

**TO THE READERS OF TE KUITI HIGH SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Te Kuiti High School (the School). The Auditor-General has appointed me, R K Owen, using the staff and resources of Owen McLeod & Co, 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 2-23, that comprise the statement of financial position as at 31 December 2016, 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 2016; and
 - its financial performance and cash flows for the year ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2017. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of 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 24 for the List of Trustees and Kiwi Sport Statement and pages 14 to 22 for the Analysis of Variance Report, pages 25 to 29 for the Principal and Chairperson's report 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.



R K Owen
Owen McLeod & Co
On behalf of the Auditor-General
Hamilton, New Zealand

31 May 2017

The Chairperson
Te Kuiti High School Board of Trustees
PO Box 264
Te Kuiti 3941

Dear Sir/Madam

Audit Management Letter For The Year Ended 31 December 2016

1. Introduction

We have completed the audit of Te Kuiti High School for the year ended 31 December 2016.

This letter provides a summary of:

- the audit scope
- the audit opinion
- the issues arising from the audit

You will appreciate that while our audit is carried out in accordance with the Auditor-General's auditing standards, it cannot, and should not, be relied upon to detect every instance of misstatement, fraud, irregularity or inefficiency.

The responsibility for public accountability and the implementation and monitoring of internal and management controls rests with management and the Board of Trustees.

2. Audit Scope

The audit aimed to:

- provide an audit opinion on whether the financial statements fairly reflect your school's reported financial results and financial position.
- assess and report on aspects of the school's financial management and controls.

3. Audit Opinion

We have issued our audit opinion on the financial statements for the year ended 31 December 2016 without any modification.

4. Going Concern Assumption

The financial statements were prepared on the basis that the school is a going concern. As required by the Office of the Auditor-General, we reviewed this assumption in terms of the criteria set out in the Auditing Standard ISA (NZ) 570. Based on the supporting evidence we concluded that the use of the going concern assumption was appropriate.

5. Issues Arising from Audit

Payroll Issues – Novopay System

The assurance work carried out centrally on behalf of the Auditor-General has found that the Novopay system places substantial reliance on schools to check the accuracy of their payroll. It is therefore important that the fortnightly transactions and expenditure reports are scrutinised thoroughly by people independent of the routine payroll processing in a timely manner. We found that appropriate controls were operating in your school.

Assurance work relating to Novopay that is carried out centrally on behalf of the Auditor-General, hasn't identified any major anomalies for investigation. We have received confirmation from the Board that the people on the end of year payroll report were employed during the year, and the total shown against each person is substantially correct.

Independent Checking of Transactions

As there have been a number of high profile school frauds in the news recently we are taking this opportunity to remind all schools of the need to ensure that there is adequate segregation of duties and independent review of transactions throughout the year (even for small schools).

This applies not only to inwards cash, payroll and expenditure but also to contracts and credit / debit card statements and invoices.

With regard to credit / debit card we recommend that a "one up" principle of authorisation applies. This means for example that the credit / debit card transactions of a Principal should be approved by either the Treasurer, Board or the finance sub-committee.

Transport Network

The December invoice payable to the bus company was not included in the transport expenditure figure for the 2016 year – no adjustment was made as the transport network accounts had already been distributed.

Required Communications

As required by the Auditing Standards we affirm that:

- We have had no disagreements with management during our audit nor have we had any serious difficulties in dealing with management.
- We have not identified any instances of fraud involving senior management or any other frauds that have caused material misstatement in the financial statements.
- We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements.
- We are also required to advise you of any uncorrected misstatements. There are none to report.

We reaffirm we are independent of your organization, and that we have no relationship with your organisation that impairs our independence.

6. Conclusion

We remind the school to submit a single PDF file of your annual report, including audited financial statements and required signatures to the Ministry of Education via the Ministry's [School Data Portal \(external link\)](#). These audited accounts must be minuted at your next Board of Trustees meeting.

Please advise us in due course of the actions you propose to take in relation to the matters raised in this letter.

We wish to acknowledge the friendly assistance provided by the school staff during the audit. If there is any further information you require, please do not hesitate to contact me.

Yours faithfully
OWEN McLEOD & CO



Richard Owen

TE KUITI HIGH SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address: Hospital Road, Te Kuiti

School Postal Address: P O Box 264, Te Kuiti, 3941

School Phone: 07 878 6292

School Email: jn@tkhs.school.nz

Ministry Number: 160

TE KUITI HIGH SCHOOL

Financial Statements - For the year ended 31 December 2016

Index

Page	Statement
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 - 22	Notes to the Financial Statements
6 - 12	Statement of Accounting Policies
13 - 22	Other Notes and Disclosures

Te Kuiti High School

Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

Rolyn Ann Lindstrom
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

29/5/17
Date:

Bruce Stephens
Full Name of Principal

[Signature]
Signature of Principal

29-05-2017
Date:

Te Kuiti High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	4,189,101	4,020,052	4,236,949
Locally Raised Funds	3	267,239	223,710	326,613
Interest Earned		10,113	25,200	23,539
International Students	4	41,842	44,000	37,528
		<u>4,508,295</u>	<u>4,312,962</u>	<u>4,624,629</u>
Expenses				
Locally Raised Funds	3	221,991	98,000	107,621
Hostel		-	-	-
International Students	4	19,751	19,600	19,611
Learning Resources	5	2,780,082	2,804,775	2,962,640
Administration	6	277,123	265,002	267,672
Finance Costs		26	-	-
Property	7	1,016,427	1,050,523	996,861
Depreciation	8	124,694	95,000	102,325
		<u>4,440,094</u>	<u>4,332,900</u>	<u>4,456,730</u>
Net Surplus / (Deficit)		68,201	(19,938)	167,899
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>68,201</u></u>	<u><u>(19,938)</u></u>	<u><u>167,899</u></u>

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



Te Kuiti High School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	<u>1,490,227</u>	<u>1,490,227</u>	<u>1,305,944</u>
Total comprehensive revenue and expense for the year	68,201	(19,938)	167,899
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	22,385	-	16,384
Equity at 31 December	<u>1,580,813</u>	<u>1,470,289</u>	<u>1,490,227</u>
 Retained Earnings	 1,580,813	 1,470,289	 1,490,227
Equity at 31 December	<u>1,580,813</u>	<u>1,470,289</u>	<u>1,490,227</u>

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



Te Kuiti High School
Statement of Financial Position
As at 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	9	843,204	901,438	794,488
Accounts Receivable	10	129,797	216,020	216,020
GST Receivable		28,029	31,775	31,775
Prepayments		17,474	9,837	9,837
Inventories	11	51,494	49,023	49,023
Funds owed for Capital Works Projects	18	185	-	-
Share Of Transport Network		34,430	14,019	14,019
		<u>1,104,613</u>	<u>1,222,112</u>	<u>1,115,162</u>
Current Liabilities				
Accounts Payable	13	231,304	297,843	297,843
Revenue Received in Advance	14	58,278	48,693	48,693
Provision for Cyclical Maintenance	15	38,500	2,000	219,854
Finance Lease Liability - Current Portion	16	387	-	-
Funds held in Trust	17	102,403	38,437	38,437
		<u>430,872</u>	<u>386,973</u>	<u>604,827</u>
Working Capital Surplus/(Deficit)		673,741	835,139	510,335
Non-current Assets				
Property, Plant and Equipment	12	936,009	899,004	964,004
Work in Progress		70,325	32,229	32,229
Shares In K C Energy		8,874	8,874	8,874
		<u>1,015,208</u>	<u>940,107</u>	<u>1,005,107</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	107,375	304,957	25,215
Finance Lease Liability	16	761	-	-
		<u>108,136</u>	<u>304,957</u>	<u>25,215</u>
Net Assets		<u>1,580,813</u>	<u>1,470,289</u>	<u>1,490,227</u>
Equity		<u>1,580,813</u>	<u>1,470,289</u>	<u>1,490,227</u>

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



Te Kuiti High School
Statement of Cash Flows
For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,266,950	1,129,467	1,306,294
Locally Raised Funds		254,626	145,210	304,924
International Students		43,610	44,000	42,074
Goods and Services Tax (net)		3,746	-	(5,949)
Payments to Employees		(351,443)	(347,340)	(379,998)
Payments to Suppliers		(1,174,821)	(859,587)	(1,043,097)
Interest Paid		(26)	-	-
Interest Received		10,067	25,200	23,560
Net cash from / (to) the Operating Activities		52,709	136,950	247,808
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(90,378)	(30,000)	(135,718)
Purchase of Investments		-	-	19,679
Net cash from / (to) the Investing Activities		(90,378)	(30,000)	(116,039)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,385	-	16,384
Finance Lease Payments		(151)	-	-
Funds Administered on Behalf of Third Parties		64,151	-	1,285
Net cash from Financing Activities		86,385	-	17,669
Net increase/(decrease) in cash and cash equivalents		48,716	106,950	149,438
Cash and cash equivalents at the beginning of the year	9	794,488	794,488	645,050
Cash and cash equivalents at the end of the year	9	843,204	901,438	794,488

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.



Te Kuiti High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

Te Kuiti High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The 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 2016 to 31 December 2016 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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.



Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

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

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

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

The School has met the requirements under section 73 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 \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the 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:

Computer equipment	3-5 years
Furniture and equipment	5-20 years
Motor vehicles	5 years
Buildings	40 years
Text books	4 years
Library books	12.5% dv
Leased assets are depreciated over the life of the lease.	

l) Intangible Assets

Software costs

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

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

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

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

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

The 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.



n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the 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.

q) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

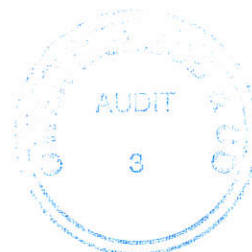
r) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).



t) 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.

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) 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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	889,410	775,080	898,961
Teachers' salaries grants	2,114,080	2,151,062	2,151,062
Use of Land and Buildings grants	791,229	739,523	739,523
Ses Funding	-	-	2,891
Sef Income	33,322	28,000	55,502
Siep Income	5,685	-	71,191
Resource teachers learning and behaviour grants	4,991	6,000	-
Other MoE Grants	329,973	298,387	300,959
Transport grants	20,411	22,000	16,860
	<u>4,189,101</u>	<u>4,020,052</u>	<u>4,236,949</u>

3. Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
Donations	1,971	7,000	5,384
Fundraising	30,724	28,250	41,663
Other revenue	40,960	44,960	46,143
Trading	31,610	34,000	29,560
Activities	86,396	73,000	204,113
Curriculum Recoveries	75,578	36,500	(250)
	<u>267,239</u>	<u>223,710</u>	<u>326,613</u>
Expenses			
Activities	30,322	42,000	28,833
Trading	38,686	27,000	36,795
Fundraising (costs of raising funds)	3,481	-	9,374
Other Locally Raised Funds Expenditure	24,623	29,000	32,619
Charitable Trust (Refund)	124,879	-	-
	<u>221,991</u>	<u>98,000</u>	<u>107,621</u>
<i>Surplus for the year Locally raised funds</i>	<u>45,248</u>	<u>125,710</u>	<u>218,992</u>



4. International Student Revenue and Expenses

International Student Roll

Revenue

International student fees

Expenses

International student levy

Other Expenses

Surplus for the year International Students'

2016 Actual Number 2	2016 Budget (Unaudited) Number 2	2015 Actual Number 2
2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
41,842	44,000	37,528
335	-	-
19,416	19,600	19,611
19,751	19,600	19,611
22,091	24,400	17,917

5. Learning Resources

Curricular

Extra-curricular activities

Library resources

Employee benefits - salaries

Staff development

2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
449,198	483,913	559,090
30,269	-	52,244
985	2,300	1,978
2,295,098	2,308,562	2,340,901
4,532	10,000	8,427
2,780,082	2,804,775	2,962,640

6. Administration

Audit Fee

Board of Trustees Fees

Board of Trustees Expenses

Communication

Consumables

Operating Lease

Legal Fees

Other

Employee Benefits - Salaries

Insurance

Service Providers, Contractors and Consultancy

2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
5,200	5,200	5,200
3,720	5,400	3,665
5,936	11,400	6,515
8,941	14,050	12,731
19,991	16,600	12,352
16,111	4,500	10,311
235	2,000	-
37,830	26,912	40,889
154,764	149,840	147,580
9,995	14,700	15,229
14,400	14,400	13,200
277,123	265,002	267,672



7. Property

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	79,649	75,500	73,051
Cyclical Maintenance Provision	(54,711)	36,000	(2,230)
Grounds	18,265	18,000	17,864
Heat, Light and Water	65,412	75,500	73,552
Rates	10,563	12,000	11,903
Repairs and Maintenance	59,665	54,000	38,298
Use of Land and Buildings	791,229	739,523	739,523
Employee Benefits - Salaries	46,355	40,000	44,900
	<u>1,016,427</u>	<u>1,050,523</u>	<u>996,861</u>

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.

8. Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Computer equipment	35,365	23,922	25,767
Furniture and equipment	41,499	34,054	36,680
Motor vehicles	22,990	15,999	17,233
Buildings	17,311	11,834	12,746
Text books	1,648	3,842	4,138
Leased Assets	135	-	-
Library books	5,746	5,349	5,761
	<u>124,694</u>	<u>95,000</u>	<u>102,325</u>

9. Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash on Hand	100	-	100
Bnz Cheque Account	735,038	863,524	756,474
Transport Network Account	108,066	32,431	32,431
Westpac - Simons/Catchpole	-	5,483	5,483
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>843,204</u>	<u>901,438</u>	<u>794,488</u>

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



10. Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	6,902	10,010	10,010
Interest Receivable	46	32	32
Teacher Salaries Grant Receivable	122,849	205,978	205,978
	<u>129,797</u>	<u>216,020</u>	<u>216,020</u>
Receivables from Exchange Transactions	6,948	10,042	10,042
Receivables from Non-Exchange Transactions	122,849	205,978	205,978
	<u>129,797</u>	<u>216,020</u>	<u>216,020</u>

11. Inventories

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Stationery	10,830	11,485	11,485
Uniform	40,664	37,538	37,538
	<u>51,494</u>	<u>49,023</u>	<u>49,023</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Computer equipment	55,864	38,178	-	-	(35,365)	58,676
Furniture and equipment	204,739	48,948	-	-	(41,499)	212,188
Motor vehicles	80,466	-	-	-	(22,990)	57,476
Buildings	577,810	-	-	-	(17,311)	560,499
Text books	3,198	-	-	-	(1,648)	1,550
Leased Assets	-	1,240	-	-	(135)	1,105
Library books	41,928	8,334	-	-	(5,746)	44,515
Balance at 31 December 2016	<u>964,005</u>	<u>96,700</u>	<u>-</u>	<u>-</u>	<u>(124,694)</u>	<u>936,009</u>



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Computer equipment	670,187	(611,511)	58,676
Furniture and equipment	989,020	(776,832)	212,188
Motor vehicles	219,517	(162,041)	57,476
Buildings	731,423	(170,924)	560,499
Text books	135,797	(134,247)	1,550
Leased Assets	1,240	(135)	1,105
Library books	85,932	(41,417)	44,515
Balance at 31 December 2016	2,833,116	(1,897,107)	936,009

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Computer equipment	62,586	19,045	-	-	(25,767)	55,864
Furniture and equipment	199,570	41,849	-	-	(36,680)	204,739
Motor vehicles	31,181	66,517	-	-	(17,233)	80,466
Buildings	318,553	272,003	-	-	(12,746)	577,810
Text books	7,336	-	-	-	(4,138)	3,198
Library books	40,168	7,520	-	-	(5,761)	41,927
Balance at 31 December 2015	659,394	406,934	-	-	(102,325)	964,004

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Computer equipment	632,010	(576,146)	55,864
Furniture and equipment	940,072	(735,333)	204,739
Motor vehicles	219,517	(139,051)	80,466
Buildings	731,423	(153,613)	577,810
Text books	135,797	(132,599)	3,198
Library books	77,598	(35,671)	41,927
Balance at 31 December 2015	2,736,417	(1,772,413)	964,004



13. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	51,117	76,804	48,427
Accruals	5,980	-	5,980
Capital accruals for PPE items	5,845	-	16,341
Banking staffing overuse	12,634	-	6,056
Employee Entitlements - salaries	122,849	205,978	205,978
Employee Entitlements - leave accrual	32,879	15,061	15,061
	<u>231,304</u>	<u>297,843</u>	<u>297,843</u>
Payables for Exchange Transactions	218,670	297,843	291,787
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	12,634	-	6,056
	<u>231,304</u>	<u>297,843</u>	<u>297,843</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Fees In Advance	43,842	42,074	42,074
Student Grants (Winz/Trusts)	14,412	6,548	6,548
Calculator-Deposits Received	71	71	71
Other Funds In Advance	(47)	-	-
	<u>58,278</u>	<u>48,693</u>	<u>48,693</u>

15. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	245,069	245,069	272,355
Increase to the Provision During the Year	(48,270)	61,888	15,929
Use of the Provision During the Year	(50,924)	-	(43,215)
Provision at the End of the Year	<u>145,875</u>	<u>306,957</u>	<u>245,069</u>
Cyclical Maintenance - Current	38,500	2,000	219,854
Cyclical Maintenance - Term	107,375	304,957	25,215
	<u>145,875</u>	<u>306,957</u>	<u>245,069</u>



16. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	387	-	-
Later than One Year and no Later than Five Years	761	-	-
	<u>1,148</u>	<u>-</u>	<u>-</u>

17. Funds held in Trust

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	102,403	38,437	38,437
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>102,403</u>	<u>38,437</u>	<u>38,437</u>

18. Funds Owed (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:

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Remedial repairs Admin	<i>in progress</i>	-	-	185	-	185
Totals		<u>-</u>	<u>-</u>	<u>185</u>	<u>-</u>	<u>185</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	185
	<u>185</u>

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Home Econ Upgrade	<i>completed</i>	4,120	-	(4,120)	-	-
B Block Upgrade	<i>completed</i>	12,463	-	(12,463)	-	-
C Block Renewal	<i>completed</i>	40,951	68,769	27,818	-	-
Totals		<u>57,534</u>	<u>68,769</u>	<u>11,235</u>	<u>-</u>	<u>-</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.

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	3,720	3,665
Full-time equivalent members	0.89	0.89
<i>Leadership Team</i>		
Remuneration	1,401,894	1,372,659
Full-time equivalent members	16.00	16.00
Total key management personnel remuneration	1,405,614	1,376,324
Total full-time equivalent personnel	16.89	16.89

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-



Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
100 - 110	-	1.00
	0.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2016 Actual	2015 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2016 (Capital commitments at 31 December 2015: nil).

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2016 Actual \$	2015 Actual \$
No later than One Year	2,838	3,278
Later than One Year and No Later than Five Years	1,250	4,088
Later than Five Years	-	-
	4,088	7,366

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	843,204	901,438	794,488
Receivables	129,797	216,020	216,020
Investments - Term Deposits	-	-	-
Total Loans and Receivables	973,001	1,117,458	1,010,508

Financial liabilities measured at amortised cost

Payables	231,304	297,843	297,843
Borrowings - Loans	-	-	-
Finance Leases	1,148	-	-
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	232,452	297,843	297,843

26. Events After Balance Date

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



Te Kuiti Transport Network Group

For the year ended 31 December 2016

	Closing balance 2015	% split	MOE Income 2016	Other income 2016	Expenditure 2016	Disbursements 2016	Balance 2016
Te Kuiti High School	14,019	34.80%	118,622	477	98,688	-	34,430
Te Kuiti Primary School	8,848	26.10%	88,967	358	74,016	-	24,156
Rangitoto Primary	5,858	13.00%	44,313	178	36,866	-	13,483
Pukenui School	4,660	14.00%	47,722	192	39,702	-	12,871
St Josephs School	2,929	8.90%	30,337	122	25,239	-	8,149
Centennial Park School	1,037	3.20%	10,908	44	9,075	-	2,914
	37,351		340,868	1,372	283,587	-	96,004



Members of the Board of Trustees

For the year 1 January to 31 December 2016

School Name: Te Kuiti High School

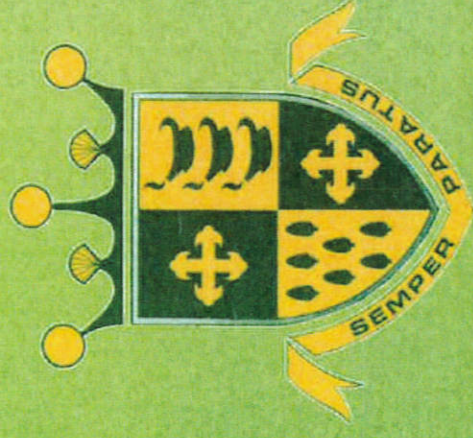
BOT MEMBERS:

NAME	POSITION HELD	HOW POSITION ON THE	OCCUPATION	TERM EXPIRES
		BOARD WAS GAINED Elected/Co-opted		
Robyn Lindstrom	Chairperson	Elected		July 2019
Hilary Karaitiana	parent rep	Elected		July 2019
Jill Searancke	parent rep	Elected		July 2019
Andy Mapesone	parent rep	Elected		July 2019
Te Teira Bell	student rep	Elected		Sept 2016
Romano Manuel	staff rep	Elected		July 2019
Christine Mans	parent rep	Elected		July 2019
Bruce Stephens	Principal	Appointed		
Robert Katipa - Maikuku	Parent Rep	Elected	Network Inspector	2016
Jacqui Taituha	Parent Rep	Elected		2015
Janene New	Secretary			
Lin Drake	Secretary			2015

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016, the school received total Kiwisport funding of \$6509.83 (excluding GST). The funding was spent on sporting endeavours.

Annual Targets & Statements of Variance Reports



2016

Annual Analysis of Variance Yr 9 & 10 Literacy / Numeracy at Risk Students 2016

Strategic Goal	To further raise the achievement of year 9 & 10 students.
Target	<ul style="list-style-type: none"> The group of Year 9 & 10 students who are identified as being below or well below the expected curriculum level in reading and/or writing and/or mathematics will have made more than one year's progress. The group of Year 9 & 10 students who are identified as above the national average to be extended and challenged to move at least one curriculum level in reading, writing and mathematics
Historical	Transition information, PAT Testing, Asstle Testing.
Year	2016
Student Level	Year 9 & 10 cohort
Curriculum Area	Literacy and Numeracy
Student Group	ALL
Action Plan	<ul style="list-style-type: none"> To ensure relevant data is collected for all students in order to address any specific learning needs they may have. To ensure that there is sufficient and reliable data to aid students in applications for services that may be available to them. To monitor and strengthen cohort skills in literacy and numeracy through intervention. Cohorts will be tested using PAT and AsTTle, for more specific testing using tools such as Gloss, Probe and Running Records. Testing will be diagnostic, formative, summative as per year plan. Use diagnostic AsTTle testing for shorter/regular specific curriculum strands so that targeted interventions occur. Data analysis completed by committee managing data. They will identify students with specific needs and learning weaknesses of groups of students. Interventions will include strategies to be used in classes as well as individual support. Where required and available social support will be put in place.

Outcome for Literacy	<ul style="list-style-type: none"> The data has been analysed based on groups and averages. It does not show an accurate picture of individual achievement, some of which has improved dramatically and some of which has decreased. Year 9 cohort made an overall improvement of 6 points after doing a harder test book. This represents a real improvement of approximately one stanine level on the PAT test. Year 10 cohort made an overall improvement of 7 points after doing a harder test book. This represents an improvement of approximately 1 stanine level and the cohort is sitting around the national average. Considering that 'Reading' has been an area of limited progress in the past few years these scores are very pleasing. <p>AsTTle Reading</p> <ul style="list-style-type: none"> Year 9 cohort made an average improvement of 1 sub-level going 4B to 4P Year 10 cohort made a 0.8 sub-level movement which was an improvement on the 0.6 of 2015. <p>AsTTle Writing</p> <ul style="list-style-type: none"> Year 9 cohort improved 2 sub-levels; 3P to 4B. Year 10 cohort average improvement of 1.3 sub-levels going from 4B to 4P
Outcome for Numeracy	<ul style="list-style-type: none"> To move the Year 9 cohort 2 sub-levels was achieved i.e. from 3P (Feb 2016) to 4B (Nov 2016) in Mathematics. To move the Year 10 cohort 2 sub-levels was not achieved. The movement was one sub-level from 4B to 4P. The target group of 'at risk' Year 10 students has done well on the STEPS Programme with students moving full curriculum level or 2 sub-levels. Only one of this group did not progress.
Variance	<ul style="list-style-type: none"> Refer to the attached summary of AsTTle & PAT results for 2016.
Next Steps	<ul style="list-style-type: none"> The 2016 framework for support and improvement of weaker students through the Steps Program to be maintained. Further reading opportunities and encouragement to be given in subject classes. Students who are below expected curriculum levels should make more than one year's progress in reading and / or writing. Undertake a 'Mathematics Support Teacher' intervention which focuses on using expertise within the school to evaluate the effectiveness of current practices that support accelerated Mathematics learning.

Annual Analysis of Variance Merit Plus for 2016

Strategic Goal	To further raise the achievement levels for all students.																													
Student Achievement Target	At least 35% of standards gained at NCEA Level 1 & 2 will be achieved at Merit + At least 40% of standards at NCEA Level 3 will be achieved at Merit +																													
Historical	<table><thead><tr><th colspan="5">Merit Plus Achievement</th></tr><tr><th></th><th>Year 11</th><th>Year 12</th><th colspan="2">Year 13</th></tr></thead><tbody><tr><td>2015</td><td>41.0%</td><td>2015 51.0%</td><td>2015</td><td>43.0%</td></tr><tr><td>2014</td><td>40.0%</td><td>2014 48.0%</td><td>2014</td><td>35.0%</td></tr><tr><td>2013</td><td>33.0%</td><td>2013 34.0%</td><td>2013</td><td>39.0%</td></tr></tbody></table>					Merit Plus Achievement						Year 11	Year 12	Year 13		2015	41.0%	2015 51.0%	2015	43.0%	2014	40.0%	2014 48.0%	2014	35.0%	2013	33.0%	2013 34.0%	2013	39.0%
Merit Plus Achievement																														
	Year 11	Year 12	Year 13																											
2015	41.0%	2015 51.0%	2015	43.0%																										
2014	40.0%	2014 48.0%	2014	35.0%																										
2013	33.0%	2013 34.0%	2013	39.0%																										
Year	2016																													
Student Level	Year 11 (NCEA Level 1) , Year 12 (NCEA Level 2) & Year 13 (NCEA Level 3)																													
Student Group	All Level 1, 2 & 3 Students.																													
Curriculum	All																													
Action Plan	<ul style="list-style-type: none">• HOD / TIC to review the number of credits being taught (do less better)• Departments targeting teaching at merit or better.• Departments set clear milestones to support student learning in regards to formal assessments.• Early contact with home if concerns about achievement surface and student not meeting expectations.• School to sell the concept that higher education requires high standards in subject achievement.• Greater use of exemplars, so that students know what merit plus standards look like.• Supported by study skills seminar and tutorial support.• Foster the goal of certificate endorsement:–<ul style="list-style-type: none">(a) Pastoral level – set aside formal time to discuss certificate endorsement advantages(b) HOD/Dept. level – have discussions about where endorsement opportunities are and identify students who should aim for and achieve these.(c) Subject teacher should be highlighting assessment opportunities for certificate endorsement to individuals.																													

Outcome	<ul style="list-style-type: none">• At Level 1 standards achievement was equal to the target.• At Level 2 standards achievement was 9% above the target.• At Level 3 standards achievement was 6% above the target.																																
Variance	<ul style="list-style-type: none">• Analysing these outcomes in detail highlights the difference between internal and external performance. <table><tr><th colspan="4">% of all attempted standards</th></tr><tr><td>Level 1 Target 35%</td><td>All 24%</td><td>Internal 25%</td><td>External 17%</td></tr><tr><td>Level 2 Target 35%</td><td>All 30%</td><td>Internal 34%</td><td>External 14%</td></tr><tr><td>Level 3 Target 40%</td><td>All 353%</td><td>Internal 36%</td><td>External 24%</td></tr></table> <table><tr><th colspan="4">% of all achieved standards</th></tr><tr><td>Level 1 Target 35%</td><td>All 35%</td><td>Internal 35%</td><td>External 30%</td></tr><tr><td>Level 2 Target 35%</td><td>All 44%</td><td>Internal 47%</td><td>External 27%</td></tr><tr><td>Level 3 Target 40%</td><td>All 46%</td><td>Internal 49%</td><td>External 35%</td></tr></table> <ul style="list-style-type: none">• This reflects the following:-<ul style="list-style-type: none">• Some of the students capable of merit+ in the externals are choosing not to sit exams as they have already gained certificates.• The shift to internals for those students with low literacy ability.• Department activity encouraging Merit performance throughout the year.• Results reflect lack of commitment to examinations by students.	% of all attempted standards				Level 1 Target 35%	All 24%	Internal 25%	External 17%	Level 2 Target 35%	All 30%	Internal 34%	External 14%	Level 3 Target 40%	All 353%	Internal 36%	External 24%	% of all achieved standards				Level 1 Target 35%	All 35%	Internal 35%	External 30%	Level 2 Target 35%	All 44%	Internal 47%	External 27%	Level 3 Target 40%	All 46%	Internal 49%	External 35%
% of all attempted standards																																	
Level 1 Target 35%	All 24%	Internal 25%	External 17%																														
Level 2 Target 35%	All 30%	Internal 34%	External 14%																														
Level 3 Target 40%	All 353%	Internal 36%	External 24%																														
% of all achieved standards																																	
Level 1 Target 35%	All 35%	Internal 35%	External 30%																														
Level 2 Target 35%	All 44%	Internal 47%	External 27%																														
Level 3 Target 40%	All 46%	Internal 49%	External 35%																														
Next Steps	<ul style="list-style-type: none">• Review the number of credits being offered. Do less better.• Continue the use of appropriate exemplars by department of merit+ quality work.• Teachers setting clear milestones to support student learning in regards to formal assessments.• Continue to identify students at risk of under achieving.• Promote certificate endorsement for tertiary and careers.• Emphasize that access to tertiary level courses is competitive and merit & excellence students get the first opportunity for selection• Provide exposure through visits to tertiary institutions for first hand advice and guidance regarding course selection.																																

Annual Analysis of Variance Māori Achievement for 2016

Strategic Goal	To further raise the achievement for all students, meeting the particular challenges of educating Māori students.													
Student Achievement Target	The achievement rate for Māori students who have completed a full Level 1 NCEA certificate (80 credits) course will be (60%).													
Historical	<table> <tr> <th></th><th>Roll Based</th><th>Participation Based</th></tr> <tr> <td>2015</td><td>52.3%</td><td>67.6%</td></tr> <tr> <td>2014</td><td>44.0%</td><td>62.9%</td></tr> <tr> <td>2013</td><td>58.7%</td><td>71.1%</td></tr> </table>		Roll Based	Participation Based	2015	52.3%	67.6%	2014	44.0%	62.9%	2013	58.7%	71.1%	
	Roll Based	Participation Based												
2015	52.3%	67.6%												
2014	44.0%	62.9%												
2013	58.7%	71.1%												
Year	2016													
Student Level	Years 11 (NCEA Level 1)													
Student Group	Māori Students at Level 1.													
Curriculum	All													
Action Plan	<ul style="list-style-type: none"> • All departments increase understanding of effective teaching / learning for Māori students. • SENCO / Guidance team to identify early the at risk Māori students. • Homework / Library centre, Number 12 to be available in the lead into mid-year exams and NCEA exams. • Tutorials to be available to students in Term 4 to help preparation for externals. • Connect Māori students to the opportunities offered through GATE, ICT, Careers / Gateway and Services Academy 													

Outcome	<p>2016 Roll based 41%. The target was not met. Participation 46%. The school has tried hard to wrap assistance around the cohort with funding and agency support.</p>
Variance	<ul style="list-style-type: none"> • As in previous years it needs to be noted that one student passing or failing this certification has significant affect to the achievement rate. • This cohort has had a greater number of students receiving SENCO support than in the previous year. • The challenge has also been in the number of this group who have entered as year 9 students (2014) who were below curriculum level 3 for reading and writing. • 17 students passed • 8 students failed. Some reasonably close and will complete Level 2 this year. • 9 students did not enter 80+ credits. Are working on Level 1 NCEA over two years. Most of these will, through Gateway, achieve NCEA Level 2 this year. Some very low ability students in this cohort. • 9 students have a mixture of Level 1 & 2 credits through AE, 2 under mental health services have NCEA on hold and 1 is under ACC recovering from a road accident.
Next Steps	<ul style="list-style-type: none"> • Improve the data sets at Years 9 and 10 to better provide data for analysis of at risk Māori students. This is to be a Target again in 2016. Good gap analysis needed. The Mathematics Support Teacher intervention target will help. • Ensure that there is sufficient and reliable data to aid students in application for services that may be available to them. • Continue the ART wrap-around learning focus to support Māori and Pacifica students at risk of failure. • Curriculum review to check that year 11 curriculum provision is meeting the needs of Māori and Pacifica students. • Determine potential at risk students from Year 9 data completing gap analysis and putting in place remedial action

Annual Analysis of Variance Absence for 2016

Strategic Goal	To further raise the achievement for all students.
Student Achievement Target	The unjustified absence rate for students will be 3% or better. The attendance rate for the school will be 90% or better. Daily Teacher returns to be 100%.
Historical	2015 Unjustified absence rate (4.1%). Attendance rate (85.9%). Daily Teacher returns (80%).
Year	2016
Student Level	Years 9 – 13
Curriculum Area	All
Student Group	All
Action Plan	<ul style="list-style-type: none"> • Use Kamar to build a consistent series of data for ongoing analysis and monitoring. • Identify risk areas after 6 weeks. Particularly recognition of students with learning difficulties that may impact on attendance. • Improve recording of attendance:- <ul style="list-style-type: none"> * Attendance recording system is clearly understood and implemented by all. * Daily teacher returns are on target. • Improve reporting of attendance:- <ul style="list-style-type: none"> * Daily reports are prepared by Attendance Officer and form teachers monitor attendance. * Weekly reports to Year Level Managers and Term reports to Board of Trustees and Ministry of Education. • Review and improve systems for dealing with non-justified absenteeism:- <ul style="list-style-type: none"> * Deputy Principal and Attendance Officer to follow through with the implementation of systems for improving dealing with general absenteeism. These are to be implemented by year Level Managers, form teachers and subject teachers. • Review and improve system for dealing with chronic truants:- <ul style="list-style-type: none"> * Chronic truants are quickly and clearly identified. * Systems for dealing with chronic truants is implemented and maintained. * The number of chronic truants falls to less than 3% of the school roll. * Attendance Officer liaises with other agencies to bring about change, particularly the DTS joint agencies Truancy committee.

Outcome	<ul style="list-style-type: none">Analysis completed via KAMAR SMS.Unjustified absences were 3.4% (2012); 3.7% (2013) and 4.6% (2014) for the whole school cohort.The overall attendance rate was 86.6% (2012); 85.7% (2013); 85.3% (2014) and 84.9% (2015) close to the target of 90%. <p>Breakdown is as follows:</p> <table><tr><th rowspan="2">Cohort</th><th colspan="2">Attendance rate (%)</th><th colspan="2">Unjustified (%)</th></tr><tr><th>2014</th><th>2015</th><th>2014</th><th>2015</th></tr><tr><td>9</td><td>88.5</td><td>88.0</td><td>3.8</td><td>4.2</td></tr><tr><td>10</td><td>84.2</td><td>86.0</td><td>5.3</td><td>5.6</td></tr><tr><td>11</td><td>85.1</td><td>81.2</td><td>4.2</td><td>5.0</td></tr><tr><td>12</td><td>85.2</td><td>82.2</td><td>4.0</td><td>4.1</td></tr><tr><td>13</td><td>82.1</td><td>82.2</td><td>6.3</td><td>4.2</td></tr></table> <ul style="list-style-type: none">Gender and Ethnicity breakdown is as follows: <table><tr><th rowspan="2">Ethnicity</th><th colspan="2">Attendance rate (%)</th><th rowspan="2">Attendance rate (%)</th></tr><tr><th>2014</th><th>2015</th></tr><tr><td>European</td><td>89.8</td><td>88.7</td><td>79.9%</td></tr><tr><td>Māori</td><td>82.3</td><td>81.4</td><td></td></tr><tr><td>Pacifica</td><td>88.5</td><td>74.8</td><td></td></tr><tr><td>Asian</td><td>95.4</td><td>90.1</td><td></td></tr></table>	Cohort	Attendance rate (%)		Unjustified (%)		2014	2015	2014	2015	9	88.5	88.0	3.8	4.2	10	84.2	86.0	5.3	5.6	11	85.1	81.2	4.2	5.0	12	85.2	82.2	4.0	4.1	13	82.1	82.2	6.3	4.2	Ethnicity	Attendance rate (%)		Attendance rate (%)	2014	2015	European	89.8	88.7	79.9%	Māori	82.3	81.4		Pacifica	88.5	74.8		Asian	95.4	90.1	
Cohort	Attendance rate (%)		Unjustified (%)																																																						
	2014	2015	2014	2015																																																					
9	88.5	88.0	3.8	4.2																																																					
10	84.2	86.0	5.3	5.6																																																					
11	85.1	81.2	4.2	5.0																																																					
12	85.2	82.2	4.0	4.1																																																					
13	82.1	82.2	6.3	4.2																																																					
Ethnicity	Attendance rate (%)		Attendance rate (%)																																																						
	2014	2015																																																							
European	89.8	88.7	79.9%																																																						
Māori	82.3	81.4																																																							
Pacifica	88.5	74.8																																																							
Asian	95.4	90.1																																																							
Variance	<ul style="list-style-type: none">EOTC has impacted on higher justified absence in year 12 and 13. Gateway, Star Courses, Camps etc.Areas of concern are the increase in the justified absence in the year 11 & 12 cohort particularly with Māori and Pacifica groups.100% attendance award introduced and supported through local business has continued to encourage good attendance.Teacher completion rates were higher than in 2014. Roll completion has been more timely.School wide wireless has helped.Unjustified absence includes lateness.Early data collated for incoming students included attendance information where this was available.MSD project which resulted in a 'student free CBD' has helped in identifying truants.In Term 3 of 2016 the attendance recording system did not meet the standards required under our old management plan. The problem arose when the school's attendance officer took up a new job. At the time we believed that the school's unjustified absence could be managed from existing resources. In retrospect, this was an error as staff return and accuracy was also not meeting a high standard.																																																								
Next Steps	<ul style="list-style-type: none">Clarification to parents on what is justified absence and what is not.Identify risk areas after 6 weeks in particular recognising students with learning difficulties.Improve the reporting of attendance – Teacher returns to be 100%.Daily/weekly reports by attendance officer via Year Level Managers to form teachers who monitor attendance.Inter- agency truancy committee to focus on chronic truants with a more holistic approach.The target has refocused the issues concerning student attendance. Attendance will remain a priority for school.Attendance monitoring system to better follow up intermittent absence during the day. Overseen by Deans.Consistent consequence for continual lateness.Reviewed and updated Management Plan has been put in place. The system is now centred clearly around three roles. Two roles are with the MOE funded Waitomo Truancy Service and the third role is carried out by TKHS Attendance Office.																																																								

Principal's Report & Chairperson's Report 2016

2016 Principal's Address to Prizegiving

Tena Koutou Katoa

I would like to extend a particularly warm welcome to our guests today, Your Worship the Mayor, Mr Brian Hanna and past student, Miss Rachel Forgeson and Mrs Claire Grainger.

I also extend a warm welcome to parents / whanau and members of our community who have joined us. Thank you for supporting our students during the year and today.

It is important that you take time to read the programme booklet that you received upon entry today as it contains reports from the Board of Trustees Chairperson, Mrs Robyn Lindstrom and myself. These reports highlight key achievements and events of 2016.

I wish you all an enjoyable prizegiving. Over 120 students will be rewarded at today's prizegiving. All of these students are very deserving of the rewards they have achieved. I acknowledge the generosity of those businesses, friends of the school, service organisations and parents who have given prizes towards today's occasion.

Not everyone can be the winner and I acknowledge a lot of meritorious achievement by many students who have missed out on the top awards. Take pride in your individual achievement and continue to work hard.

For those students who are leaving this year, thank you for your contribution to our wonderful school. We will follow your progress with interest.

I have chosen to speak about only one topic today and that is the new educational focus of the Ministry of Education. Their aim is for primary and secondary schools to join together and establish “Communities of Learning (COL)”. This initiative aims to lift student achievement by enabling teachers to work together to benefit from each other’s knowledge and experience. The ministry’s expectation is that all children will benefit from the skills and knowledge of good teachers across a group of schools. Students should make an easier transition through the education system from Year 1 to Year 13 if we share expertise and share student achievement data.

The ministry is encouraging schools throughout the country to form these collaborative groups. Over 50% of New Zealand schools are now in the process of forming Communities of Schools. Locally, Boards of Trustees and Principals of 11 Waitomo schools are working towards formulating a Waitomo Community of Schools covering 1,554 students in the district.

I have raised this Waitomo schools’ collaboration for two reasons

1. Firstly, to signal that if all the schools embrace it there is real potential for significant improvement in student outcomes.
2. Secondly, it is time to build stronger relationships between our local schools, taking time to understand the uniqueness of each kura and to build on existing community activities.

The Ministry of Education is moving schools in a completely new direction through this initiative. It is going to be challenging for each school community.

Chairperson's Report 2016

On behalf of the Board of Trustees it is my pleasure to present my report for 2016.

2016 saw the beginning of a new three-year term for NZ School Boards of Trustees. Our school board has retained its stability of members and although we did not have the need for an election, we have had one new board member who has joined us.

Achievement:

Our Board continues its drive on raising achievement in our students and the data continues to reflect steady gains with this. This drive is united across the Board, Management and teaching staff at all levels of the school and curriculum. The key to success is finding ways to engage our students in their learning and the Board appreciate that this requires hard work from the Senior Management Team and Heads of Departments who continue to develop and introduce new strategies for student engagement. The Board wish to acknowledge the committed work of the Management team and teaching staff in keeping education within this school dynamic and adaptable to meet the varying needs of our students.

One particular target which we have been delighted to be tracking success in, was one which was set in 2013 by the Ministry of Education. That is; that by 2017 85% of all 18 year olds will have achieved NCEA Level 2 or equivalent qualification. Over the years since 2013 Te Kuiti High School has made significant progress towards this target and based on our current data we anticipate that this year we should not only achieve but should surpass the target. The evidence is very clear that school leavers which achieve NCEA Level 2 or equivalent qualification go on to higher levels of employment. For the future vocational success of our students, this is a critical benchmark for us to achieve and we are delighted to be in line to surpass this target in a timely way.

Community Gymnasium Project at TKHS:

One of the key ways to keep our students engaged in their education is to provide facilities which are modern and fit for purpose.

The Board recognised some years ago that our school gymnasium was in need of a significant upgrade. The gym is now over 40 years old and even with a significant financial input from the Board to renovate it, we would still have a facility which was not fit for purpose for the needs of our school.

Last year the Board sought funding from the King Country Development Trust to explore options around a community partnership model to create a new gym. Since that initial meeting significant progress has been made in the feasibility of such a project. A project steering committee was formed with a range of people representing as many different community stakeholders as possible. Whilst obviously the school is a significant stakeholder, in a true community partnership model the development of such a project needs to be controlled and managed by all stakeholders equally.

The Investigation identified needs and options that impact on the project and included the development of a full business case to ensure that the proposal is feasible, financially sustainable and needed by the sub region. The Business Case was peer reviewed and endorsed by SportNZ.

The proposed facility would be developed for the sub-region (including Ruapehu, Waitomo and Otorohanga Districts). It would be located on Ministry of Education land at Te Kuiti High School, with a long term lease. The facility would not be owned by either the school or the Ministry of Education; but by a community trust which would comprise representatives of the participating District Councils, Te Kuiti High School, Sport Waikato and the community. This is known as a community/school partnership model. The school Board of Trustees would be involved in the governance of the facility; however the management of the facility would be through professional staff who would be employed by the community trust.

So after a thorough and extensive investigation; the Board is delighted to announce to our community that the conclusion of the feasibility study is that the project is viable and should proceed. The Steering committee has demonstrated that a sub-regional gym facility which is developed as a community partnership is feasible, financially sustainable and needed by the sub region.

To further endorse the project, we are delighted to also announce that the Steering Committee have also been successful in an early application for funding towards the project from Trust Waikato, with a grant of \$700,000 being pledged. This along with other early commitments from community funders and the property development funds which the school Board of trustees are able to commit we know that the project already has approximately 25% of the project budget funds available.

So what happens now? ... The Steering Committee now need to take their ideas about the project to the community and ask for a mandate to proceed to the next stage. If the project receives community support the next stage of finalising funding can be robustly planned. Following this the project will progress to design, tendering and issuing contracts and then construction. All going well construction could start in early 2018, and be completed by the end of 2018.

This week the publicity about the project will commence. The wider community will be informed via newspaper, newsletters and the internet. The Steering Committee have created a website on which all of the project details are outlined. It explains the vision and purpose of the facility, the types of activities which the facility will support and concept plans of what the facility might look like. There is information on how the school/community partnership model works.

For more information go to: <http://projectgameon.weebly.com/>.

A questionnaire asking for a vote of support to the project will be circulated within the next week via the website and newspaper. We urge our community of students, families, friends and work colleagues to show their support to the project. This is a once in a lifetime opportunity for our community and we ask that our school community get behind this project and **“vote YES”**.

Board Acknowledgments for 2016:

To conclude my report for this year, the Board would like to acknowledge the positive support which the school receives from our parents and community who have continued to help the teachers and school in a range of ways this year. A special mention is made of the continuing behind the scenes work of the Home and School Association. We thank this group of committed parents whose work provides financial assistance for a range of student activities within the school.

I would like to give my personal thanks to my fellow trustees. We have a motivated Board who share a common goal of maximising the opportunities that every single one of our students has to reach their full potential. Many thanks for your commitment and focus.

I would like to thank our new Board Secretary Mrs Janene New, who has picked up the reigns so competently allowing the Board to continue to function in an efficient and effective way.

Our thanks are also extended to the staff of Te Kuiti High School who are dedicated to the educational and pastoral needs of our students.

Finally big thank you to all of our students who continue to demonstrate pride in their school. Our very best wishes to our school leavers for 2016. We wish you all the very best for a positive and bright future.



Robyn Lindstrom

Te Kuiti High School Board of Trustees Chairperson