

Whangarei Intermediate School

Annual Report for the year ended 31 December 2018

Ministry Number:	1129
Principal:	Hayley Read
School Address:	32 Rust Avenue, Whangarei
School Postal Address:	32 Rust Avenue, Whangarei 0112
School Phone:	09 438 8659
School Email:	admin@wis.ac.nz
Service Provider:	Edtech Financial Services Ltd

Whangarei Intermediate School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Nadia Withers	Chairperson	Re-elected 2016	Social Worker	May-19
Derek Slatter	Deputy Chairperson	Elected May 2016	Consultant	May-19
Hayley Read	Principal			
Debbie Hedley	Staff Representative	Elected May 2016	Teacher	May-19
Johnny Kumitau	Parent Representative	Elected May 2016	Facilitator/Counsellor	May-19
Jamaes Allardyce	Parent Representative	Elected May 2016	H & S Consultant	May-19
Angela Taitoko	Parent Representative	Selected April 2018		May-19

Whangarei Intermediate School

Annual Report

For the year ended 31 December 2018

Index

Page	Statement
-------------	------------------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 18	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Whangarei Intermediate School
Statement of Responsibility
For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

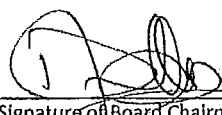
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Derek Slatter

Full Name of Board Chairperson



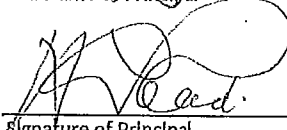
Signature of Board Chairperson

3-7-19

Date:

Hayley Read

Full Name of Principal



Signature of Principal

27/6/19

Date:

Whangarei Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	4,774,052	4,457,362	4,381,423
Locally Raised Funds	3	235,882	197,700	171,849
Interest Earned		8,465	9,000	8,447
Gain on Sale of Property, Plant and Equipment		-	-	13,647
International Students	4	1,350	11,300	24,195
		<u>5,019,749</u>	<u>4,675,362</u>	<u>4,599,561</u>
Expenses				
Locally Raised Funds	3	152,090	116,200	111,971
Learning Resources	5	3,252,210	3,105,820	3,038,639
Administration	6	278,523	261,700	257,381
Property	7	1,159,119	1,022,914	1,011,164
Depreciation	8	165,382	147,000	152,936
Loss on Disposal of Property, Plant and Equipment		5,101	-	6,161
		<u>5,012,425</u>	<u>4,653,634</u>	<u>4,578,252</u>
Net Surplus / (Deficit) for the year		7,324	21,728	21,309
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>7,324</u></u>	<u><u>21,728</u></u>	<u><u>21,309</u></u>

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



Whangarei Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	826,873	806,324	805,564
Total comprehensive revenue and expense for the year	7,324	21,728	21,309
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	12,555	-	-
Equity at 31 December	846,752	828,052	826,873
Retained Earnings	846,752	828,052	826,873
Equity at 31 December	846,752	828,052	826,873

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



Whangarei Intermediate School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	9	475,051	180,691	175,523
Accounts Receivable	10	222,684	208,100	207,612
GST Receivable		30,962	21,500	21,495
Prepayments		42,733	13,000	13,176
Investments	11	-	-	175,325
Funds Owed for Capital Works	18	14,583	-	-
		<u>786,013</u>	<u>423,291</u>	<u>593,131</u>
Current Liabilities				
Accounts Payable	13	446,080	252,500	268,566
Revenue Received in Advance	14	28,033	16,000	15,996
Provision for Cyclical Maintenance	15	33,938	-	158,100
Painting Contract Liability - Current Portion	16	375	-	-
Finance Lease Liability - Current Portion	17	14,569	-	-
Funds Held for Capital Works Projects	18	-	1,271	1,271
		<u>522,995</u>	<u>269,771</u>	<u>443,933</u>
Working Capital Surplus/(Deficit)		263,018	153,520	149,198
Non-current Assets				
Property, Plant and Equipment	12	635,854	694,407	694,707
		<u>635,854</u>	<u>694,407</u>	<u>694,707</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	19,875	19,875	17,032
Painting Contract Liability	16	-	-	-
Finance Lease Liability	17	32,245	-	-
		<u>52,120</u>	<u>19,875</u>	<u>17,032</u>
Net Assets		<u>846,752</u>	<u>828,052</u>	<u>826,873</u>
Equity		<u>846,752</u>	<u>828,052</u>	<u>826,873</u>

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



Whangarei Intermediate School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,233,783	1,100,780	1,089,248
Locally Raised Funds		230,749	215,000	184,083
International Students		1,350	11,300	24,195
Goods and Services Tax (net)		(9,467)	(6,500)	(7,083)
Payments to Employees		(554,365)	(512,100)	(595,088)
Payments to Suppliers		(719,096)	(819,177)	(538,587)
Interest Received		8,989	9,000	8,453
Net cash from / (to) the Operating Activities		191,943	(1,697)	165,221
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(5,101)	(9,687)	7,486
Purchase of PPE (and Intangibles)		(59,187)	(157,517)	(43,418)
Purchase of Investments		175,325	175,000	(4,656)
Net cash from / (to) the Investing Activities		111,037	7,796	(40,588)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,555	(805,564)	-
Finance Lease Payments		(528)	67,022	-
Painting Contract Payments		375	(15,000)	(14,626)
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		(15,854)	(6,729)	(6,086)
Net cash from / (to) Financing Activities		(3,452)	(760,271)	(20,712)
Net increase/(decrease) in cash and cash equivalents		299,528	(754,172)	103,921
Cash and cash equivalents at the beginning of the year	9	175,523	934,863	71,602
Cash and cash equivalents at the end of the year	9	475,051	180,691	175,523

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.



Whangarei Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

Whangarei Intermediate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 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.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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 17.

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.

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.

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.

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.

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.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

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.

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.

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 Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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

Impairment of property, plant, and equipment

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 are 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.

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.

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.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

Revenue Received in Advance

Revenue received in advance relates to fees received 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

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).

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, 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.

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,042,942	1,142,780	899,180
Teachers' salaries grants	2,688,643	2,533,410	2,436,362
Use of Land and Buildings grants	884,455	781,172	833,204
Other MoE Grants	151,544	-	212,503
Other government grants	6,468	-	174
	<u>4,774,052</u>	<u>4,457,362</u>	<u>4,381,423</u>

3 Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	53,115	62,500	50,930
Trading	58,558	50,000	44,631
Activities	124,209	85,200	76,288
	<u>235,882</u>	<u>197,700</u>	<u>171,849</u>
Expenses			
Activities	101,416	73,700	70,118
Trading	50,674	42,500	41,853
	<u>152,090</u>	<u>116,200</u>	<u>111,971</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>83,792</u>	<u>81,500</u>	<u>59,878</u>

4 International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	0	0	0
Revenue			
International student fees	1,350	11,300	24,195
<i>Surplus/ (Deficit) for the year International Students</i>	<u>1,350</u>	<u>11,300</u>	<u>24,195</u>



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	196,904	222,960	187,748
Equipment repairs	7,133	10,500	8,106
Information and communication technology	51,610	41,500	52,920
Extra-curricular activities	2,273	1,000	1,994
Library resources	3,575	3,350	4,800
Employee benefits - salaries	2,935,733	2,754,510	2,748,776
Staff development	54,982	72,000	34,295
	<u>3,252,210</u>	<u>3,105,820</u>	<u>3,038,639</u>

6 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,803	5,500	5,520
Board of Trustees Fees	4,640	4,000	3,375
Board of Trustees Expenses	13,711	11,900	19,503
Communication	14,260	11,500	14,254
Consumables	5,679	5,000	5,727
Other	18,472	15,800	18,284
Employee Benefits - Salaries	198,274	191,000	173,299
Insurance	11,752	11,500	11,504
Service Providers, Contractors and Consultancy	5,932	5,500	5,915
	<u>278,523</u>	<u>261,700</u>	<u>257,381</u>

7 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	19,014	15,800	18,135
Cyclical Maintenance Expense	49,526	21,742	(59,281)
Grounds	8,635	8,600	9,869
Heat, Light and Water	43,037	38,000	38,466
Rates	11,529	9,500	9,318
Repairs and Maintenance	25,811	39,600	41,301
Use of Land and Buildings	884,455	781,172	833,204
Security	16,555	8,500	9,797
Employee Benefits - Salaries	100,557	100,000	110,355
	<u>1,159,119</u>	<u>1,022,914</u>	<u>1,011,164</u>

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



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	-	147,000	-
Building Improvements	17,235	-	13,726
Furniture and Equipment	67,024	-	61,008
Information and Communication Technology	69,263	-	68,303
Motor Vehicles	4,604	-	3,683
Leased Assets	1,552	-	-
Library Resources	5,704	-	6,216
	<u>165,382</u>	<u>147,000</u>	<u>152,936</u>

9 Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	475,051	180,691	175,523
Cash and cash equivalents for Cash Flow Statement	<u>475,051</u>	<u>180,691</u>	<u>175,523</u>

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

10 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	44,329	27,500	27,159
Receivables from the Ministry of Education	-	33,000	32,829
Interest Receivable	-	500	524
Teacher Salaries Grant Receivable	178,355	147,100	147,100
	<u>222,684</u>	<u>208,100</u>	<u>207,612</u>
Receivables from Exchange Transactions	44,329	28,000	27,683
Receivables from Non-Exchange Transactions	178,355	180,100	179,929
	<u>222,684</u>	<u>208,100</u>	<u>207,612</u>

11 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset	-	-	175,325
Short-term Bank Deposits	-	-	<u>175,325</u>



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building improvements	202,722	4,527	-	-	(17,235)	190,014
Furniture and equipment	296,698	51,299	-	-	(67,024)	280,973
Information and communication technology	128,331	1,225	-	-	(69,263)	60,293
Motor vehicles	23,459	-	-	-	(4,604)	18,855
Leased assets	-	47,341	-	-	(1,551)	45,790
Library resources	43,497	6,876	(4,740)	-	(5,704)	39,929
Balance at 31 December 2018	694,707	111,268	(4,740)	-	(165,381)	635,854

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building improvements	576,491	(386,477)	190,014
Furniture and equipment	1,579,813	(1,298,840)	280,973
Information and communication technology	504,761	(444,468)	60,293
Motor vehicles	36,829	(17,974)	18,855
Textbooks	11,904	(11,904)	-
Leased assets	114,364	(68,574)	45,790
Library resources	115,835	(75,906)	39,929
Balance at 31 December 2018	2,939,997	(2,304,143)	635,854

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$45,790 (2017: \$).

The net carrying value of motor vehicles held under a finance lease is \$18,855 (2017: \$23,459).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building improvements	216,448	-	-	-	(13,726)	202,722
Furniture and equipment	322,937	34,769	-	-	(61,008)	296,698
Information and communication technology	192,652	19,585	(15,603)	-	(68,303)	128,331
Motor vehicles	27,142	-	-	-	(3,683)	23,459
Library resources	45,046	7,643	(2,976)	-	(6,216)	43,497
Balance at 31 December 2017	804,225	61,997	(18,579)	-	(152,936)	694,707

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building improvements	571,964	(369,242)	202,722
Furniture and equipment	1,528,513	(1,231,815)	296,698
Information and communication technology	503,536	(375,205)	128,331
Motor vehicles	36,829	(13,370)	23,459
Textbooks	11,904	(11,904)	-
Leased assets	67,022	(67,022)	-
Library resources	122,283	(78,786)	43,497
Balance at 31 December 2017	2,842,051	(2,147,344)	694,707



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	255,597	100,000	101,177
Accruals	5,700	5,400	5,417
Employee Entitlements - salaries	184,783	147,100	161,972
	<u>446,080</u>	<u>252,500</u>	<u>268,566</u>
Payables for Exchange Transactions	446,080	252,500	268,566
	<u>446,080</u>	<u>252,500</u>	<u>268,566</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	28,033	16,000	15,996
	<u>28,033</u>	<u>16,000</u>	<u>15,996</u>

15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	175,132	175,132	234,413
Increase to the Provision During the Year	49,526	21,742	(59,281)
Use of the Provision During the Year	(170,845)	(176,999)	-
Provision at the End of the Year	<u>53,813</u>	<u>19,875</u>	<u>175,132</u>
Cyclical Maintenance - Current	33,938	-	158,100
Cyclical Maintenance - Term	<u>19,875</u>	<u>19,875</u>	<u>17,032</u>
	<u>53,813</u>	<u>19,875</u>	<u>175,132</u>

16 Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	375	-	-
Non Current Liability	-	-	-
	<u>375</u>	<u>-</u>	<u>-</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services (N.Z.) Limited (the contractor) for an agreed programme of work covering a three year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has a commitment of \$156,125. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for computers.
Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	18,092	-	-
Later than One Year and no Later than Five Years	35,378	-	-
	<u>53,470</u>	<u>-</u>	<u>-</u>

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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Disabled 2016 Student operations	<i>In progress</i>	1,271	-	-	-	1,271
5Y - RMs 5-8, Hall & Kitchen	<i>In progress</i>	-	30,000	24,750	-	5,250
Design and Current Project (5yr)	<i>In progress</i>	-	2,325	51,359	-	(49,034)
5Y Security Project	<i>In progress</i>	-	45,000	17,070	-	27,930
Totals		<u>1,271</u>	<u>77,325</u>	<u>93,179</u>	<u>-</u>	<u>(14,583)</u>

Represented by:

Funds due from the Ministry of Education

(14,583)

(14,583)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Disabled 2016 Student operations	<i>in progress</i>	1,271	-	-	-	1,271
Design and Current Project(5YR)	<i>in progress</i>	6,086	358,001	364,087	-	-
Totals		<u>7,357</u>	<u>358,001</u>	<u>364,087</u>	<u>-</u>	<u>1,271</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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,640	3,375
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	348,828	257,469
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	353,468	260,844
Total full-time equivalent personnel	3.10	3.11

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	30-40
Benefits and Other Emoluments	3-4	1-2
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	1	-
	1	-

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

21 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

22 Contingencies

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

(Contingent liabilities and assets as at 31 December 2017: nil)

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

23 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

- operating lease of a photocopier
- Property Maintenance Contract

No later than One Year

Later than One Year and No Later than Five Years

2018 Actual \$	2017 Actual \$
8,259	18,248
8,259	-
<u>16,518</u>	<u>18,248</u>

24 Managing Capital

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

25 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	475,051	180,691	175,523
Receivables	222,684	208,100	207,612
Investments - Term Deposits	-	-	175,325
Total Loans and Receivables	<u>697,735</u>	<u>388,791</u>	<u>558,460</u>
Financial liabilities measured at amortised cost			
Payables	446,080	252,500	268,566
Finance Leases	46,814	-	-
Painting Contract Liability	375	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>493,269</u>	<u>252,500</u>	<u>268,566</u>

26 Events After Balance Date

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



Kiwi Sports Report

The total income for the year 2018 is \$8553.74

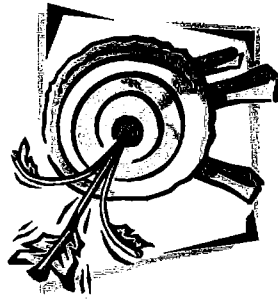
The budgeted figure for 2018 (HPE) was calculated historically and was set at \$7100.00

Money was also allocated to the AIMS Games of \$1453.74

Money was used for its designated purpose that of getting students active. Expenditure included:

1. Rewards for being active
2. Maintenance of equipment to allow kids to be active
3. Renewal/Replacement of small and large balls to allow kids to be active
4. Training visits and professional development to introduce new/modified games to allow kids to be active
5. Help with outside tournaments and community events which allow kids to be active
6. Transporting kids to take part in outside school events to allow kids to be active
7. Purchasing of school playing uniforms to be worn at events allowing students to be active.
8. Entry fees to National tournaments to allow kids to be active. (AIMs Games)

Wiremu Rankin
DEPUTY PRINCIPAL
13.11.18



TARGETS 2018: Te Reo Mātafini (Māori Medium Only)					
Target Goal • 60% of students will have achieved Pīngao 1 (Pānui Haere) in Pānui at Tau 8 Target Reached • 14% of students have achieved Pīngao 1 (Pānui Haere) in Pānui at Tau 8 Target Goal • 40% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8 Target Reached • 24% of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8	ACTION PLAN: Taumata Reo Mātafini These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below. BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made: 6% of our Year 7 students (3/53) at the end of 2017 were achieving Pīngao 1 (Pānui Haere) in pānui 4% of our Year 7 students (2/53) at the end of 2017 were achieving level 3p or above in tuhituhi				
	Assessment Tools: Base Data: Pānui Haere, Kia Ata Mai Rubric Target Data: Snap Shots, Regular, Cold Samples				
	ACTION	Who	Costs	When	Expected Outcome
	To continue to improve teacher practice in modelling and differentiating writing in class programmes.	Teachers	Nil	All Year	Teachers confident in teaching Reo Mātafini strategies and making OTJs against Kia Ata Mai, Rubric
	To provide in-service support to new teachers in the school on how to teach writing	Lead Tchr Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Mātafini
	To provide explicit writing support for teachers who want it.	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared
	Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing
	To provide more team wide discussions around effective pedagogy and monitoring progress of targeted learners on a regular basis.	Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.



TARGETS 2018: PĀNGARAU (Māori Medium Only)

Target Goal

- 40% of students will have achieved NWRM Manawa ora Te Tau at Tau 8

Target Reached

- 10% of students achieved TMOA Kaupae 7 in Te Tau for Tau 8

ACTION PLAN: Kaupae Pāngarau

This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.

BASE DATA Gather numeracy levels term 1 and again term 4 to show the actual progress made.

4% of our Year 7 students (2/53) at the end of 2017 were achieving at/above TMOA Manawa ora in Te Tau

Assessment Tools:

Base Data: Year 7 Uiui Aromatawai, Aromatawai Meka Matua, Rautaki Aromatawai, in-Class exemplars and assessments.

ACTION

To embed 'best practice' in teaching of Poutama Tau in Te Whānau o Waimirangi by developing teachers practice to work in Te Reo Māori.

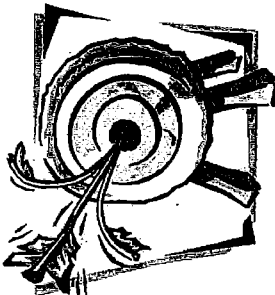
To provide in-service support to teachers in the school

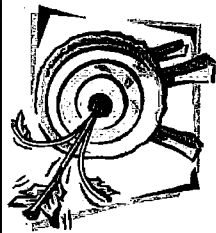
To provide more time to discuss priority learners and learning in Team Hui

To purchase/make resources to support learning

Review and adjust Te Uiui Aromatawai assessment.

Who	Costs	When	Expected Outcome
Teachers	Nil	All Year	Teachers confident in teaching Poutama Tau.
Lead Teacher	Internal	All Year	Teachers are supported in teaching Poutama Tau, Te Tau and Whenu.
Teams	Nil	Monthly	Team discuss learning, achievement and actions regularly at team hui.
Identified Staff	\$3000	All Year	Resources bought to support programmes.
Whānau Wide			More consistency in judgements for achievement.

	TARGETS 2018: LITERACY (English Medium Only)			
Target Goal	85% of students will have achieved stanine 4-9 (STAR) level 4 (ASTTLE) in Literacy (reading) at Year 8			
Target Reached	69% of students have achieved Level 4 for Reading. School report OTJ			
Target Goal	70% (150/217) of Year 8 students will have achieved level 4 in Writing (school report OTJ)			
Target Reached	60% (27/45) of Year 8 Maori Boys will have achieved level 4 at the end of for Writing (school report OTJ)			
Target Reached	70% (153/217) of Year 8 students have achieved level 4 (school report OTJ)			
Target Reached	45% (21/45) of Year 8 Maori boys have achieved level 4 (school report OTJ)			
ACTION PLAN: Literacy Levels				
These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.				
BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:				
81% (168/208) of our Year 7 students at the end of 2017 were achieving stanine 4-9 (STAR) in Reading				
65% (135/208) of our Year 7 students at the end of 2017 were achieving level 3p or above in Writing				
36% (17/46) of our Year 7 Maori boys at the end of 2017 achieved level 3p or above in Writing				
Assessment Tools:				
Base Data: Probe, STAR, BURT (reading), eAsTTle writing matrix				
Target Data: Snap Shots, Regular, Moderated Planned Sample (Term 1)				
ACTION	Who	Costs	When	Expected Outcome
Use our English leader to model and show how to differentiate writing in the class programmes.	Teachers teaching Yr 8 literacy	Nil	All Year	Teachers confident in teaching literacy strategies and making OTJs against NZC (learning progressions)
To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Internal	All Year	New teachers are inducted into the process of teaching literacy
Use e-asTTle writing assessment tool to streamline assessment and formative practice (eLearning).	eLearning teachers	Nil	Term 1	eLearning teachers discuss issues and results surrounding literacy
To provide explicit writing support for teachers who want it.	Identified Staff	Nil	All Year	Resources bought to support programmes or shared
Staff PLD on Writing progressions and moderating for OTJs	Identified Students	Inclusive	All Year	Consistency around students expectations with writing
Classroom programmes to focus on writing using purposeful and engaging material Sharing National Standards Writing Examples for students to refer to.	Lead Teacher Identified Staff	Inclusive	All Year	Students are engage purposefully in writing
To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.	Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.



TARGETS 2018: MATHEMATICS (English Medium Only)

Target Goal

- 75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8
- 75% of students will have achieved NZC Level 4 in basic facts at Year 8

Target Reached

- 65% (142/218) of Year 8 students achieved NZC Level 4 in numeracy
- 63% (135/212) of Year 8 students achieved NZC Level 4 in basic facts

ACTION PLAN:

This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.

BASE DATA Gather numeracy levels term 1 and again term 4 to show the actual progress made.

59% (124/208) of our Year 7 students at the end of 2017 were achieving at/above NZC Level 3p in Numeracy

69% (144/208) of our Year 7 students at the end of 2017 were working at/above NZC Level 3p in basic facts

Assessment Tools:

Base Data: Year 7 PAT Maths, e-asTtle

Gloss BF Test IKAN Class exemplars and assessments.

ACTION	Who	Costs	When	Expected Outcome
To embed 'best practice' in teaching of numeracy in the school by developing teachers practice to work in a multi-level environment.	Teachers	Nil	All Year	Teachers confident in teaching Multi level classes.
To provide in-service support to teachers in the school	Lead Teacher Identified Staff	Internal	All Year	Teachers are inducted into the process of teaching multi level numeracy and strand.
To provide more time to discuss priority learners and learning in Team Hui	Teams	Nil	Monthly	Team discuss learning, achievement and actions regularly at team hui.
To purchase/make resources to support learning	Identified Staff	\$1000	All Year	Resources bought to support programmes
Trial students purchasing workbooks to support learning	Trial Classes	Nil		Lead Teacher and staff
Trial ICT applications in Mathematics TBC-funding dependent	Trial Classes	\$2000	All Year	Students enjoy learning at their own pace and time
Provide more learning opportunities for extension and students who require tier 3 interventions.	Schoolwide			More students getting small group support.
Review and adjust assessments including e-asTtle and pre and post assessments including GLOSS	Schoolwide			More consistency in judgements for achievement.

Ingoa o te Kura:	Te Kura Takawaenga o Whangarei		Tau o te Kura:	7/8
Whāinga Rautaki:	Kia tupu tika te reo Māori hei reo ako i roto i nga ruma o Te Whānau o Waimirirangi.			
Te whāinga ā-tau:	Kia eke nga ākonga i nga taumata o te Marau kia tae ki te taumata tika mō wā rātou Reanga.			
Keo:	Pāngarau: Kaupae 6 – T7 Kaupae 7 – T8 Pānui: Miro – T8 Pingao I – T7 Tuhihihi: Ka Rere – T8 Ka Mārewa T7			
Te Papa Raraunga:	4% e anga ana ki te Kaupae 7 6% e anga ana i te Pingao I 0% i te Ka Rere Taumata 4 engari 3% i te Ka Mārewa, Taumata 3.			
Ngā Mahi / aha mātou?	Ngā Whakataunga / ahatia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?	
<ul style="list-style-type: none"> I whakamahi i te Marau Māori me ngā aromatawai Reo Māori. PLD tahi me Ana Pīpī Whakaako ana mā te reo Māori. 	24% o ngā ākonga i eke i te tuhihihi ki kō atu i te taumata tika ana. 14% i te Pānui pukapuka. 10% i te kaupae tika	E pēnei ana nō te papaku o te puna marama ki te reo o nga ākonga. He pātanga nake te ruku ki te reo me tōna ataahuatanga	Ka kaha tonu te reo ā waha. Ka whai tikanga tō ngā ākonga katoa ki te kōrero Māori.	
Te Whakamahere mō tērā tau:				
Ka timata ki te hanga kōpaki motuhake nō ngā ākonga katoa hei arahi, whakawhanake i te ākonga. Mā te aromatawai i te pāngarau me te Reo ā waha ia wāhanga.				

Whangarei Intermediate		1129
To develop and improve schoolwide Numeracy and Literacy programmes (National Priority)		
Further consolidation of the teaching of Writing, Mathematics, eLearning and Te Reo Maori focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. Mandarin is taught and to identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes		
<u>Target Goal</u> <ul style="list-style-type: none"> 85% of students will have achieved stanine 4-9 (STAR) level 4 (ASTTLE) in Literacy (reading) at Year 8 		
<u>Target Goal</u> <ul style="list-style-type: none"> 70% (150/217) of students will have achieved level 4 at Year 8 for Writing . School report OTJ 60% (27/45) of Maori Boys will have achieved level 4 at the end of Year for Writing OTJ. 		
81% (168/208) of our Year 7 students at the end of 2017 were achieving stanine 4-9 (STAR) in Reading 65% (135/208) of our Year 7 students at the end of 2017 were achieving level 3p or above in Writing 36% (17/46) of our Year 7 Maori boys at the end of 2017 achieved level 3p or above in Writing		
<p>Use our English leader to model and show how to differentiate writing in the class programmes.</p> <p>To provide in-service support to new teachers in the school on how to teach writing</p> <p>Use e-asTTle writing assessment tool to streamline assessment and formative practice (eLearning).</p> <p>Staff PLD on Writing progressions and moderating for OTJs</p> <p>To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.</p>	<p>69% of students have achieved Level 4 for Reading. School report OTJ</p> <p>70% (153/217) of students have achieved level 4 in Writing School report OTJ Year 8</p> <p>45% (21/45) of Maori boys have achieved level 4 School report in Writing OTJ Year 8</p>	<p>The Reading target was not achieved with a 12% difference between the school outcome and initial benchmark.</p> <p>Reading target was unable to be measured against benchmark in first instance as the school changed its assessment tool at the start of the year for Digital Immersion English Medium classes. The school switched to best fit levels which has a correlation but not total alignment with Stanines.</p> <p>The writing target was achieved but the sub group target for Maori Boys was not achieved.</p> <p>There was an acceleration of 11% of the sub group accelerating progress in Writing which was twice that of the school increase.</p> <p>This group has now left Whangarei Intermediate so we can only focus on the new cohort coming in as Year 7s and the current Year 7 Cohort who will transition to Year 8 next year.</p> <p>First Step is to compare Yr 7 School reports with the End of Year 8 School report to see if there is a decrease in achievement or if it is just an assessment tool change issue.</p> <p>The second step is a review of the progress and trends with the Team Leaders</p> <p>It has been agreed that the tracking and coaching system for he priority readers will be reviewed in 2019</p>
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.		

School Name:	Whangarei Intermediate School	School Number:	1129
Strategic Aim:	To develop and improve schoolwide Numeracy and Literacy programmes (National Priority)		
Annual Aim:	Further consolidation of the teaching of Writing, Mathematics, eLearning and Te Reo Maori focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. Mandarin is taught and to identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes		
Target:	<ul style="list-style-type: none">75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 875% of students will have achieved NZC Level 4 in basic facts at Year 8		
Baseline Data:	61% of our Year 7 students (124/208) at the end of 2017 were achieving at/above NZC Level 4 in Numeracy 69% of our Year 7 students (144/208) at the end of 2017 were working at/above NZC Level 4 in basic facts		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none">To embed 'best practice' in teaching of numeracy in the school by developing teachers practice to work in a multi level environment.To provide more time to discuss priority learners and learning in Team HuiTo provide more time to discuss priority learners and learning in Team HuiTo provide more learning opportunities for Tier 3 studentsTo provide more extension opportunities for studentsReview and adjust assessments including GLOSSTrial ICT resources if funds permit.To provide in service support to staff who need it.	<p>Results</p> <ul style="list-style-type: none">65% (142/218) of students achieved NZC Level 4 in numeracy for Year 863% (135/212) of students achieved NZC Level 4 in basic facts at Year 8 <p>The target required an 14% increase in Numeracy and 12% increase for basic facts.</p> <p>There was an overall increase of 4% in Numeracy but a decline of 5% for basic facts.</p>	<ul style="list-style-type: none">Several of the key steps were unable to be implemented.Meeting times in 2018 were reduced as a way of decluttering and destressing teachers.There were not enough funds to support an teacher for any Tier 3 interventions.More extension opportunities were provided and several students achieved top honours in National competitions.Not many classes used paid trial ICT resources.Assessments were switched to eAsTTle for learning classes.No support programme was implemented for teachers in Mathematics, it was informal support provided by Maths leader when available	<p>A more in depth review needs to be done in this area involving teachers.</p> <p>More time needs to be made available for teachers to collaborate and moderate around student outcomes and learning.</p> <p>With new staff coming in more induction and support needs to be provided for teachers.</p> <p>Basic facts had a big focus in 2017 and seems to have slipped over 2018</p>
Planning for next year:			
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.			

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
WHANGAREI INTERMEDIATE SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Whangarei Intermediate School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 2018, 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 2018; 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.

Our audit was completed on 4 July 2019. 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 Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility 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 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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand

