

# **Pukekohe Intermediate School**

## **Financial Statements for the year ended 31 December 2016**

<b>School Address:</b>	Queen Street, Pukekohe, 2120
<b>School Postal Address:</b>	Queen Street, Pukekohe, 2120
<b>School Phone:</b>	09 238 6568
<b>School Email:</b>	<a href="mailto:principal@pukekoheint.school.nz">principal@pukekoheint.school.nz</a>
<b>Ministry Number:</b>	1452

# Pukekohe Intermediate School

## Financial Statements

For the year ended 31 December 2016

### Index

<b>Page</b>	<b>Statement</b>
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 - 19	Notes to the Financial Statements
6 - 10	Statement of Accounting Policies
11 - 19	Other Notes and Disclosures
20 - 21	Auditor's Report
	Members of the Board of Trustees
	Kiwisport Report
	Analysis of Variance
	Chairperson's Report
	Principal's Report

**Pukekohe Intermediate 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.

Lisa Tui Mous

Full Name of Board Chairperson

L T Mous

Signature of Board Chairperson

22 May 2017

Date:

Gary Jones Sweeney

Full Name of Principal

[Handwritten Signature]

Signature of Principal

22 May 2017

Date:

Pukekohe Intermediate 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	6,945,243	6,250,757	6,439,737
Locally Raised Funds	3	572,743	145,000	434,764
Interest Earned		9,441	10,000	12,683
International Students	4	107,149	60,000	107,551
		<u>7,634,576</u>	<u>6,465,757</u>	<u>6,994,735</u>
<b>Expenses</b>				
Locally Raised Funds	3	380,970	-	315,188
International Students	4	55,480	-	34,256
Learning Resources	5	5,388,481	5,055,830	5,165,028
Administration	6	307,125	282,600	257,672
Finance Costs		11,386	2,400	2,309
Property	7	1,262,494	991,900	1,010,667
Depreciation	8	98,933	100,000	111,462
Loss on Disposal of Property, Plant and Equipment		17,763	-	1,751
		<u>7,522,632</u>	<u>6,432,730</u>	<u>6,898,333</u>
<b>Net Surplus</b>		111,944	33,027	96,402
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>111,944</u>	<u>33,027</u>	<u>96,402</u>

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



**Pukekohe Intermediate School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Balance at 1 January</b>	<u>392,875</u>	<u>392,875</u>	<u>296,473</u>
Total comprehensive revenue and expense for the year	111,944	33,027	96,402
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	32,358	-	-
<b>Equity at 31 December</b>	<u>537,177</u>	<u>425,902</u>	<u>392,875</u>
Retained Earnings	537,177	425,902	392,875
<b>Equity at 31 December</b>	<u>537,177</u>	<u>425,902</u>	<u>392,875</u>

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

Pukekohe Intermediate School

**Statement of Financial Position**

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	382,701	210,492	437,022
Accounts Receivable	10	346,426	408,600	411,790
GST Receivable		32,586	24,200	32,527
Prepayments		10,987	19,400	27,570
		<u>772,700</u>	<u>662,692</u>	<u>908,909</u>
<b>Current Liabilities</b>				
Accounts Payable	12	334,735	500,200	512,092
Revenue Received in Advance	13	71,240	-	89,084
Painting Contract Liability - Current Portion	15	31,667	31,200	31,181
Finance Lease Liability - Current Portion	16	37,146	11,650	18,228
Funds held for Capital Works Projects	17	51,426	-	64,398
Funds for RTLB services	18	50,555	-	97,902
		<u>576,769</u>	<u>543,050</u>	<u>812,885</u>
<b>Working Capital Surplus</b>		195,931	119,642	96,024
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	471,266	388,610	406,110
		<u>471,266</u>	<u>388,610</u>	<u>406,110</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	29,305	29,200	14,572
Painting Contract Liability	15	30,381	30,600	52,537
Finance Lease Liability	16	70,334	22,550	42,150
		<u>130,020</u>	<u>82,350</u>	<u>109,259</u>
<b>Net Assets</b>		<u>537,177</u>	<u>425,902</u>	<u>392,875</u>
<b>Equity</b>		<u>537,177</u>	<u>425,902</u>	<u>392,875</u>

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

**Pukekohe Intermediate School**

**Statement of Cash Flows**

For the year ended 31 December 2016

	2016	2016	2015
Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,180,416	1,030,668	1,127,195
Locally Raised Funds	579,007	145,000	451,950
International Students	69,463	60,000	102,048
Goods and Services Tax (net)	(59)	(3,200)	(6,247)
Payments to Employees	(647,908)	(540,000)	(479,473)
Payments to Suppliers	(1,055,016)	(518,841)	(918,124)
Interest Paid	(11,386)	(2,400)	(2,309)
Interest Received	9,543	10,400	12,748
Net cash from / (to) the Operating Activities	124,060	181,627	287,788
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	67,342	-	-
Purchase of PPE (and Intangibles)	(201,641)	(59,455)	(62,074)
Net cash from / (to) the Investing Activities	(134,299)	(59,455)	(62,074)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	32,358	-	-
Finance Lease Payments	5,549	(20,200)	(16,836)
Painting contract payments	(21,670)	(25,100)	(25,956)
Funds Administered on Behalf of Third Parties	(60,319)	(6,265)	(2,699)
Net cash from Financing Activities	(44,082)	(51,565)	(45,491)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(54,321)</b>	<b>70,607</b>	<b>180,223</b>
Cash and cash equivalents at the beginning of the year	9 437,022	139,885	256,799
<b>Cash and cash equivalents at the end of the year</b>	<b>9 382,701</b>	<b>210,492</b>	<b>437,022</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.



# Pukekohe Intermediate School

## Notes to the Financial Statements

For the year ended 31 December 2016

### 1. Statement of Accounting Policies

#### Reporting Entity

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

#### Basis of Preparation

##### Reporting Period

The financial reports have been prepared for the period 1 January 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.

## Pukekohe Intermediate School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### *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.

## Revenue Recognition

### **Government Grants**

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

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

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

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

### **Other Grants**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **Use of Land and Buildings Expense**

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

### **Operating Lease Payments**

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

### **Finance Lease Payments**

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



## Pukekohe Intermediate School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### Cash and Cash Equivalents

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

### Accounts Receivable

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

### Inventories

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

### Investments

Bank term deposits 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.

### 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.



## Pukekohe Intermediate School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements – Crown	40 years
Furniture and equipment	3-15 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	Over the term of the lease
Library resources	12.5% Diminishing value

### **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.

### **Accounts Payable**

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

### **Employee Entitlements**

#### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### *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:

## Pukekohe Intermediate School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

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

### Revenue Received in Advance

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

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

### 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.

### Provision for Cyclical Maintenance

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

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

### Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

### Budget Figures

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

### Services received in-kind

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



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 2 Government Grants

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	1,042,898	892,757	967,473
Teachers' salaries grants	4,770,168	4,500,000	4,613,999
Use of Land and Buildings grants	959,110	708,000	725,682
Other MoE Grants	138,351	150,000	132,583
Other government grants	34,716	-	-
	<u>6,945,243</u>	<u>6,250,757</u>	<u>6,439,737</u>

### 3 Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>			
Donations	70,521	70,000	57,583
Other revenue	147,814	75,000	71,819
Trading	41,640	-	32,153
Activities	312,768	-	273,209
	<u>572,743</u>	<u>145,000</u>	<u>434,764</u>
<b>Expenses</b>			
Activities	337,862	-	279,494
Trading	43,108	-	35,694
	<u>380,970</u>	<u>-</u>	<u>315,188</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>191,773</u>	<u>145,000</u>	<u>119,576</u>

### 4 International Student Revenue and Expenses

	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
International Student Roll	2	1	1
<b>Revenue</b>			
International student fees	107,149	60,000	107,551
<b>Expenses</b>			
Advertising	-	-	596
Commissions	1,954	-	8,283
Recruitment	-	-	637
International student levy	1,107	-	625
Other Expenses	52,419	-	24,115
	<u>55,480</u>	<u>-</u>	<u>34,256</u>
<i>Surplus for the year International Students'</i>	<u>51,669</u>	<u>60,000</u>	<u>73,295</u>

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

5 Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	79,432	77,442	71,506
Equipment repairs	1,323	888	2,318
Information and communication technology	132,384	136,500	160,357
Library resources	194	-	6
Employee benefits - salaries	5,116,052	4,795,000	4,853,227
Staff development	59,096	46,000	77,614
	<u>5,388,481</u>	<u>5,055,830</u>	<u>5,165,028</u>

6 Administration

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Audit Fee	5,710	6,250	5,307
Board of Trustees Fees	2,375	3,000	2,765
Board of Trustees Expenses	15,213	11,000	10,036
Communication	8,031	14,800	14,378
Consumables	21,636	21,000	18,215
Other	18,655	41,800	19,461
Employee Benefits - Salaries	215,720	162,500	166,882
Insurance	8,637	10,500	9,828
Service Providers, Contractors and Consultancy	11,148	11,750	10,800
	<u>307,125</u>	<u>282,600</u>	<u>257,672</u>

7 Property

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	15,914	8,150	6,490
Consultancy and Contract Services	61,715	66,000	76,721
Cyclical Maintenance Provision	24,730	24,000	19,797
Grounds	16,666	12,000	13,224
Heat, Light and Water	41,218	48,750	42,235
Repairs and Maintenance	47,791	35,000	46,194
Use of Land and Buildings	959,110	708,000	725,682
Security	7,457	10,000	8,904
Employee Benefits - Salaries	87,893	80,000	71,420
	<u>1,262,494</u>	<u>991,900</u>	<u>1,010,667</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.

Pukekohe Intermediate School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 8 Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Building Improvements - Crown	850	1,000	850
Furniture and Equipment	53,214	50,200	54,495
Information and Communication Technology	29,148	28,200	34,470
Leased Assets	13,130	18,100	18,686
Library Resources	2,591	2,500	2,961
	<u>98,933</u>	<u>100,000</u>	<u>111,462</u>

### 9 Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash on Hand	200	200	200
Bank Current Account	-	60,292	116,053
Bank Call Account	1,934	150,000	320,769
Short-term Bank Deposits	417,897	-	-
Bank Overdraft	(37,330)	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>382,701</u>	<u>210,492</u>	<u>437,022</u>

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

Of the \$382,701 Cash and Cash Equivalents, \$56,169 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.

### 10 Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	16,836	-	3,258
Receivables from the Ministry of Education	23,460	-	-
Interest Receivable	449	600	551
Teacher Salaries Grant Receivable	305,681	408,000	407,981
	<u>346,426</u>	<u>408,600</u>	<u>411,790</u>
Receivables from Exchange Transactions	17,285	600	3,809
Receivables from Non-Exchange Transactions	329,141	408,000	407,981
	<u>346,426</u>	<u>408,600</u>	<u>411,790</u>

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2016</b>						
Building Improvements	28,594	-	-	-	(851)	27,743
Furniture and Equipment	231,594	74,904	-	-	(53,214)	253,284
Information and Communication Technology	58,777	22,947	-	-	(29,148)	52,576
Leased Assets	66,419	132,658	(66,419)	-	(13,130)	119,528
Library Resources	20,726	-	-	-	(2,591)	18,135
<b>Balance at 31 December 2016</b>	<b>406,110</b>	<b>230,509</b>	<b>(66,419)</b>	<b>-</b>	<b>(98,934)</b>	<b>471,266</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2016</b>			
Building Improvements	34,008	(6,265)	27,743
Furniture and Equipment	921,616	(668,332)	253,284
Information and Communication Technology	518,065	(465,489)	52,576
Leased Assets	132,658	(13,130)	119,528
Library Resources	83,721	(65,586)	18,135
<b>Balance at 31 December 2016</b>	<b>1,690,068</b>	<b>(1,218,802)</b>	<b>471,266</b>

The net carrying value of equipment held under a finance lease is \$119,528.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2015</b>						
Building Improvements	29,444	-	-	-	(850)	28,594
Furniture and Equipment	260,477	25,782	(170)	-	(54,495)	231,594
Information and Communication Technology	56,942	37,886	(1,581)	-	(34,470)	58,777
Leased Assets	85,105	-	-	-	(18,686)	66,419
Library Resources	23,687	-	-	-	(2,961)	20,726
<b>Balance at 31 December 2015</b>	<b>455,655</b>	<b>63,668</b>	<b>(1,751)</b>	<b>-</b>	<b>(111,462)</b>	<b>406,110</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2015</b>			
Building Improvements	34,008	(5,414)	28,594
Furniture and Equipment	846,713	(615,119)	231,594
Information and Communication Technology	497,099	(438,322)	58,777
Leased Assets	85,105	(18,686)	66,419
Library Resources	83,721	(62,995)	20,726
<b>Balance at 31 December 2015</b>	<b>1,546,646</b>	<b>(1,140,536)</b>	<b>406,110</b>



Pukekohe Intermediate School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 12 Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	16,034	80,700	91,086
Accruals	-	-	1,594
Employee Entitlements - salaries	305,681	408,000	407,981
Employee Entitlements - leave accrual	13,020	11,500	11,431
	<u>334,735</u>	<u>500,200</u>	<u>512,092</u>
Payables for Exchange Transactions	334,735	500,200	512,092
	<u>334,735</u>	<u>500,200</u>	<u>512,092</u>

The carrying value of payables approximates their fair value.

### 13 Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
International Student Fees	-	-	37,686
Other	71,240	-	51,398
	<u>71,240</u>	<u>-</u>	<u>89,084</u>

### 14 Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	14,572	14,572	-
Increase to the Provision During the Year	24,730	24,000	19,797
Use of the Provision During the Year	(9,997)	(9,372)	(5,225)
Provision at the End of the Year	<u>29,305</u>	<u>29,200</u>	<u>14,572</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	29,305	29,200	14,572
	<u>29,305</u>	<u>29,200</u>	<u>14,572</u>

### 15 Painting Contract Liability

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Liability	31,667	31,200	31,181
Non Current Liability	30,381	30,600	52,537
	<u>62,048</u>	<u>61,800</u>	<u>83,718</u>

In 2007 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an twelve year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2008 and 2014, with regular maintenance in subsequent years. The agreement has an annual commitment of \$31,667. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 16 Finance Lease Liability

The school has entered into a number of finance lease agreements for ICT equipment, school furniture and admin equipment. Minimum lease payments payable (includes interest portion):

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	47,983	11,650	22,450
Later than One Year and no Later than Five Years	78,736	22,550	45,603
Later than Five Years	-	-	-
	<u>126,719</u>	<u>34,200</u>	<u>68,053</u>

### 17 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 \$
Block 1 Toilets	<i>completed</i>	60,841	-	-	(60,841)	-
Security & Fire Alarm	<i>completed</i>	130	-	-	(130)	-
Lower Hall Replacement	<i>completed</i>	5,268	(3,862)	3,578	2,172	-
Room 8 Alterations	<i>completed</i>	(1,841)	-	-	1,841	-
Boiler Upgrade	<i>completed</i>	-	10,422	10,970	548	-
Sewerage Drainage Upgrade	<i>in progress</i>	-	27,450	32,193	-	(4,743)
Combined 5YA Project	<i>in progress</i>	-	68,274	12,105	-	56,169
Totals		<u>64,398</u>	<u>102,284</u>	<u>58,846</u>	<u>(56,410)</u>	<u>51,426</u>

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block 1 Toilets	<i>completed</i>	60,841	-	-	-	60,841
Hall Modernisation	<i>completed</i>	1,057	-	1,057	-	-
Security & Fire Alarms	<i>completed</i>	130	-	-	-	130
Lower Hall Replacement	<i>in progress</i>	-	85,507	80,239	-	5,268
Room 8 Alterations	<i>in progress</i>	-	-	1,841	-	(1,841)
Remediate Tech Block	<i>completed</i>	-	14,583	14,583	-	-
Totals		<u>62,028</u>	<u>100,090</u>	<u>97,720</u>	<u>-</u>	<u>64,398</u>

# Pukekohe Intermediate School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 18 Funds for RTLB Services

The Ministry of Education provides funds to Pukekohe Intermediate School to provide Resource Teachers of Learning and Behaviour (RTLB) services to the schools listed in "Schedule A" of the cluster's Funding and Service Agreement. The cluster employs specially trained RTLB teachers who itinerate between the schools in the cluster to support the learning needs of individual students, groups of students and schools. The cluster also provides resources including funding to support students with additional learning needs on an as-needs basis.

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds held at beginning of the year	97,902	97,000	111,148
<i>Revenue</i>			
Administration Grant	87,961	87,960	86,200
Learning Support Funding	168,153	168,153	168,153
Year 11-13 Funding	86,086	86,086	86,086
Travel Grant	154,666	154,666	154,667
Other Revenue	41,058	-	12,083
	537,924	496,865	507,189
Total funds available	635,826	593,865	618,337
<i>Expenses</i>			
Administration	139,171	161,682	156,707
Learning Support	187,992	182,934	182,767
Year 11-13	92,911	92,316	50,493
Travel	136,785	146,933	127,843
	556,859	583,865	517,810
Purchase of Assets	28,412	10,000	2,625
Funds Held at Year End	50,555	-	97,902

This note sets out the income and expenditure of the RTLB cluster for the year. In addition, as at the 31 December 2016 the RTLB cluster had the following assets and liabilities:

Assets: \$50,066 of leased assets, being photocopiers and teachers laptops leased through the Ministry's TELA scheme & \$5,050 sundry assets. Staff banking underuse of \$50,281 is to be reimbursed from the Ministry of Education. \$20,400 of IY funding due from the Ministry of Education. Liabilities: \$46,357 of lease payments due for the photocopier and teachers laptops. \$438 of payables for goods and services received but not paid for.

### 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.

Phillipa Wooffindin (Wife of Principal) is employed by the school as an RT:LB Teacher. She is paid at normal teacher salary rates as per the relevant collective agreement. Joanne Wolochaty (Partner of BOT Member Willem de Klerk) is employed by the school as a Teacher. She is paid at normal teacher salary rates as per the relevant collective agreement.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 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	2,375	2,765
Full-time equivalent members	0.10	0.16
<i>Leadership Team</i>		
Remuneration	896,849	876,981
Full-time equivalent members	10.00	10.00
Total key management personnel remuneration	899,224	879,746
Total full-time equivalent personnel	10.10	10.16

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	150-160	140-150
Benefits and Other Emoluments	10-20	10-20
Termination Benefits	-	-

#### Other Employees

No other employee received total remuneration over \$100,000 (2015: 1).

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

### 21 Compensation and Other Benefits Upon Leaving

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

## Pukekohe Intermediate School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 22 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2016.

(Contingent liabilities and assets as at 31 December 2015: nil)

### 23 Commitments

#### (a) Capital Commitments

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

(b) \$682,735 contract to have the building upgrades work completed as agent for the Ministry of Education. This project is fully funded by the Ministry and \$68,274 has been received of which \$12,105 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2015: nil)

#### (b) Operating Commitments

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

- operating lease of a laptops (tela)
- operating lease for ICT equipment

	2016 Actual \$	2015 Actual \$
No later than One Year	47,271	77,375
Later than One Year and No Later than Five Years	7,283	54,554
Later than Five Years	-	-
	54,554	131,929

### 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	382,701	210,492	437,022
Receivables	346,426	408,600	411,790
Total Loans and Receivables	729,127	619,092	848,812
<b>Financial liabilities measured at amortised cost</b>			
Payables	334,735	500,200	512,092
Finance Leases	107,480	34,200	60,378
Painting Contract Liability	62,048	61,800	83,718
Total Financial Liabilities Measured at Amortised Cost	504,263	596,200	656,188

### 26 Events After Balance Date

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

### 27 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2015. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2016.



**TO THE READERS OF PUKEKOHE INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 December 2016**

The Auditor-General is the auditor of Pukekohe Intermediate School (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 12 June 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.

**Partners**

Brian Sheridan B.Com CA  
Murray Wells B.Com CA CMA



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

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the Chairperson's Report, the Principal's Report, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



Brian Sheridan  
**JOLLY DUNCAN & WELLS**  
On behalf of the Auditor-General  
Auckland, New Zealand

**Pukekohe Intermediate School**

**Members of the Board of Trustees**

For the year ended 31 December 2016

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Gary Sweeney	Principal	Appointed 2000	
Raewyn Austin	Staff Rep	Elected June 2013	April 2019
Stuart Basham	Parent Rep	Co-opted June 2013	April 2016
Nicki Turner	Chairperson	Elected May 2010	April 2016
Willem de Klerk	Parent Rep	Elected June 2013	December 2016
Michael Haig	Parent Rep	Elected June 2014	April 2016
Lisa Mous	Parent Rep	Elected June 2015	April 2019
Tony Kake	Parent Rep	Co-opted June 2013	April 2016
Stacey Davis	Parent Rep	Elected May 2016	April 2019
Robert Davis	Parent Rep	Elected May 2016	April 2019
Catherine Cato	Parent Rep	Elected May 2016	April 2019

## PUKEKOHE INTERMEDIATE SCHOOL

### Kiwisport Report

The 2016 grant to the school for Kiwisport initiatives was \$8 463. This is MOE resourcing to schools generated via a roll based formula.

Sport and participation has been a feature of the education environment at Pukekohe Intermediate Schools since the advent of "tomorrow's schools". The Franklin area is well resourced for sporting facilities and schools are able to take advantage of these. There is also a superbly organized structure for school sporting competition with the "Auckland zone" system. Over the year 31 000 students from across Auckland participated in organised sport at Y7&8.

Pukekohe Intermediate School participates in the South Auckland zone and not Franklin due to the size of its Y7 and Y8 cohorts and the imbalance this could provide in the local zone. Irrespective of the zone, the school performs admirably in competition and regularly reaches Auckland champion of champion level.

In addition, the school has since the competition inception, participated at the New Zealand Association of Intermediate and Middle Schooling Sports held annually in Tauranga. This is the largest school sporting event in New Zealand with over 8000 Y7 & Y8 students participating. In 2016, the school participated across nine sporting codes and this involved approximately 125 students.

A comprehensive sport and PE curriculum is a feature of our school curriculum with students involved in a weekly programme. Our school championships are held for swimming, cross country and athletics. Sport and PE is high status at the school with nearly 100% student participation, a specific uniform, a well resourced equipment store and recognition at prize giving assemblies.

The grant of \$8 463 was a welcome subsidy for a staffing position. The school has operated for the past seven years, a lunchtime programme with a staff member responsible for organising various games and the playground is a busy place with high numbers of students involving themselves in physical activity.

PE/Sporting Expenditure for 2016 was resourced as below:-

Income (parents and students)	\$ 30 000
Income Community Trusts	\$ 25 000
School Operating costs	\$ 50 000
Kiwisport Fund	\$ 8 463

Total \$113 463

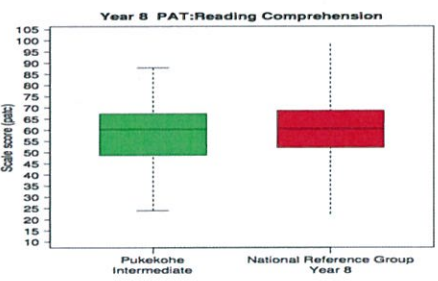


# Analysis of Variance 2016

Pukekohe Intermediate School 1452

<b>Focus: Reading Comprehension</b>			
<b>Strategic Aim:</b> We will deliver high quality and well balanced teaching and learning programmes based on the New Zealand Curriculum.			
<b>Annual Aim:</b> Our students' numeracy and literacy achievement levels will be in-line with the national average for schools / students similar to ours.			
<b>Baseline data:</b>			
75 students (23%) were <b>below</b> the end of Y7 National Standard in Reading at the end of Y7, 2015.			
116 students (35% of the end of 2015 Y7 cohort) were in the PAT scaled score band 46.4 to 55.5. 45 is the mean for a Y6 student and 60.4 the mean for a Y8 student.			
139 students (41% of the start of 2016 Y7 cohort) have a Reading Comprehension (patm) scale score between 35.8 (Y5 mean) and 53.2 (Y7 mean) at the start of Y7 2016.			
<b>Targets</b>			
<b>Target 1</b> – 75 students (23% of Y7) were <b>BELOW</b> the Y7 National Standard in Reading at the end of Y7 2015. These students were spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 20 students.</u>			
<b>Target 2</b> – 48 (26%) Māori students were <b>BELOW</b> the Y7 National Standard in Reading at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 10 students.</u>			
<b>Target 3</b> – 11 (27%) Pasifika students were <b>BELOW</b> the Y7 National Standard in Reading at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 4 students.</u>			
<b>Target 4</b> – 64 students (20%) were <b>BELOW</b> the Y6 National Standard in Reading at the end of Y6 2015. These students are spread across eleven Intermediate Y7 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 5 students.</u>			
<b>Target 5</b> – 116 students (35% of the end of 2015 Y7 cohort) are in the PAT Reading Comprehension scaled score band 46.4 to 55.5. 45 is the mean for a Y6 student and 60.4 the mean for a Y8 student. <u>The 2016 target is to reduce the size of this group by at least 25 students.</u>			
<b>Target 6</b> - 139 of the 2016 Y7 cohort have a Reading Comprehension (patm) scale score between 35.8 (Y5 mean) and 53.2 (Y7 mean). <u>The 2016 target is to reduce the size of this group by at least 25 students.</u>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
1. PLD Literacy contract – Reading- (BOT	<p>Target 1. The “below” category for end Y8 reduced to 54 students (16%). This was a group size reduction from 23% (75 students) when they were end of Y7.</p> <p>Target 2. The “below” category for Maori students reduced from 48 students to 28.</p>	1. PLD delivery was targeted to address 2015/16 data trends and reinforce the gains made	1. Our yearly targets are still more focused on Y8 students because for this cohort, we have the more consistent data.



<p>funded) with Vision Education was in place over 2015 and shifted to Writing in 2016.</p> <p>2. Individual Y8 teachers set "target" students in their classes using end of Y7 2015 data.</p> <p>3. Learning support programmes were targeted at the "below" group.</p> <p>4. ALL (Accelerated Learning in Literacy) was picked up by the school in 2015. ALL continued in 2016.</p>	<p>Target 3. The "below" category for Pasifika students reduced from 11 to 10 students.</p> <p>Target 4. 64 students (20%) of Y7 were "below" the end of Y6 standard end of 2015. This number grew to 90 students below at end Y7 (26%). With nil moderation between schools, we can only trust the end of Y6 data.</p> <p>Target 5. 116 (35%) Y7 students were in the PAT scaled score target band at the end of 2015. This number reduced to 38 (12%) of Y8 students at the end of the year.</p> <p>Target 6. 139 (41%) Y7 students were in the PAT scaled score target band at the start of 2016. This number reduced to 87 (26%) of Y7 students at the end of the year.</p> <p>Our student performance using PAT and its national cohort comparison, has our Y7 students in-line with students like them and across NZ.</p> <p>This is a school charter aim. The school Y7 cohort achieved a mean 7 scaled score just below the national cohort.</p> 	<p>with Reading Comprehension.</p> <p>2. Increased teacher focus on data and progress and a link to appraisal systems. This continues in 2017 with further development of evidence portfolios.</p> <p>3. Pause Prompt, Praise, AVAiLL, a timetabled library programme, purchasing resources to match the Vision PLD programme and school wide digital devices were all extras added to the classroom reading environment in 2016.</p>	<p>2. Until we have a system applying in all Y6 contributing schools, eg, PACT, we are not going to be able to rely on the consistency and reliability of the Y6 data.</p> <p>3. 20+ primary schools contribute to this Intermediate and there is considerable variety / variation amongst them with use of assessment tools, interpretation of data and reporting.</p> <p>4. We have a COL and this starts the beginning of 2017. Transition information is one COL goal.</p> <p>4. We place high value on Y6 data and end 2015 / start 2016 has been stronger than previous years with 100% of start of Y7 data available for teachers.</p> <p>6. Start, mid year (interim), end year projections and actual end year NS positions for each class was started in 2015 and this model has been useful for teachers.</p> <p>7. PACT as a moderation tool was trialled in 8 classes mid year and end year 2015. All class teachers will use PACT in 2017.</p> <p>8. Vision continues as a MOE project but has shifted to Writing (alongside the CoL goals with Writing).</p>
<p><b>Planning for 2017:</b></p> <p><b>Targets set for 2017</b></p> <p><b>Target 1</b> – 92 students were <b>BELOW</b> the Y7 National Standard in Reading at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. <u>The 2017 target is to reduce the size of this group through their movement to AT by at least 30 students.</u></p>			

**Target 2** – 30 Māori students were **BELOW** the Y7 National Standard in Reading at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 12 students.

**Target 3** – 12 Pasifika students were **BELOW** the Y7 National Standard in Reading at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 4 students.

**Target 4** – 60 students were **BELOW** the Y6 National Standard in Reading at the end of Y6 2016. These students are spread across ten Intermediate Y7 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 25 students.

**Target 5** – 69 students (20% of the end of 2016 Y7 cohort) are in the PAT Reading Comprehension scaled score band 46.4 to 55.5. 45 is the mean for a Y6 student and 60.4 the mean for a Y8 student. The 2017 target is to reduce the size of this group by at least 30 students.

**Target 6**- 99 of the 2017 Y7 cohort have a Reading Comprehension (patm) scale score between 35.8 (Y5 mean) and 53.2 (Y7 mean). The 2017 target is to reduce the size of this group by at least 30 students.



# Analysis of Variance 2016

Pukekohe Intermediate School 1452

<b>Focus: Writing</b>			
<b>Strategic Aim:</b> We will deliver high quality and well balanced teaching and learning programmes based on the New Zealand Curriculum.			
<b>Annual Aim:</b> Our students' numeracy and literacy achievement levels will be in-line with the national average for schools / students similar to ours.			
<b>Baseline data:</b>			
<p><b>Target 1</b> – 108 students (33%) were below the end of Y7 2015 National Standard in Writing at the end of Y7. These students were spread across eleven Y8 classrooms in 2016.</p>			
<b>Target:</b>			
<p><b>Target 1</b> – 108 students (33%) were <b>BELOW</b> the Y7 National Standard in Writing at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 25 students.</u></p>			
<p><b>Target 2</b> – 34 (34%) Māori students were <b>BELOW</b> the Y7 National Standard in Writing at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 10 students.</u></p>			
<p><b>Target 3</b> – 10 (37%) Pasifika students were <b>BELOW</b> the Y7 National Standard in Writing at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 4 students.</u></p>			
<p><b>Target 4</b> – 107 students (31%) were <b>BELOW</b> the Y6 National Standard in Writing at the end of Y6 2015. These students are spread across eleven Y7 classrooms in 2016. <u>The 2016 target is to reduce the size of this group through their movement to AT by at least 20 students.</u></p>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>1. Teachers continued a "professional discussion" system for moderation using samples of student work.</p> <p>2. Three assessment points model as used with class data / class data and individual data / individual progress as features.</p> <p>3. Teachers reported back in meetings with principal.</p>	<p>Target 1. The Y8 National Standard "below category" reduced to 75 students. (23%). 33 students improved from end Y7.</p> <p>Target 2. The Y8 National Standard "below category" for Maori students reduced to 17 students.</p> <p>Target 3. The Y8 National Standard "below category" for Pasifika students remained at 8 students.</p> <p>Target 4. The Y8 National Standard "below" category</p>	<p>1. Literacy PLD was Writing based over 2016 with Vision education. Target students was a focus again in 2016.</p> <p>2. Increased teacher focus on data and progress.</p> <p>3. Teachers are well lead by a senior teacher / literacy leader with on-going moderation / use of exemplars for writing.</p>	<p>1. Our yearly targets are still more focused on Y8 students because for this cohort, we have the more consistent data. Until we have a system applying in all Y6 contributing schools, eg, PACT, we are not going to be able to rely on the consistency and reliability of the Y6 data.</p> <p>2. 20+ primary schools contribute to this Intermediate and there is considerable variety / variation amongst them</p>

<p>4. Head of Literacy did sample marking to assist teachers with their OTJ moderation.</p> <p>5. PACT was used by approx 20% of teachers.</p>	<p>increased when matched against end of Y6. 120 students were below end of Y7 (107 end of Y6). With nil moderation between schools, we can only trust the end of Y6 data. COL goal to strengthen this area.</p>	<p>4. New staff receive extra support as part of their induction.</p>	<p>with use of assessment tools, interpretation of data and reporting.</p> <p>4. We place high value on Y6 data and end 2015 / start 2016 has been stronger than previous years with 100% of start of Y7 data available for teachers.</p> <p>5. Continuation of school wide assessment points for Writing assessment – e-asTTle</p> <p>6. Continue the start, mid-year (interim), end year projections and actual end year approach.</p> <p>7. All class teachers will use PACT in 2017.</p> <p>8. Vision continues as a MOE project with Writing .</p> <p>9. Writing will be the CoL focus with in-school and across school roles in place.</p>
--	--	---	--

#### Planning for 2017

**Target 1** – 120 students (35%) were **BELOW** the Y7 National Standard in Writing at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 36 students.

**Target 1(a)** – The COL target for the end of 2017 is for 81.3% of all students to be at National Standard. For Maori and Pasifika students, the goal is for 82.9%. If these targets are applied to Y8, 2017 at PIS, this will mean a 26% lift in numbers “AT” or 40 students.

**Target 2** – 32 Māori students were **BELOW** the Y7 National Standard in Writing at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 12 students.

**Target 3** – 16 Pasifika students were **BELOW** the Y7 National Standard in Writing at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 6 students.

**Target 4** – 98 students were **BELOW** the Y6 National Standard in Writing at the end of Y6 2016. These students are spread across ten Y7 classrooms in 2017. The 2017 target is to reduce the size of this group through their movement to AT by at least 30 students.



# Analysis of Variance 2016

Pukekohe Intermediate School 1452

## Focus: Mathematics

**Strategic Aim:** We will deliver high quality and well balanced teaching and learning programmes based on the New Zealand Curriculum.

**Annual Aim:** Our students' numeracy and literacy achievement levels will be in-line with the national average for schools / students similar to ours.

### Baseline data:

**Target 1** - 106 students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015 .

**Target 2** – 40 Māori students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015.

**Target 3** – 13 Pasifika students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015.

**Target 4** – 102 students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015.

**Target 5** – 39 Māori students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015.

**Target 6** – 9 Pasifika students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015.

**Target 7**- 121 of the 2016 Y7 cohort have a Mathematics (patm) scale score between 38.9 (Y5 mean) and 49.6 (Y7 mean) at the start of Y7

### Target:

**Target 1** - 106 students (32%) were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015 . These students are spread across eleven Y8 classrooms in 2016. The 2016 target is to reduce the size of this original group through their movement to AT by 21 students.

**Target 2** – 40 Māori students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016. The 2016 target is to reduce the size of this original group through their movement to AT by 12 students.

**Target 3** – 13 Pasifika students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2015. These students are spread across eleven Y8 classrooms in 2016 . The 2016 target is to reduce the size of this original group through their movement to AT by 4 students.

**Target 4** – 102 students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015. These students are spread across eleven Y7 classrooms in 2016. The 2016 target is to reduce the size of this original group through their movement to AT by at least 25 students.

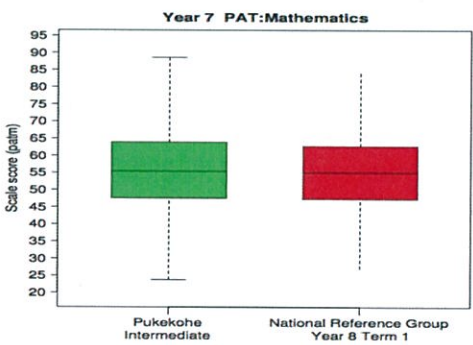
**Target 5** – 39 Māori students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015. These students are spread across eleven Y7 classrooms in 2016. The 2016 target is to reduce the size of this original group through their movement to AT by 12 students.



**Target 6** – 9 Pasifika students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2015. These students are spread across eleven Y7 classrooms in 2016. The 2016 target is to reduce the size of this original group through their movement to AT by 3 students.

**Target 7**- 121 of the 2016 Y7 cohort have a Mathematics (patm) scale score between 38.9 (Y5 mean) and 49.6 (Y7 mean) at the start of Y7. The 2016 target is to reduce the size of this original group by 30 students.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Individual Y8 teachers set "target" students in their classes using end of Y7 2015 data.</p> <p>2. Learning support programmes were targeted at the "below" group.</p> <p>3. Teachers follow a school curriculum plan for Mathematics.</p> <p>4. ALIM (Accelerated Learning in Mathematics) was picked up by the school in 2015. ALIM continued in 2016.</p> <p>5. MST was introduced in 2106.</p>	<p>Target 1. National Standards - The Y8 "below " NS group reduced to 68 students (20%). This was a reduction from 32% at the end of Y7 the year before (106 students).</p> <p>Target 2. Maori students. Achieved. The MST role was influential..</p> <p>Target 3. Pasifika students – not achieved.</p> <p>Target 4. Not achieved. The Y7 shift was only 5 students.</p> <p>Target 5. Not achieved.</p> <p>Target 6. Not achieved.</p> <p>Target 7. Achieved. 64 students (19%) of Y7 2016 were in the PAT scaled score band 38.9 to 49.6 at the end of Y7. This group has reduced from 121 (35%) to 64.</p> <p>The school Y7 cohort achieved a mean just above that of the national cohort but both ends of the scale indicate a significant difference when compared to the national cohort.</p>	<p>1. Teachers spent time in the early part of 2016, interpreting PAT data and identified trends in Mathematics weakness as applying to their classes.</p> <p>2. Targets were set in individual classrooms and teachers planned accordingly.</p> <p>3. Teachers (ALIM trained) referred to the importance of their target groups in end of year appraisal discussions and in both classes, there was a noticeable shift or reduction in "below" standard numbers.</p>	<p>1. Our yearly targets are still more focused on Y8 students because for this cohort, we have the more consistent data. Until we have a system applying in all Y6 contributing schools, eg, PACT, we are not going to be able to rely on the consistency and reliability of the Y6 data.</p> <p>2. 20+ primary schools contribute to this Intermediate and there is considerable variety / variation amongst them with use of assessment tools, interpretation of data and reporting.</p> <p>3. We place high value on Y6 data and end 2015 / start 2016 has been stronger than previous years with 100% of start of Y7 data available for teachers.</p> <p>5. Continuation of school wide assessment points for Mathematics assessment – eg. Gloss</p> <p>6. Continue the start, mid-year (interim), end year projections and actual end year approach.</p> <p>7. All class teachers will use PACT in 2017.</p> <p>8. ALIM continues in 2017 and the MST</p>



			(Maths Support Teacher) role continues.  9. Investigate Maths as the PLD focus in 2018.
--	--	--	---

**Planning for 2017**

**Target 1** - 97 students (28%) were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2016 . These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this original group through their movement to AT by at least 30 students.

**Target 1(a) COL goal** The COL target for the end of 2017 is for 81.1% of all students to be at National Standard. For Maori and Pasifika students, the goal is for 82.9%. If these targets are applied to Y8, 2017 at PIS, this will mean an 18% lift in numbers "AT" or 22 students.

**Target 2** – 29 Māori students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017. The 2017 target is to reduce the size of this original group through their movement to AT by 12 students.

**Target 3** – 8 Pasifika students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2016. These students are spread across twelve Y8 classrooms in 2017 . The 2017 target is to reduce the size of this original group through their movement to AT by 3 students.

**Target 4** – 92 students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2016. These students are spread across ten Y7 classrooms in 2017. The 2017 target is to reduce the size of this original group through their movement to AT by 30 students .

**Target 5** – 28 Māori students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2016. These students are spread across ten Y7 classrooms in 2017. The 2017 target is to reduce the size of this original group through their movement to AT by 12 students .

**Target 6** – 9 Pasifika students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2016. These students are spread across ten Y7 classrooms in 2017. The 2017 target is to reduce the size of this original group through their movement to AT by 5 students.

**Target 7**- 102 of the 2017 Y7 cohort have a Mathematics (patm) scale score between 38.9 (Y5 mean) and 49.6 (Y7 mean) at the start of Y7. The 2017 target is to reduce the size of this original group by at least 30 students.



## **PUKEKOHE INTERMEDIATE SCHOOL**

### **Chairperson's Report to the Board of Trustees Annual Meeting. 23 May 2017**

It is with pleasure, on behalf of a dedicated and hard-working team of trustees, I present the Pukekohe Intermediate Board of Trustees Chairperson's Annual Report for 2016.

2016 was BOT Election Year and a new BOT of Lisa Mous, Raewyn Austin, Rob Davis, Stacey Davis, Willem De Klerk and Catherine Cato was elected. Gary Sweeney is a BOT member as Principal.

Willem resigned at the end of 2016. Ursula Hall and Heather Garrett (DP/AP) were seconded to the Board in Gary's absence for Term 3 and part of Term 4. Diane Beckham provides secretarial support.

The Education Review Office reviewed the school at midyear and their report will allow the school to build upon and move to the next level for excellent schools. The BOT and school leadership will take the recommended steps with enhancements to the Pasifika Education Plan, the development of a Maori Education plan and systematic self-review and internal evaluation across all aspects of school operations.

The Resource Teachers of Learning and Behaviour (RTLb) funding and service agreement was renewed between the BOT and the MOE. service transformation. As a Board we received regular reports from the Cluster Manager Julie Fox. Julie retired at the end of the year and the Board will appoint a new leadership team in 2017.

Throughout the year the board was kept up to date on achievement data and learning targets through in depth reports that were delivered by various curriculum leaders.

These included the areas of literacy, numeracy, learning support needs, school and home liaison, learning data and reporting, ICT, the arts, sport and health.

The board appreciates the time and effort that is put into this type of reporting and we value the two-way dialogue that is created. We would like to thank all



staff who presented reports to the board during 2016 and congratulate you all on the excellent information you provided to us.

The work towards the establishment of a Community of Learning for Pukekohe schools resulted in the COL being formalized by the Minister of Education towards the end of Term 3. The Intermediate had been a strong proponent of the COL model and it was particularly pleasing to see this come to fruition.

This school has contributed heavily to the establishment of the COL with three current senior teachers working part time in the COL structure and the Board is assured that normal school operations will not suffer as a result. In fact, in a school of this size, the ability to delegate or promote other staff is far greater than other schools and we expect the staff who "step up", will enjoy their opportunities to lead and demonstrate their skills as well.

The task ahead for the COL and all member schools is enormous. The Intermediate has a strong profile with students making incremental learning steps or progress each year but to meet COL and Government goals of 85% of students being at standard by the end of Y8, would seem to be a large step to make. For example:

<u>End of Year 2016 NS – PIS</u>	<u>COL Goal of 85%</u>
Reading - 71%	85%
Writing - 63%	85%
Mathematics - 67%	85%

As a board we are proud to see the enthusiasm and love of learning our students, staff, families and community bring to our school.

We are happy in the knowledge that our school is well led, our teachers are dedicated and highly skilled and that our children receive a high quality and well-rounded education.

Thank you all

Lisa Mous  
  
BOT Chairperson

## PUKEKOHE INTERMEDIATE SCHOOL

### Principal's Report to the Board of Trustees Annual Meeting. 23 May 2017

I wish to thank the Board of Trustees, the staff and students of Pukekohe Intermediate School and the school community for their work, commitment and support for Pukekohe Intermediate School over 2016. Support is shown via many different contributions whether at the student level by getting involved, taking opportunities, developing and demonstrating manners and exhibiting new learning through to parent cooperation and support with sports teams, PTA meetings, parent-teacher conferences and individual education plans.

Student learning is the prime goal for the school and this is critical whether in social, self esteem, physical skills development, academic or other aspects of growing and learning.

National Standards data at the end of 2016 showed a resumption of the upward tracking of data for both gender groups and most ethnicity groups. Of concern however, was the negative progress for Pasifika students in Literacy areas. National Standards learning data shift over time is important for a school and the three charts below offer valuable information about continued progress for learners.

**Table 6: Reading time series, 'At' or 'Above'**

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	228	76.0	212	72.4	221	70.4
Boys	201	60.7	234	63.4	258	65.4
Māori	79	50.6	102	55.7	107	64.1
Pasifika	17	45.9	22	53.7	23	42.5
Asian	31	73.8	31	68.9	31	66.0
European	280	75.3	273	75.4	296	78.7

**Table 9: Writing time series, 'At' or 'Above'**

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	201	87.0	198	67.8	211	74.8
Boys	152	45.9	181	49.1	204	52.3
Māori	57	36.5	85	48.4	95	58.7
Pasifika	11	29.7	16	43.8	17	31.5
Asian	30	71.4	29	64.4	27	57.4
European	233	63.5	231	63.8	258	68.6

**Table 3: Mathematics time series, 'At' or 'Above'**

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	172	57.3	164	56.0	181	67.7
Boys	187	59.5	223	60.4	263	67.4
Māori	64	41.0	75	41.0	98	58.7
Pasifika	13	35.1	15	38.8	25	48.1
Asian	31	73.8	33	73.3	34	72.3
European	239	65.1	245	67.7	277	73.7

All teaching and classroom support staff at Pukekohe Intermediate School work very hard to raise student achievement and ensure the focus upon individual learning needs, strengths and skills is always to the fore.



Learning and curriculum teams reported to the BOT over 2016 and this is an important part of our self-review model. The BOT supported a continued focus on student Writing in 2016 with Vision Education.

Reporting on learning and discussing learning with parents, caregivers and whānau is also a key part of the two-year relationship the school works hard at maintaining with families and whānau. Face to face meetings, on-line environments, hui and written reports are typical ways communication happens. Parent-school consultation also happens within the Health Curriculum and the annual Puberty Change evening was strongly supported by parents.

The school invested over 2015 with professional development for teachers and their reviewing provision at other schools for innovative learning places or environments. Batten learning community stepped into this space in 2016 and the teachers, students and parents in that learning community have worked very hard to ensure this was a successful innovation.

ERO reviewed the school in 2016 and pointed to next steps with both the Pasifika Education Plan and the development of a similar plan for Maori.

Accelerated Learning was a continued focus in 2016 and the school benefits from the Ministry of Education resourcing and support with the programmes ALL and ALIM. A Maths Support Teacher was introduced in 2016 and without a doubt, the work by this teacher impacted upon the numbers of students below standard in Maths and the noticeable data shift across all groups for 2016. The focus on accelerated learning will continue in 2017.

Sport and activity continues as a major focus at PIS and the pinnacle each year is representation at the AIMS Games in Tauranga. This September event involves over 8500 students at Y7 and 8 and again PIS individuals and teams entered and competed strongly across a range of codes in 2016.

A number of other events, happenings or projects were highlights over 2015. Amongst these were the annual Y8 camp, Kapa Haka, Choir and Orchestra, the visit from Hara-mura, Japan, an a return visit to Japan, international student groups visiting from Taiwan, China, Tahiti, Thailand and Korea.

The approval by the Minister of Education of a resourcing stream for the Pukekohe COL was welcomed and by the end of the year, the COL was well underway. The Intermediate has contributed 3 teachers to "across COL" roles and will have 5 "in-school COL roles.

All support staff are an invaluable team in the school and three distinct groups of support staff can be identified with a school administration team, a student learning support team and a maintenance team. The support staff team collectively, provides glue to the whole function of the school and the students, teaching staff and community are well served by this group of staff.

My end of year report traditionally makes mention of teaching staff who departed over the year. Staff who left over the year were Ursula Hall, (DP), Rob Gill (Caretaker), Julie Fox (RTL Cluster Manager), Jo Wolochaty (teacher) and Marion King Hazel (Teacher).

I thank all staff for their hard work and their contributions to the successes of 2015. I also thank the BOT for its governance support.

Gary Sweeney  
Principal  
May 2016