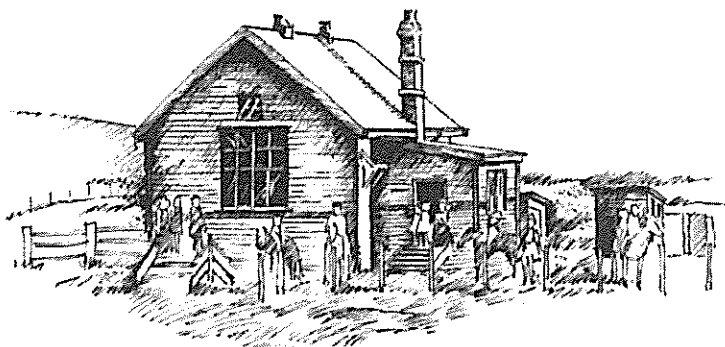


# ARGYLL EAST SCHOOL

## Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2016



School Address:	1071 Argyll Road
School Postal Address:	1071 Argyll Road, R D 1, Otane
School Phone:	06 856 5102
School Email:	<a href="mailto:office@argylleast.school.nz">office@argylleast.school.nz</a>
Ministry Number:	2542

# ARGYLL EAST SCHOOL

Annual Report - For the year ended 31 December 2016

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Kiwisport Report

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## Statement of Responsibility

For the year ended 31 December 2016

The Board of Trustees accepts responsibility for the preparation of the annual report and the judgement 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.

Belinda Anne Brans

Full Name of Board Chairperson



Signature of Board Chairperson

11 May 2017

Date:

Julie Thelwall

Full Name of Principal



Signature of Principal

11 May 2017

Date:

# Argyll East School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>				
Government Grants	2	680,310	608,090	618,316
Locally Raised Funds	3	69,055	43,360	73,633
Interest Earned		2,032	3,000	3,352
Gain on Sale of Property, Plant and Equipment		-	-	376
		<hr/> 751,397	<hr/> 654,450	<hr/> 695,677
<b>Expenses</b>				
Locally Raised Funds	3	43,985	39,400	40,296
Learning Resources	4	427,832	399,464	409,296
Administration	5	45,314	46,680	56,234
Finance Costs		628	318	565
Property	6	185,711	142,420	137,510
Depreciation	7	24,034	24,000	20,558
Loss on Disposal of Property, Plant and Equipment		-	-	23
		<hr/> 727,504	<hr/> 652,282	<hr/> 664,482
<b>Net Surplus / (Deficit)</b>		23,893	2,168	31,195
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/> 23,893	<hr/> <hr/> 2,168	<hr/> <hr/> 31,195

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

**Argyll East School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
<b>Balance at 1 January</b>	<b>337,785</b>	<b>337,785</b>	<b>298,209</b>
Total Comprehensive Revenue and Expense for the Year	23,893	2,168	31,195
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	3,288	-	8,381
<b>Equity at 31 December</b>	<b>364,966</b>	<b>339,953</b>	<b>337,785</b>
Retained Earnings	364,966	339,953	337,785
Reserves	-	-	-
<b>Equity at 31 December</b>	<b>364,966</b>	<b>339,953</b>	<b>337,785</b>

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

# Argyll East School

## Statement of Financial Position

As at 31 December 2016

		2016	2016	2015
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	223,158	151,050	129,556
Accounts Receivable	9	26,782	29,000	39,467
GST Receivable		-	5,000	5,390
Prepayments		4,699	4,000	3,447
Inventories	10	490	500	476
		<u>255,129</u>	<u>189,550</u>	<u>178,336</u>
<b>Current Liabilities</b>				
GST Payable		1,815	-	-
Accounts Payable	12	44,545	41,904	45,694
Revenue Received in Advance	13	544	-	769
Provision for Cyclical Maintenance	14	12,347	12,347	12,230
Finance Lease Liability - Current Portion	15	4,104	4,104	1,728
Funds Held for Capital Works Projects	16	47,332	-	(8,705)
		<u>110,687</u>	<u>58,355</u>	<u>51,716</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>144,442</u>	<u>131,195</u>	<u>126,620</u>
<b>Non-Current Assets</b>				
Property, Plant and Equipment	11	239,766	228,000	224,326
		<u>239,766</u>	<u>228,000</u>	<u>224,326</u>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	14	14,899	14,899	10,416
Finance Lease Liability	15	4,343	4,343	2,745
		<u>19,242</u>	<u>19,242</u>	<u>13,161</u>
<b>Net Assets</b>		<u>364,966</u>	<u>339,953</u>	<u>337,785</u>
<b>Equity</b>		<u>364,966</u>	<u>339,953</u>	<u>337,785</u>

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

**Argyll East School**  
**Statement of Cash Flows**  
For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash Flows from Operating Activities</b>				
Government Grants		162,655	160,799	168,966
Locally Raised Funds		78,774	45,523	60,105
Goods and Services Tax (net)		7,203	1,090	702
Payments to Employees		(59,578)	(52,700)	(66,250)
Payments to Suppliers		(120,683)	(103,900)	(121,729)
Interest Paid		(628)	(318)	(562)
Interest Received		2,032	3,000	3,352
Net Cash from/(to) the Operating Activities		69,775	53,494	44,584
<b>Cash Flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(332)
Purchase of PPE (and Intangibles)		(33,236)	(27,711)	(29,254)
Net Cash from/(to) the Investing Activities		(33,236)	(27,711)	(29,586)
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grants		3,288	(8,300)	2,783
Finance Lease Payments		(2,262)	4,011	3,539
Funds Administered on Behalf of Third Parties		56,037	-	(8,705)
Net Cash from Financing Activities		57,063	(4,289)	(2,383)
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>		<b>93,602</b>	<b>21,494</b>	<b>12,615</b>
Cash and Cash Equivalents at the Beginning of the Year	8	129,556	129,556	116,940
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>8</b>	<b>223,158</b>	<b>151,050</b>	<b>129,556</b>

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.



# Argyll East School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2016

#### **a) Reporting Entity**

Argyll East 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 11.





### ***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 15.

#### ***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. 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) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Land Improvements	20 years
Building Improvements – Crown	50 years
Furniture and Equipment	5–10 years
Information and Communication Technology	3–5 years
Leased Assets Held Under a Finance Lease	3–4 years
Library resources	12.5% Diminishing value

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

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

***Non cash generating assets***

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

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

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

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

**l) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

**m) Employee Entitlements*****Short-term employee entitlements***

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

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

**n) 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.

**o) 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).

**p) 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.



**q) 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.

**r) Budget Figures**

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

**s) 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.

**t) Comparatives**

Certain comparatives have been restated in order to conform with current year presentation.

## 2. Government Grants

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	152,398	158,893	155,148
Teachers' Salaries Grants	381,463	349,477	349,477
Use of Land and Buildings Grants	138,250	99,720	99,720
Other MoE Grants	7,943	-	13,971
Other Government Grants	256	-	-
	<u>680,310</u>	<u>608,090</u>	<u>618,316</u>

## 3. Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	26,694	10,500	31,775
Fundraising	482	-	7,927
Transport Revenue	19,252	20,000	20,768
Trading	1,091	2,000	1,475
Activities	21,536	10,860	11,688
	<u>69,055</u>	<u>43,360</u>	<u>73,633</u>
<b>Expenses</b>			
Activities	6,596	4,300	4,375
Trading	1,678	2,000	1,421
Fundraising (Costs of raising funds)	391	100	-
Transport (Local)	35,320	33,000	34,500
	<u>43,985</u>	<u>39,400</u>	<u>40,296</u>
<b>Surplus for the year Locally Raised Funds</b>	<u>25,070</u>	<u>3,960</u>	<u>33,337</u>

## 4. Learning Resources

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	13,618	18,400	15,131
Equipment Repairs	2,015	1,200	3,516
Information and Communication Technology	1,288	687	1,756
Library Resources	158	500	348
Employee Benefits - Salaries	403,862	370,177	382,033
Staff Development	6,891	8,500	6,512
	<u>427,832</u>	<u>399,464</u>	<u>409,296</u>

**5. Administration**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,600	6,000	3,640
Board of Trustees Fees	2,025	4,500	3,325
Board of Trustees Expenses	963	500	8,445
Communication	1,161	1,400	1,179
Consumables	2,631	2,750	4,851
Other	3,564	3,770	4,683
Employee Benefits - Salaries	23,761	20,000	23,038
Insurance	2,439	2,500	1,823
Service Providers, Contractors and Consultancy	5,170	5,260	5,250
	<u>45,314</u>	<u>46,680</u>	<u>56,234</u>

**6. Property**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,714	2,250	2,202
Consultancy and Contract Services	5,295	4,500	762
Cyclical Maintenance Provision	4,600	5,500	5,061
Grounds	6,241	4,000	5,280
Heat, Light and Water	6,398	6,250	5,880
Rates	93	200	63
Repairs and Maintenance	7,351	8,000	7,887
Use of Land and Buildings	138,250	99,720	99,720
Employee Benefits - Salaries	13,769	12,000	10,655
	<u>185,711</u>	<u>142,420</u>	<u>137,510</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.

**7. Depreciation of Property, Plant and Equipment**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	341	-	-
Building Improvements - Crown	4,300	4,500	4,300
Furniture and Equipment	6,744	7,000	6,774
Information and Communication Technology	9,584	9,500	7,613
Leased Assets	2,286	2,300	1,184
Library Resources	779	700	687
	<u>24,034</u>	<u>24,000</u>	<u>20,558</u>

**8. Cash and Cash Equivalents**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Petty Cash	50	50	50
BNZ Local Account	7,877	10,000	12,437
ASB Operating Account	5,034	5,000	5,881
ASB On Call Account	88,964	20,000	17,288
ASB Asset Reserve	21,961	21,000	20,506
ASB Painting Reserve	41,612	40,000	38,235
BNZ School House Account	21,457	20,000	14,786
ASB Projects Account	36,203	35,000	20,376
Net Cash and Cash Equivalents and Bank Overdraft for Cash Flow Statement	<u>223,158</u>	<u>151,050</u>	<u>129,556</u>

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

Of the \$223,158 Cash and Cash Equivalents, \$47,332 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2017 on Crown owned school buildings under the School's Five Year Property Plan.

**9. Accounts Receivable**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,228	5,000	13,172
Receivables from the Ministry of Education	-	-	2,058
Provision for Uncollectibility	-	-	-
Teacher Salaries Grant Receivable	23,554	24,000	24,237
	<u>26,782</u>	<u>29,000</u>	<u>39,467</u>
Receivables from Exchange Transactions	3,228	5,000	13,172
Receivables from Non-Exchange Transactions	23,554	24,000	26,295
	<u>26,782</u>	<u>29,000</u>	<u>39,467</u>

**10. Inventories**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	490	500	476
	<u>490</u>	<u>500</u>	<u>476</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2016</b>						
Land Improvements	-	27,261	-	-	(341)	26,920
Building Improvements	153,298	-	-	-	(4,300)	148,998
Furniture and Equipment	32,713	2,385	-	-	(6,744)	28,354
Information and Communication Technology	28,546	2,678	-	-	(9,584)	21,640
Leased Assets	3,553	6,236	-	-	(2,286)	7,503
Library Resources	6,218	912	-	-	(779)	6,351
<b>Balance at 31 December 2016</b>	<b>224,328</b>	<b>39,472</b>	<b>-</b>	<b>-</b>	<b>(24,034)</b>	<b>239,766</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2016</b>			
Land Improvements	27,261	(341)	26,920
Building Improvements	215,018	(66,020)	148,998
Furniture and Equipment	118,921	(90,567)	28,354
Information and Communication Technology	64,381	(42,741)	21,640
Leased Assets	10,973	(3,470)	7,503
Library Resources	22,172	(15,821)	6,351
<b>Balance at 31 December 2016</b>	<b>458,726</b>	<b>(218,960)</b>	<b>239,766</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2015</b>						
Building Improvements	157,598	-	-	-	(4,300)	153,298
Furniture and Equipment	29,802	9,685	-	-	(6,774)	32,713
Information and Communication Technology	14,740	21,419	-	-	(7,613)	28,545
Leased Assets	708	4,737	(708)	-	(1,184)	3,553
Library Resources	5,376	1,528	-	-	(687)	6,218
<b>Balance at 31 December 2015</b>	<b>208,224</b>	<b>37,369</b>	<b>(708)</b>	<b>-</b>	<b>(20,558)</b>	<b>224,326</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2015</b>			
Building Improvements	215,017	(61,719)	153,298
Furniture and Equipment	116,536	(83,823)	32,713
Information and Communication Technology	64,466	(35,920)	28,545
Leased Assets	4,737	(1,184)	3,553
Library Resources	21,260	(15,042)	6,218
<b>Balance at 31 December 2015</b>	<b>422,016</b>	<b>(197,688)</b>	<b>224,326</b>



**12. Accounts Payable**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	16,665	14,304	17,817
ASB Visa - J Thelwell	268	-	-
ASB Visa - M C Reynolds	107	-	-
Accruals	3,600	3,600	3,640
Employee Entitlements - Salaries	23,554	24,000	24,237
Employee Entitlements - Leave Accrual	351	-	-
	<u>44,545</u>	<u>41,904</u>	<u>45,694</u>
Payables for Exchange Transactions	44,545	41,904	45,694
Payables for Non-Exchange Transactions - Taxes Payable (PAYE and rates)	-	-	-
Payables for Non-Exchange Transactions - Other	-	-	-
	<u>44,545</u>	<u>41,904</u>	<u>45,694</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	544	-	769
	<u>544</u>	<u>-</u>	<u>769</u>

**14. Provision for Cyclical Maintenance**

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	22,646	22,646	17,585
Increase to the Provision During the Year	4,600	5,500	5,061
Adjustment to the Provision	-	(900)	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>27,246</u>	<u>27,246</u>	<u>22,646</u>
Cyclical Maintenance - Current	12,347	12,347	12,230
Cyclical Maintenance - Term	14,899	14,899	10,416
	<u>27,246</u>	<u>27,246</u>	<u>22,646</u>

## 15. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	4,104	4,104	1,728
Later than One Year and No Later than Five Years	5,320	5,320	3,456
Later than Five Years	-	-	-
	<u>9,424</u>	<u>9,424</u>	<u>5,183</u>

## 16. 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:

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Emergency Drainage Project	<i>completed</i>	(3,455)	4,433	(978)	-	-
Water Supply Project	<i>completed</i>	(5,250)	8,791	(3,541)	-	-
Admin A Block Upgrade	<i>in progress</i>	-	9,668	(838)	-	8,830
Heating & Security Light Upgrade	<i>completed</i>	-	26,906	(26,906)	-	-
Courts Repair Project	<i>in progress</i>	-	40,302	(1,800)	-	38,502
Library Upgrade	<i>completed</i>	-	39,459	(39,961)	502	-
Water Pump Project	<i>completed</i>	-	14,849	(14,941)	92	-
Totals		<u>(8,705)</u>	<u>144,408</u>	<u>(88,965)</u>	<u>594</u>	<u>47,332</u>

### Represented by:

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

47,332

-

47,332

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Emergency Drainage Project	<i>in progress</i>	-	-	-	-	(3,455)
Water Supply Project	<i>in progress</i>	-	-	-	-	(5,250)
Totals		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(8,705)</u>

## 17. 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.

## 18. 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	2,025	3,325
Full-Time Equivalent Members	0.13	0.27
<i>Leadership Team</i>		
Remuneration	107,449	86,333
Full-Time Equivalent Members	1.00	1.00
Total Key Management Personnel Remuneration	109,474	89,658
Total Full-Time Equivalent Personnel	1.13	1.27

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:		
Principal 1	100 - 110	20 - 30
Benefits and Other Emoluments	3 - 4	0 - 10
Termination Benefits	-	-
Principal 2	-	20 - 30
Benefits and Other Emoluments	-	-
Termination Benefits	-	-
Principal 3	-	30 - 40
Benefits and Other Emoluments	-	0 - 10
Termination Benefits	-	-
Principal 4	-	0 - 10
Benefits and Other Emoluments	-	0 - 10
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
110 - 120	-	-
100 - 110	-	-
	-	-

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

## 19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be a trustee, committee member, or employee 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	\$0	\$0
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: \$8,791).

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2016 the Board has entered into contract agreements for capital works as follows:

(a) \$10,742 contract to have administration block upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,667 has been received of which \$838 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$44,780 for tennis court upgrade as agent for the Ministry of Education. The project is fully funded by the Ministry and \$40,302 has been received of which \$1,800 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2015: \$8,791)

### (b) Operating Commitments

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

(a) operating lease of a computing equipment;

	2016 Actual \$	2015 Actual \$
No Later than One Year	103	488
Later than One Year and No Later than Five Years	51	154
Later than Five Years	-	-
	<u>154</u>	<u>642</u>

## 22. Managing Capital

The School's capital is its equity and comprises of 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.



## 23. 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	223,158	151,050	129,556
Receivables	26,782	29,000	39,467
Total Loans and Receivables	<u>249,940</u>	<u>180,050</u>	<u>169,023</u>

### Financial Liabilities Measured at Amortised Cost

Payables	44,545	41,904	45,694
Finance Leases	8,447	8,447	4,473
Total Financial Liabilities Measured at Amortised Cost	<u>52,992</u>	<u>50,351</u>	<u>50,167</u>

## 24. Events After Balance Date

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



# Argyll East School

## Members of the Board of Trustees

For the year ended 31 December 2016

Name	Position	How position on Board gained	Term expired/ expires
Belinda Brans	Chairperson	Elected May 2016	May 2019
Julie Thelwall	Principal	Started work Jan 2016	
Karena Finch	Staff Rep	Elected May 2016	May 2019
Willie Butler	Parent Rep	Elected 2016	May 2019
Blair Holt	Parent Rep	Elected 2016	May 2019
Brian Robinson	Parent Rep	Elected 2016	May 2019
Theo Twist	Parent Rep	Elected 2016	May 2019
Amy Ryan	Staff Rep	Elected July 2014	May 2016
Shelley Nairn	Treasurer	Re-elected May 2013	May 2016
Burke Olsen	Health & Safety	Re-elected May 2013	May 2016
Kristen Chadwick	Parent Rep	Elected May 2013	May 2016

# **Argyll East School**

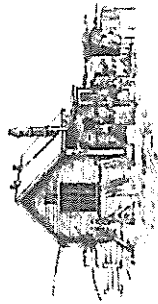
## **Kiwisport Report**

For the year ended 31 December 2016

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2016 the school received total Kiwisport funding of \$1,029 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports including basketball, gymnastics, swimming and athletics.

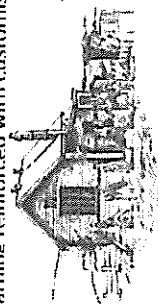
The number of students participating in organised sport continues to be at excellent levels.



# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

**Strategic Goal 1:** All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1a	History and Outcome	Analysis	Next Steps
That we maintain the standard of 85% of all students at or above the National Standard in Maths	<p>2012 - 61% were AT or ABOVE National Standard.  2013 – 75% were AT or ABOVE national Standard  2014 - 87.5% were AT or ABOVE National Standard  2015 – 87% were AT or ABOVE National Standard  2016 - 85% of all students are at or above the National Standard in Maths</p> <p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>Assessment data (PAT, Number knowledge GLOSS, IAM) reviewed with staff and the particular learning needs of all students determined.</li> <li>Maths focus term 1 &amp; 2 with in class observations</li> <li>Programmes planned to meet the learning needs of the all students.</li> <li>Teachers reflecting on and improving practice.</li> <li>Students given time and motivation to accomplish tasks and practice skills</li> <li>Year-end data analysed to inform progress and planning for the following year.</li> <li>Continue with professional development with Advisors Plus</li> <li>Purchases made to build resources – both strand and number</li> <li>Integration of maths into other learning areas and greater use of e learning resources</li> <li>Development of Argyll maths curriculum with a focus on the basics, rich tasks and authentic activities</li> <li>Continue sharing and collaboration between classes</li> <li>Improvements in our action plans to target learners or groups of learners more accurately</li> <li>Maths unit holder continued</li> <li>Students attended maths camp - years 6-8</li> <li>Students participated in Maths Quiz night yrs 5-8</li> <li>Teachers attended Maths Symposium</li> <li>Buddy Maths – term 2 – enjoyed by students - student voice collected</li> <li>Holiday numeracy ideas shared with whanau</li> <li>Learning reinforced with customised home work</li> </ul>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>The target children were scattered throughout the year levels.</p> <p>We are pleased to have maintained achievement levels in maths this year. 85% of all learners are meeting or above the National Standard.</p> <p>15% are below or well below.  16% (3 out of 19 Maori/Pacific students) are below  9.5% (6 out of 42) boys are well below or below.  21% (5 out of 30) girls are well below or below</p>	<p>To improve our maths results and increase the number of children at or above the standard we will:</p> <ul style="list-style-type: none"> <li>Continue professional development with Advisors Plus</li> <li>Continue professional development of math leadership.</li> <li>Continue to source quality Professional development and resources</li> <li>Digital resources to be integrated into learning programmes</li> <li>New action plans developed and timetabled meetings to discuss priority learners</li> <li>Continued development of Argyll math curriculum. Focused on basics, rich tasks and authentic activities</li> <li>Run a parental Maths evening in Term 2</li> <li>Unpack PACT Maths</li> <li>Timetable moderation into staff meetings twice yearly</li> <li>Continue peer observations twice yearly</li> </ul>

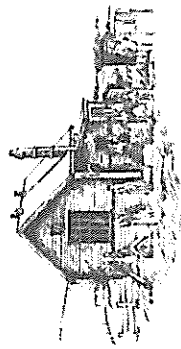


# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT



**Strategic Goal 1:** All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

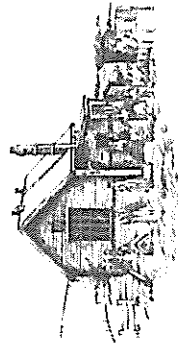
Specific Target 1a	History and Outcome	Analysis	Next Steps
That over 85% of our students will be at or above the National Standard in Reading	<p>2012 - 79% were AT or ABOVE National Standard.  2013 – 78% were AT or ABOVE National Standard  2014 – 84% were AT or ABOVE National Standard  2015 – 85% were AT or ABOVE National Standard  2016 - 86% of all students are at or above the National Standard in Reading</p> <p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>Assessment data reviewed with staff and the particular learning needs of all students determined and NS planned in Action Plans. Professional Development timetabled for staff meetings.</li> <li>Programmes planned to meet the learning needs of the all students.</li> <li>Work with parents, families and whanau around ways to support students' learning. - Eg termly holiday ideas.</li> <li>Teacher aide support given to students below expectations in the early years.</li> <li>Teacher aide time in library 30 minutes/week.</li> <li>Teachers reflecting on and improving practice. Evidence in teachers planning.</li> <li>Students given time and motivation to read and practice skills learnt. Buddy reading system weekly, Book Week held.</li> <li>Year-end data analysed to inform progress and planning for the following year.</li> <li>A literacy Unit holder reinstated</li> <li>E-asttle reading begun to be looked at to provide data for able and older readers.</li> <li>Staff members involved in literacy groups with people from other schools</li> <li>Continued use of RLit, RTLb and other experts for target readers.</li> <li>Greater emphasis on teacher/student reflections and reading review. Evidence in teachers planning.</li> <li>More emphasis on reading in other curriculum areas.</li> <li>Purchase readers for colour wheel</li> <li>Use of local libraries as a resource for teachers to increase books in classrooms. Winter Warmers Programme in Term 3 schoolwide. Encourage families to join holiday programmes.</li> <li>Offered Reading Together programme but numbers too low to go ahead</li> <li>Refurbishment of Library/Tech/Science Room – "The Learning Hub"</li> <li>Library budget established and books bought based on student voice and teacher reviews</li> <li>Literacy PD undertaken (see pp 20-21)</li> <li>Successful attendance at CHB Literacy Quiz</li> </ul>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>The target students were scattered throughout the year levels.</p> <p>Overall Reading percentage is 86% achieving at or above the National Standard. This is an excellent result</p> <p>Very similar results to 2015 Only 3/19 Maori and Pacifica children are below. Also, 21% are above which is an increase from 2015</p> <p>No year groups to target just individual children across the year levels</p>	<p>To improve our reading results and increase the number of children at or above the standard we will:</p> <ul style="list-style-type: none"> <li>Continue to build on the previous good work happening</li> <li>Reinstate a literacy unit holder</li> <li>Develop E-asttle for reading</li> <li>Investigate PACT reading</li> <li>New actions planned developed and timetabled meetings to discuss priority learners</li> <li>Continue to give teacher aide responsibility for the library</li> <li>Library resources to be developed and budgeted for, to enhance reading opportunities for students</li> <li>Look at ways of challenging and extending competent readers</li> <li>Explore use of e-books and use of IT with reading component</li> <li>Staff discuss and spend budget to enhance reading material with a emphasis beyond the colour wheel.</li> <li>Re-enter CHB Lit Quiz to challenge able Senior readers.</li> <li>Continued use of RLit, RTLb and other experts for target readers.</li> </ul>



# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

**Strategic Goal 1:** All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

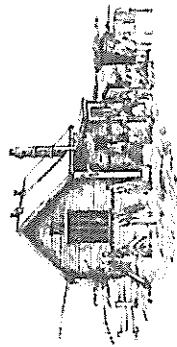
Specific Target 1b	History and Outcome	Analysis	Next Steps
That over 85% of our students will be at or above the National Standard in Writing	<p>2012 - 73% were AT or ABOVE National Standard. 2013 - 66% were AT or ABOVE National Standard 2014 71.4% were AT or ABOVE National Standard. 2015 - 80% of all students were at or above the National Standard in Writing 2016 - 70% of all students are at or above the National Standard in Writing</p> <p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>Assessment data reviewed with staff and the particular learning needs of all students identified, discussed and next steps planned. Professional Development timetabled for staff meetings.</li> <li>Programmes planned (andwith RTLB to meet the learning needs of the all students</li> <li>Teacher Aide support for target students</li> <li>Work with parents, families and whanau around ways to support students' learning. Eg termly holiday ideas.</li> <li>Teachers reflecting on and improving practice. Evidence in teachers planning.</li> <li>Student voice and links to other learning areas considered in writing topics and genres</li> <li>Students given time and motivation to write. Print rich classrooms.</li> <li>Year-end data analysed to inform progress and planning for the following year.</li> <li>Work in with other CHB schools to share writing ideas and moderate once a term.</li> <li>Reinstated a literacy unit holder. Actively attends CHB Literacy meetings. Purchases made to support writing</li> <li>Developed use of E-asttle - using it to create tests and moderate.</li> <li>Greater emphasis on teacher/student reflections and writing review</li> <li>Writing samples shared in weekly newsletters with parents covering expectations at all year levels</li> <li>Mid year writing plan developed to address mid-year data</li> <li>Peer observations in writing as part of teacher appraisal</li> <li>Buddy writing introduced and student voice collected</li> <li>Add two writing samples to pre-existing student files to enable clear sight of progress through years</li> <li>Introduce Steve Pih's "The Writing Teacher's Strategy Guide"</li> <li>PACT PD</li> <li>Writer of the week awarded at assemblies</li> <li>Writing exemplars displayed at BOT meeting so Board members have a better understanding of levels.</li> <li>Continued use of Ruit, RTLB and other experts for target writers.</li> <li>Principal attending regular CHB cluster groups and moderation of samples using Easttle done through first half of year</li> <li>Whole school moderation undertaken in term 4</li> <li>Writing targetted through homework in term 3</li> <li>PD through CHB Literacy and Principals group - especially on writing for boys</li> </ul>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's are based on comprehensive understanding of where each child sits in accordance with the National Standards and they were rigorously moderated within our school. Writing moderation was also carried out across the Central Hawkes Bay district.</p> <p>The target children were scattered throughout the year levels with the greatest number in year 2.</p> <p>The cohort of target students changed with movement between schools throughout the year.</p> <p>Achievement levels in writing reduced from 80% (2015) to 70% (2016). Writing has the lowest achievement data of the three national standard areas. A possible cause of this could be teachers making more informed OTJ's (an evolving area as more tools become available to make judgements). Another possibility is the changeover of principals in 2015 (4 principals during the year) with differing understandings of national standard expectations - e.g. students after 1 year at school can not be marked as below the national standard</p> <p>26% of Maori and Pacifica students are below the standard. In reality this is only 5/72 of the whole school student population.</p> <p>Boys are more highly represented in the below category - 16 out of 42 boys or 38%</p>	<p>To improve our writing results and increase the number of children at or above the standard we will:</p> <ul style="list-style-type: none"> <li>ALL - 2017 (Accelerated Learning in Literacy)</li> <li>Continue to target literacy by retaining a literacy unit holder</li> <li>Continue to contribute to and participate in CHB PLD focusing on writing (within science context) and underpinned with oral language.</li> <li>Ensure formative evaluation guides teaching and learning programmes.</li> <li>Continue to develop knowledge and use of E-asttle working alongside CHB cluster.</li> <li>Build on AES samples folder.</li> <li>Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums.</li> <li>Continue to seek authentic writing situations - (Science PLD)</li> <li>Use of Chrome books and other IT to engage learners supported with teacher PD</li> <li>Introduction of See-Saw to encourage whanau engagement</li> <li>Continue to promote student writing in school newsletter</li> <li>Term 2 buddy writing</li> <li>Incorporate into teacher inquiry</li> <li>Ensure boys are engaged and writing to lift their current representation</li> <li>Continue peer observations twice yearly</li> </ul>



# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

**Strategic Goal 1:** All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1c	History and Outcome	Analysis	Next Steps
That over 15% of our students will be above the National Standard in Reading, Writing and Maths	<p>2015 – Reading 10% Writing 3% Maths 6%</p> <p>2016 - Reading – 18% Writing - 6% Maths - 8%</p>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>The target students were scattered throughout the year levels.</p> <p>2016 results indicate positive increases in all national standard areas with reading exceeding the target of 15%. There have been small increases in both maths and writing.</p> <p>No year groups to target just individual children across the year levels</p>	<p>To increase the number of children above the national standards we will:</p> <ul style="list-style-type: none"> <li>Continue to build on the previous good work happening</li> <li>Develop E-astle formative data usage</li> <li>Investigate PACT</li> <li>New actions plans developed and timetabled meetings to discuss priority learners</li> <li>Introduction of See-Saw to engage whanau in children's learning</li> <li>Continue to look at new ways of challenging and extending competent readers, writers and mathematicians</li> <li>Explore use of IT to extend students</li> <li>Staff discuss and spend budget to enhance and meet all student learning needs.</li> <li>Enter CHB Lit Quiz, Maths Challenge, Science Fair, Technology Challenge to challenge able students</li> <li>Ensure curriculum broad and motivates</li> <li>Continue to collect student voice re interests for learning</li> <li>Build pedagogical knowledge around extending targetted students</li> <li>Attend GATE meetings if possible</li> <li>Extend interest clubs in 2017</li> </ul>
<p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>Assessment data reviewed with staff and the particular learning needs of all students determined and next steps Action Plans. Meetings to discuss progress of target students on action plans</li> <li>Programmes planned to meet the learning needs of the all students.</li> <li>Work with parents, families and whanau around ways to support students' learning. . Eg termly holiday ideas.</li> <li>Teachers reflecting on and improving practice. Evidence in teachers planning.</li> <li>Year-end data analysed to inform progress and planning for the following year.</li> <li>E-astle data used to inform programmes.</li> <li>Greater emphasis on teacher/student reflections and evidence in teachers planning.</li> <li>More emphasis on self directed learning through personal inquiry learning</li> <li>Student voice collected to inform teaching and learning programmes – PMI's</li> <li>Refurbishment of Library/Tech/Science Room – "The Learning Hub"</li> <li>Participation in extra curricula activities including Maths Camp, Literacy and Maths Quiz nights, Centralines Technology Challenge</li> <li>Leadership programmes including Sir Peter Blake Trust Awards</li> <li>Friday buddy sessions grouped to extend leaders</li> <li>Clubs within school – Mangaotai Committee, rotation groups (I.T, music, gardening, P.E.)</li> </ul>			



# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

**Strategic Goal 2:** Maori/Pacific Students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori/Pacific

Specific Target 2	History and Outcome	Analysis	Next Steps
That over 80% of Pacific Island students will be at or above the National Standard in Reading and Writing and that excellent results are maintained for Maori students	<p><b>Reading:</b></p> <p>2012 – 72% were AT or ABOVE the National Standard</p> <p>2013 – 77% were AT or ABOVE the National Standard</p> <p>2014 – 78.5% were AT or ABOVE the National Standard</p> <p>2015 – 93% were AT or ABOVE the National Standard</p> <p><b>2016 – 84% of Maori/Pacific are AT or Above the standard</b></p> <p><b>Writing:</b></p> <p>2012 – 71% were AT or ABOVE the National Standard</p> <p>2013 – 69% were AT or ABOVE the National Standard</p> <p>2014 – 64.2% were AT or ABOVE the National Standard</p> <p>2015 – 79% were AT or ABOVE the National Standard</p> <p><b>2016 – 74% of Maori/Pacific are AT or Above the standard</b></p> <p><b>Maths:</b></p> <p>2012 – 50% were AT or ABOVE the National Standard</p> <p>2013 – 62% were AT or ABOVE the National Standard</p> <p>2014 – 92.8% were AT or ABOVE the National Standard</p> <p>2015 – 93% were AT or ABOVE the National Standard</p> <p><b>2016 – 84% of Maori/Pacific are AT or Above the standard</b></p>	<p>Overall OTJ's were collected from teachers at the end of 2015. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>Maori /Pacifica students are scattered throughout the year levels.</p> <p><b>Maori/Pacific Compared to all students (at &amp; above)</b></p> <p>Reading: Maori/Pacific 84% - All 86%</p> <p>Writing: Maori/Pacific 74% - All 70%</p> <p>Maths: Maori /Pacific 84% - All 85%</p> <p><b>Positive</b></p> <p>Maori/Pacific achievement is very positive, sitting just above or close to our whole school results.</p>	<p>There are two main next steps:</p> <ul style="list-style-type: none"> <li>To maintain Maori/Pacific academic success in 2017</li> <li>To continue to promote Maori/Pacific success as learners, people and Maori/Pacific</li> </ul> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>Meeting twice a year with our Maori whanau to help develop Maori as learners</li> <li>Engagement practices within the curriculum to enhance achievement</li> <li>Continue to work alongside professional organisations and whanau to develop a strategy for Maori/Pacific student achievement</li> <li>Promote Tataiko cultural competencies</li> <li>Continue exploration and use of Te Aho Arataki Marau mo te Ako I Te Reo Maori and He Reo Tupu</li> <li>BOT/staff using Kahikitea 2013-2017</li> </ul>
<p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>Identified Maori/Pacific students in Action Plans to accelerate learners and examined closely what was needed to increase and improve progress</li> <li>Teachers using factors that benefit Maori/Pacific and celebrating Maori/Pacific success in a variety of ways</li> <li>Using basic Te Reo in class and around school consistently and developing Pacifica reo through songs etc.</li> <li>Promote and encourage the Tataiko cultural competencies</li> <li>Keep informed of current research regarding factors that benefit Maori.</li> <li>Participation in Ngati Whai Festival</li> <li>BOT/Staff becoming familiar with and using Kahikitea 2013-2017</li> <li>Staff PD on the Enviroschools program and integrating it into classroom programs</li> <li>Haana Wilcox - Enviroschools - myths and legends</li> <li>Including a Maori/Pacific perspective in topic studies and other areas when possible</li> <li>Utilising the knowledge in the community and involving community with school wide topics</li> <li>Two hui held during year to encourage whanau engagement and to work on future directions</li> <li>Working alongside Resource Teachers of Maori</li> <li>Ensure reading materials reflecting Maori and Pacifica cultures are available through guided reading programmes and in library</li> </ul>			



## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF ARGYLL EAST SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Argyll East School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 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 then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 11 May 2017. This is the date at which our opinion is expressed.

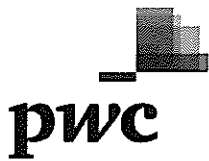
The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### **Basis for our opinion**

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

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

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



### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Report, the Members of the Board of Trustees 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.

A handwritten signature in black ink, appearing to read 'M. John Dixon'.

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