachers to become more familiar with the Gisborne Intermediate Curriculum which provides guidelines and support for the expectations around how mathematics is taught at Gisborne Intermediate.
- Accelerated Learning - Gisborne Intermediate has accepted the offer of the ALIM programme for 2018.
- Structured observations and walkthroughs - The lead team will continue to conduct walkthroughs based upon agreed understandings and the school's strategic goals. This will provide teachers with focussed feedback on their practice based upon the collection of student voice.
- Professional Learning Conversations will continue with a focus on supporting teachers to inquire into their practice around their target groups.

Reading for the Year Ending 31st December 2017

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 National Standard 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 National Standard at the end of 2016 will have made more than one year's progress in reading by the end of 2017.

Our specific targets are to have:

- 85% of our Year 7 Students At or Above the National Standard
- 87% of our Year 8 Students At or Above the National Standard
- 84% of our Year 7 Maori Students At or Above the National Standard
- 84% of our Year 8 Maori Students At or Above the National Standard
- 43% of our Year 7 Pasifika Students At or Above the National Standard
- 43% of our Year 8 Pasifika Students At or Above the National Standard

Baseline data: (Year ending 2016)

The analysis of reading for the end of 2016 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.

- 222 (77%) of Year 7 students were achieving at / or above the Year 7 National standard
- 235 (73%) of Year 8 students were achieving at / or above the Year 8 National Standard
- 223 (72%) of Maori students were achieving at / or above the National Standard
- 4 (36%) of Pasifika students were achieving at / or above the National Standard

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Collect valuable and reliable data (refer to assessment schedule) for students achievement in relation to the national standard and continue to monitor learning progressions.</p> <p>To support teachers with this and provide assessment guidelines and workshops for compulsory school wide assessments. Eg PAT Reading Comprehension, Gis int Reading Comprehension Assessment, PROBE.</p>	<p>Students assessment data is used for future teaching and learning and there is evidence of progress.</p>	<p>Professional development provided for teachers on analysing assessment data and identifying student learning needs. Workshops were provided to support teachers around making an OTJ.</p> <p>Workshops also provided for teachers in relation to the NZ Curriculum and understanding levels of the curriculum. Teachers are stronger in understanding where each student is on their learning pathway and in supporting students in understanding and taking responsibility for their learning pathways.</p>	<p>Continue to support teachers in understanding the levels of the curriculum and have a stronger understanding of formative assessment practices.</p> <p>Gathering and using evidence with moderation to make informed decisions</p> <p>Using learning pathways to enable students to become assessment capable learners.</p>

Monitored the progress of target groups in each hub. Teachers to focus on their Target Group (just below students) (Refer to CAaP Plan and Tier of supports) Support ed teachers in unpacking assessments in order to evaluate and action the next learning needs for all students.	Teachers were asked to target learners in their hubs who were "just below" the National Standard in reading. An observable change in practice and professional knowledge of teachers was identified in Professional Learning Conversations(PLCs) and team meetings where target groups were discussed and ideas shared.	Professional learning conversations (PLCs) were held with teachers supporting them to inquire into their teaching practice - what they are doing and what they tried differently to support accelerated learning for all their targeted students.	Continue with the PLC process, where by the DP, Literacy and Numeracy leader meet with each teacher at least once a term to conduct a "coaching" conversation.
Provided ongoing teacher professional development to unpack and understand the links between the National Standards, NZ curriculum - Reading and Writing standards and the Literacy Learning Progressions. Support teachers by Modelling lessons for them to make these links.	Teachers having improved pedagogy and understanding of the NZ Curriculum	More emphasis placed on using the Gisborne Intermediate Curriculum and aligning this to planning / teaching / assessing cycle, by having clear and set expectations for all.	Continue to unpack the NZ Curriculum to inform teaching and learning for all students.

2017 Resourcing:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
<u>Activity:</u>	Budget	Actual	<u>Activity:</u>	Budget	Actual	<u>Items:</u>	Budget	Actual
Teacher	\$40,000	\$38,051				Resources Magazines Library	\$1,000	\$1,156 \$ 373 \$ 287
						Library Books eBooks	\$3,000	\$2,073 \$1,087
						Assessment	\$1,500	\$ 489

Planning for next year:

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

Class level:

- Teacher's class targets will continue to focus on highlighting where their students are at and their next steps. These targets will be more closely monitored by their lead teacher and the assessment team.
- Monitoring done through planned/timetabled dialogue session with Literacy Leader and/or lead / senior management at least 3 times a year. (Professional Learning Conversations).
- Team meetings will focus on class target groups, discussing areas for potential improvements or developments and linked closely to the professional development provided. These meetings will also be a time for sharing professional inquiries and what has been effective as a result of teachers inquiring into their practice in Reading. Sharing what has worked well and for whom.
- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress. Teachers will be scaffolded and supported through this process.

Professional Development:

- Target groups for reading an expectation for 2018.
- Continue to support teachers to have a stronger understanding of using formative assessment practices to make informed OTJ's. Gathering and using evidence with moderation to make these informed decisions.
- Support teachers to involve students in knowing and understanding their individual learning pathways and what their next steps are in learning.
- Unpack the New Zealand Curriculum to inform teaching and learning for all students.
- Reinforcing with staff the tools that support their decisions in teaching including, Literacy Learning Progressions and "Effective Literacy Practice Years 5-8".
- Literacy leader Glenda released for 2018 to offer and provide support to staff.

School-wide Action Plan:

- Supporting teachers to become more familiar with the Gisborne Intermediate Curriculum which provides guidelines and support for the expectations around how reading is taught at Gisborne Intermediate.
- MultiLit for high needs students identified at entry to school, specifically targeting those students below the expected curriculum level for their age (If this funding is again given by the RTLB service)
- STEPs - expectation that teachers fully utilise the programme in their daily classroom programme.
- **Structured observations and walkthroughs** - The lead team will continue to conduct observations and walkthroughs based upon agreed understandings and the school's strategic goals. This will provide teachers with focussed feedback on their practice based upon the collection of student voice.
- **Professional Learning Conversations** will continue with a focus on supporting teachers to inquire into their practice around their target groups.
- An expectation that all teachers deliver a reading programme based on deliberate acts of teaching reading comprehension strategies. Literacy leader to provide support in the form of resources, modelling in classrooms and observations.

Writing 2017 for the Year Ending 31st December 2017

Focus: WRITING

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 National Standard 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 National Standard at the end of 2016 will have made more than one year's progress in writing by the end of 2017.

Our specific targets are to have:

- 68% of our Year 7 Students At or Above the National Standard
- 68% of our Year 8 Students At or Above the National Standard
- 63% of our Year 7 Maori Students At or Above the National Standard
- 63% of our Year 8 Maori Students At or Above the National Standard
- 44% of our Year 7 Pasifika Students At or Above the National Standard
- 44% of our Year 8 Pasifika Students At or Above the National Standard

Baseline data: (Year ending 2016)

The analysis of reading for the end of 2016 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.

- 169 (58%) of Year 7 students were achieving at / or above the Year 7 National standard
- 179 (56%) of Year 8 students were achieving at / or above the Year 8 National Standard
- 156 (51%) of Maori students were achieving at / or above the National Standard
- 2 (18%) of Pasifika students were achieving at / or above the National Standard

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Introduced e-asTTle as school wide assessment tool for writing. Staff were supported in using the e-asTTle indicators alongside the school exemplars and the curriculum levelled exemplars from the TKI site. Teachers were required to use the prompts provided by e-asTTle as they became more used to using they tool.	School wide assessment for writing is consistent across the school providing stronger guidelines and support for teachers.	Professional development provided support for teachers in deeper analysis of student strengths and needs in writing to formulate deliberate acts of teaching	Continue to support teachers using e-asTTle. Allow for more flexibility by not requiring teachers to only use the prompts provided by e-asTTle.
Collect valuable and reliable data (refer to assessment schedule) for students achievement in relation to the national standard and continue to monitor learning progressions.	Students assessment data is used for future teaching and learning and there is evidence of progress.	Professional development provided for teachers on analysing assessment data and identifying student learning needs. Workshops were provided to support teachers around making an OTJ.	Continue to support teachers in: - understanding the levels of the curriculum and have a better understanding of formative assessment practices.

To support teachers with this and provide assessment guidelines and workshops for compulsory school wide assessments. Eg e-asTTle writing.		Workshops were also provided for teachers in relation to the NZ Curriculum and understanding levels of the curriculum. Teachers are stronger in understanding where each student is on their learning pathway and in supporting students in understanding and taking responsibility for their individual learning pathways.	-gathering and using evidence with moderation to make informed decisions -using learning pathways to enable students to become assessment capable learners.
Provided ongoing teacher professional development to unpack and understand the links between the National Standards, NZ curriculum - Reading and Writing standards and the Literacy Learning Progressions. . Support teachers with Modelling lessons for them to make these links.	Teachers having improved pedagogy and understanding of the NZ Curriculum	More emphasis placed on using the Gisborne Intermediate Curriculum and aligning this to planning / teaching / assessing cycle, by having clear and set expectations for all.	Continue to unpack the NZ Curriculum to inform teaching and learning for all students.

2017 Resourcing:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
Activity:	Budget	Actual	Activity:	Budget	Actual	Items:	Budget	Actual
Teacher ALL	\$40,000 \$ 7,300	\$38,051 \$ 8,789				Resources	\$1,000	\$1,156

Planning for next year:

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

Class level:

- Teachers will continue to target students working below the expected level. These targeted students will be closely monitored by their lead teacher and the assessment team.
- Team meetings will focus on class target groups, discussing areas for potential improvements or developments and linked closely to the professional development provided. Sharing what has worked well and for whom?
- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress. Teachers will be scaffolded and supported through this process.

Professional Development:

- Continue to support teachers to have a stronger understanding of using formative assessment practices to make informed OTJ's. Gathering and using evidence with moderation to make these informed decisions.
- Support teachers to involve students in knowing and understanding their individual learning pathways and what their next steps are in learning.
- Unpack the New Zealand Curriculum to inform teaching and learning for all students.
- Reinforcing with staff the tools that support their decisions in teaching including, Literacy Learning Progressions and "Effective Literacy Practice Years 5-8".
- Literacy leader Glenda released for 2018 to offer and provide support to staff.
- Structured observations and walkthroughs. The lead team will continue to conduct observations and walkthroughs based upon agreed understandings and the school's strategic goals. This will provide teachers with focussed feedback on their practice based upon the collection of student voice.

Special Needs for the Year Ending 31st December 2017

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.

Strategic Aim: Students identified with **Special Educational Needs** will be engaged in their learning to enable them to achieve the literacy and numeracy outcomes from their IEP/IBP.

Annual Aim: Assessment: To focus on assessment practices by using data to change practice and improve student achievement, utilising a range of assessment practices such as the "Narrative Assessment tool"

- **CaAP Plans:** to identify tiers of support for students at risk of not meeting the National Standards.
- **Evidence of Learning:** to have teachers and students keep evidence of learning needs and progress being made.
- **New Lens Initiative:** to address Maori underachievement by creating an environment tailored to Maori learning needs and styles.
- **Special Needs:** to cater for students who require extension or learning and/or behaviour support.
- **EOTC:** to use opportunities outside the classroom to enhance learning experiences.

Targets: In 2017 we had 1 student receiving ICS support, 4 students receiving ORS support, 1 student receiving ACC support, 1 student receiving HCN support 3 students receiving ESOL funding, 3 students receiving RTLb/SE as at 29 February 2017. Total 15 students.

Our specific targets are to have;

- 14 (93%) students with special educational needs will achieve 75% of their learning outcomes from their IEP or IBP

Baseline: Baseline Data:

In 2016 we have 5 students receiving ICS support, 6 students receiving ORS support, 1 student receiving ACC support, 5 students receiving ESOL funding, 3 students receiving RTLb/SE/CYF as at 29 February 2016. Total 20 students

Groups of students achieving at benchmark:

<u>Maori</u>	<u>European</u>	<u>Asian</u>	<u>Pacific Island</u>
6	0	2	2

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</p> <p>-staff PD sessions with outside agencies will be made available to staff (e.g. Megan Chrisp, Janine Robinson, Sonia Turnbull, Viki Lee-Taylor, Christina Pinto, Lyn Davis, Cath Cummings) organised by SENCO & special needs teacher.</p> <p>-teachers obtain support, advice and guidance from specialist special needs teacher & SENCO</p> <p>-teachers unpack narrative assessment to identify direct teaching actions to address learning needs of students with special educational needs.</p>	<p>Staff PD with: Megan Chrisp- RTLit Literacy, Janine Robinson- SE Narrative assessment Roz Lugg- STEPS Jenny Tippet- Dyslexia teaching strategies Christina Pinto- SLT CORE board communication Lyn Davis- VNT student learning Sonia Turnbull- RTLb Literacy Viki-Lee Taylor- RTLb Literacy</p> <p>34 students (83%) made at least 9 months of accelerated progress in reading over the 20 weeks of the programme.</p> <p>31 students (75%) progressed at least 2 levels in STEPS over the course of the MultiLit programme.</p> <p>43 students all reported an increase in the confidence and self belief that they can improve their reading. 42 students believe</p>	<p>School wide student assessment data was used to table a request for a Literacy project to support students who were identified in needing specific phonological teaching of reading. Through a 20 week MultiLit tutoring programme funded through RTLb LSF.</p> <p>The MultiLit Rdg programme was delivered 3 times a week in a 1 to 1 tutoring session with the students, with trained experienced teacher aides to 42 students.</p> <p>School wide STEPS web licences for every student at school funded through the RTLb literacy project.</p> <p>Teachers were able to track and monitor their students progress through the STEPS programme.</p>	<p>The school to fund STEPS web licences for all students for 2018.</p> <p>To table a Literacy Project for 2018 using the MultiLit programme for 40 identified students over 20 weeks beginning at the start of term 2.</p> <p>To continue the PD with the teacher aides in the use of communication tools to enhance learning for identified students.</p>

	<p>that MultiLit should continue in 2018.</p> <p>Through the Literacy project a far greater number of students were able to receive learning support this swelled out number of students to 49.</p> <p>10 students met their IEP/CaAP learning outcomes.</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.</p> <ul style="list-style-type: none"> - All teachers with students with special educational needs will identify student achievement to inform future teaching through the IEP/IBP/CAP processes. -progress updates on students with special educational needs will be presented to the board 	<p>The teachers undertook PD in the narrative assessment practices to report learning against the the specific goals of the IEP/IBP/CAP.</p> <p>Teachers and teacher aides undertook PD in using the SeeSaw app portal to upload and share student achievement with parents and caregivers.</p> <p>The Literacy Project had a Outcomes report completed detailing the programme successes. This was shared with the BoT, RTLB service and the MoE as an example of how LSF can be used to benefit a greater number of students.</p>	<p>Through upskilling the teacher and aides in using the Narrative assessment practices, parents and caregivers were able to see actual skill based progress against the intended outcomes.</p> <p>The staff picking up the Seesaw portal has enabled them to share student videos, pictures and samples of work. This has enabled parents to comment and give feedback on what their child is achieving.</p> <p>The Literacy project funding enabled staff PD in using STEPS to enhance student learning and how to change their practice/classrooms to cater for dyslexic students.</p>	<p>To continue to refine and develop Narrative assessment practices.</p> <p>To continue to refine and develop the Seesaw portal as a assessment and reporting tool.</p> <p>The RTLB funded literacy project is to be reapplied for in 2018 building on the successes of 2017. Ideally all students should complete the programme.</p>
<p>Job Description- Consistent delivery of structured lessons to meet the IEP/CAP goals and performance indicators.</p> <ul style="list-style-type: none"> - 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>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>Direct teaching of fundamental skills for life was a core focus of the programme for the ORS students.</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 interrelated learning needs (Kohia Teachers Centre) we monitor & sport student progress in detail.</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 needs.</p>	<p>To continue to refine our reporting methods. The Seesaw portal will be used with a greater number of students to include the ICS ones. To upskill teachers in using the portal as a means of communication with parents.</p> <p>To continue to refine the processes we use in transitioning students between schools.</p> <p>To apply for a Literacy Project through the RTLB service LSF funding pool.</p>
<p>Community/Whanau</p> <ul style="list-style-type: none"> - Regular and ongoing communication with parents /whanau about progress of students. Completed through the IEP/IBP process. 	<p>Teachers and teacher aides undertook PD in using the SeeSaw app portal to improve communication with parents and caregivers.</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 continue to refine and develop the Seesaw portal as a tool for communication with parents.</p>

2017 Resourcing:

Programmes of Learning			Teacher Professional Learning			Learning Resources		
<u>Activity:</u>	Budget	Actual	<u>Activity:</u>	Budget	Actual	<u>Items:</u>	Budget	Actual
Programmes	\$2,000	\$2,548	Sue Larkey		\$ 170	Teacher Aides:		
Literacy			Talkline Trust		\$ 130	ORS, RTLB etc	\$80,918	\$92,247
Foundation			Raising		\$1,802	Literacy		
Project		\$4,651	Achievement			Foundation		\$22,161
			Brain		\$ 70	Project		\$17,500
			Revisited			HCN		\$33,965
						Teacher HCN		

Planning for next year:

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

- STEPS web licences for each student.
- MultiLit literacy project to be applied for from the RTLB service funded through LSF.
- Continued development of the Seesaw portal for teachers and parents.

Gisborne Intermediate

Kiwisport Funding Report

For the Year ended 31 December 2017

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016, the school received Kiwisport funding of \$7,611.38 excluding GST (2016: \$7,901.59 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.

Gisborne Intermediate

Members of the Board of Trustees, 2017

<u>Name</u>	<u>Position</u>	<u>Term Expires/Expired</u>
Theo Akroyd	Chairperson	Coopted, June 2019
Tracey Stuart	Elected member	June 2019
Jo Haughey	Elected member	June 2019
Josh Wharehinga	Elected member	June 2019
Anna Holdsworth	Coopted member	June 2019
Glen Udall	Principal	
Stuart Barclay	Staff Representative	June 2019
Leighton Evans	Elected member	Resigned 18 September 2017

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GISBORNE INTERMEDIATE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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 18, that comprise the Statement of Financial Position as at 31 December 2017, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash Flows for the year ended on that date, and the Notes to the Financial Statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 23 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 School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and pages 19 to 31, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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