

Pukekohe Intermediate School

Financial Statements for the year ended 31 December 2017

School Address: Queen Street, Pukekohe 2120

School Postal Address: Queen Street, Pukekohe 2120

School Phone: 09 238 6568

School Email: principal@pukekoheint.school.nz

Ministry Number: 1452

Pukekohe Intermediate School

Financial Statements

For the year ended 31 December 2017

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Pukekohe Intermediate School
Statement of Responsibility
For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Stacey Davis
Full Name of Board Chairperson

Cathy James Sweeney
Full Name of Principal

[Signature] Bob Member
Signature of Board Chairperson

[Signature]
Signature of Principal

04.07.18
Date:

04.07.18
Date:

Pukekohe Intermediate School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	7,570,242	6,853,517	6,945,243
Locally Raised Funds	3	413,484	145,000	572,743
Interest Earned		11,657	10,000	9,441
International Students	4	123,201	70,000	107,149
		<u>8,118,584</u>	<u>7,078,517</u>	<u>7,634,576</u>
Expenses				
Locally Raised Funds	3	323,526	-	380,970
International Students	4	89,779	-	55,480
Learning Resources	5	5,626,389	5,358,636	5,388,481
Administration	6	298,122	279,750	307,125
Finance Costs		12,769	2,400	11,386
Property	7	1,479,796	1,249,100	1,262,494
Depreciation	8	116,054	100,000	98,933
Loss on Disposal of Property, Plant and Equipment		13,221	-	17,763
		<u>7,959,656</u>	<u>6,989,886</u>	<u>7,522,632</u>
Net Surplus / (Deficit) for the year		158,928	88,631	111,944
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>158,928</u></u>	<u><u>88,631</u></u>	<u><u>111,944</u></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 2017

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Balance at 1 January	537,177	537,177	392,875
Total comprehensive revenue and expense for the year	158,928	88,631	111,944
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	32,358
Equity at 31 December	696,105	625,808	537,177
Retained Earnings	696,105	625,808	537,177
Equity at 31 December	696,105	625,808	537,177

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 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	595,202	270,141	382,701
Accounts Receivable	10	442,648	306,450	346,426
GST Receivable		64,423	32,600	32,586
Prepayments		15,512	11,000	10,987
		<u>1,117,785</u>	<u>620,191</u>	<u>772,700</u>
Current Liabilities				
Accounts Payable	12	497,816	335,200	334,735
Revenue Received in Advance	13	83,516	-	71,240
Painting Contract Liability - Current Portion	15	40,241	31,700	31,667
Finance Lease Liability - Current Portion	16	48,306	40,600	37,146
Funds Held for Capital Works Projects	17	63,678	-	51,426
Funds for RTLB Services	18	45,867	(5,001)	50,555
		<u>779,424</u>	<u>402,499</u>	<u>576,769</u>
Working Capital Surplus/(Deficit)		338,361	217,692	195,931
Non-current Assets				
Property, Plant and Equipment	11	449,603	508,266	471,266
		<u>449,603</u>	<u>508,266</u>	<u>471,266</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	47,135	12,600	29,305
Painting Contract Liability	15	7,180	44,000	30,381
Finance Lease Liability	16	37,544	43,550	70,334
		<u>91,859</u>	<u>100,150</u>	<u>130,020</u>
Net Assets		<u><u>696,105</u></u>	<u><u>625,808</u></u>	<u><u>537,177</u></u>
Equity		<u><u>696,105</u></u>	<u><u>625,808</u></u>	<u><u>537,177</u></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 2017

	2017	2017	2016
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,286,456	1,123,317	1,180,416
Locally Raised Funds	428,759	145,000	579,007
International Students	124,611	70,000	69,463
Goods and Services Tax (net)	(31,837)	(8,400)	(59)
Payments to Employees	(571,400)	(580,900)	(647,908)
Payments to Suppliers	(886,899)	(647,586)	(1,055,016)
Interest Paid	(12,769)	(2,400)	(11,386)
Interest Received	11,884	10,150	9,543
Net cash from / (to) the Operating Activities	348,805	109,181	124,060
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	67,342
Purchase of PPE (and Intangibles)	(89,094)	(219,656)	(201,641)
Net cash from / (to) the Investing Activities	(89,094)	(219,656)	(134,299)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	32,358
Finance Lease Payments	(40,147)	49,950	5,549
Painting contract payments	(14,627)	13,900	(21,670)
Funds Administered on Behalf of Third Parties	(4,688)	(5,001)	(60,319)
Funds Held for Capital Works Projects	12,252	-	-
Net cash from / (to) Financing Activities	(47,210)	58,849	(44,082)
Net increase/(decrease) in cash and cash equivalents	212,501	(51,626)	(54,321)
Cash and cash equivalents at the beginning of the year	9 382,701	321,767	437,022
Cash and cash equivalents at the end of the year	9 595,202	270,141	382,701

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 2017

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 2017

Cash and Cash Equivalents

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

Accounts Receivable

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

Inventories

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

Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

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

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$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 2017

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 to Crown owned assets	40 years
Furniture and equipment	3-15 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	3-5 years
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.

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

Long-term employee entitlements

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

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

Revenue Received in Advance

Revenue received in advance relates to fees received from international students, and student activity fees 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 international students and student activity fee should the School be unable to provide the services to which they relate.

Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

Services received in-kind

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



Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

2 Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	1,055,629	1,123,317	1,042,898
Teachers' salaries grants	5,063,541	4,771,000	4,770,168
Use of Land and Buildings grants	1,156,442	959,200	959,110
Other MoE Grants	237,020	-	138,351
Other government grants	57,610	-	34,716
	7,570,242	6,853,517	6,945,243

3 Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	59,292	70,000	70,521
Other revenue	54,954	75,000	147,814
Trading	44,847	-	41,640
Activities	249,342	-	307,228
Curriculum Recoveries	5,049	-	5,540
	413,484	145,000	572,743
Expenses			
Activities	272,865	-	337,862
Trading	50,661	-	43,108
	323,526	-	380,970
<i>Surplus for the year Locally Raised Funds</i>	89,958	145,000	191,773

4 International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	13	0	2
Revenue			
International student fees	123,201	70,000	107,149
Expenses			
Commissions	-	-	1,954
Recruitment	32,437	-	-
International student levy	1,260	-	1,107
Other Expenses	56,082	-	52,419
	89,779	-	55,480
<i>Surplus for the year International Students'</i>	33,422	70,000	51,669

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

5 Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	100,463	84,192	79,432
Equipment repairs	1,664	444	1,323
Information and communication technology	101,787	136,000	132,384
Library resources	-	1,000	194
Employee benefits - salaries	5,352,187	5,089,000	5,116,052
Staff development	70,288	48,000	59,096
	<u>5,626,389</u>	<u>5,358,636</u>	<u>5,388,481</u>

6 Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	6,514	6,500	5,710
Board of Trustees Fees	2,232	3,000	2,375
Board of Trustees Expenses	14,795	9,500	15,213
Communication	12,400	8,000	5,527
Consumables	22,530	20,500	21,636
Postage	1,965	2,800	2,504
Other	18,385	28,700	18,655
Employee Benefits - Salaries	197,202	177,500	215,720
Insurance	9,225	10,500	8,637
Service Providers, Contractors and Consultancy	12,874	12,750	11,148
	<u>298,122</u>	<u>279,750</u>	<u>307,125</u>

7 Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	13,145	8,150	15,914
Consultancy and Contract Services	67,720	65,000	61,715
Cyclical Maintenance Provision	17,830	24,000	24,730
Grounds	16,721	11,000	16,666
Heat, Light and Water	52,025	48,750	41,218
Repairs and Maintenance	60,123	36,000	47,791
Use of Land and Buildings	1,156,442	959,200	959,110
Security	8,146	10,000	7,457
Employee Benefits - Salaries	87,644	87,000	87,893
	<u>1,479,796</u>	<u>1,249,100</u>	<u>1,262,494</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 2017

8 Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Building Improvements - Crown	1,038	1,000	850
Furniture and Equipment	51,860	50,000	53,214
Information and Communication Technology	25,550	25,000	29,148
Leased Assets	35,339	20,000	13,130
Library Resources	2,267	4,000	2,591
	<u>116,054</u>	<u>100,000</u>	<u>98,933</u>

9 Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	400	200	200
Bank Current Account	166,294	69,941	-
Bank Call Account	428,508	200,000	1,934
Short-term Bank Deposits	-	-	417,897
Bank Overdraft	-	-	(37,330)
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>595,202</u>	<u>270,141</u>	<u>382,701</u>

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

Of the \$595,202 Cash and Cash Equivalents, \$63,678 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10 Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	12,427	-	16,836
Receivables from the Ministry of Education	-	-	23,460
Interest Receivable	222	450	449
Bank Staffing Underuse	87,263	-	-
Teacher Salaries Grant Receivable	342,736	306,000	305,681
	<u>442,648</u>	<u>306,450</u>	<u>346,426</u>
Receivables from Exchange Transactions	12,649	450	17,285
Receivables from Non-Exchange Transactions	429,999	306,000	329,141
	<u>442,648</u>	<u>306,450</u>	<u>346,426</u>



Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building improvements	27,743	-	(239)	-	(812)	26,692
Furniture and equipment	253,284	49,983	(330)	-	(52,086)	250,851
Information and communication technology	52,576	39,110	(12,651)	-	(25,550)	53,485
Leased assets	119,528	18,518	-	-	(35,339)	102,707
Library resources	18,135	-	-	-	(2,267)	15,868
Balance at 31 December 2017	471,266	107,611	(13,220)	-	(116,054)	449,603

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building improvements	32,462	(5,770)	26,692
Furniture and equipment	690,573	(439,722)	250,851
Information and communication technology	283,742	(230,257)	53,485
Leased assets	151,175	(48,468)	102,707
Library resources	83,721	(67,853)	15,868
Balance at 31 December 2017	1,241,673	(792,070)	449,603

The net carrying value of equipment held under a finance lease is \$102,707 (2016: \$119,528).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
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
Balance at 31 December 2016	406,110	230,509	(66,419)	-	(98,934)	471,266

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
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
Balance at 31 December 2016	1,690,068	(1,218,802)	471,266



Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

12 Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	134,173	16,100	16,034
Accruals	5,795	-	-
Employee Entitlements - salaries	344,633	306,000	305,681
Employee Entitlements - leave accrual	13,215	13,100	13,020
	<u>497,816</u>	<u>335,200</u>	<u>334,735</u>
Payables for Exchange Transactions	497,816	335,200	334,735
	<u>497,816</u>	<u>335,200</u>	<u>334,735</u>

The carrying value of payables approximates their fair value.

13 Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	1,410	-	-
Other	82,106	-	71,240
	<u>83,516</u>	<u>-</u>	<u>71,240</u>

14 Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	29,305	29,305	14,572
Increase to the Provision During the Year	17,830	24,000	24,730
Use of the Provision During the Year	-	(40,705)	(9,997)
Provision at the End of the Year	<u>47,135</u>	<u>12,600</u>	<u>29,305</u>
Cyclical Maintenance - Current	47,135	12,600	29,305
Cyclical Maintenance - Term	<u>47,135</u>	<u>12,600</u>	<u>29,305</u>

15 Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	40,241	31,700	31,667
Non Current Liability	7,180	44,000	30,381
	<u>47,421</u>	<u>75,700</u>	<u>62,048</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 \$40,241. 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.

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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):

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	79,197	40,600	47,983
Later than One Year and no Later than Five Years	67,332	43,550	78,736
	<u>146,528</u>	<u>84,150</u>	<u>126,719</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:

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Sewerage Drainage Upgrade	<i>completed</i>	(4,743)	-	-	4,743	-
Combined 5YA Project	<i>in progress</i>	56,169	405,644	398,135	-	63,678
Totals		<u>51,426</u>	<u>405,644</u>	<u>398,135</u>	<u>4,743</u>	<u>63,678</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

63,678
63,678

	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>

Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 intinerate 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.

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds held at beginning of the year	50,555	50,555	97,902
<i>Revenue</i>			
Administration Grant	95,673	90,000	87,961
Learning Support Funding	168,153	150,000	168,153
Year 11-13 Funding	86,086	80,000	86,086
Travel Grant	155,581	150,000	154,666
Other Revenue	24,702	-	41,058
	<u>530,195</u>	<u>470,000</u>	<u>537,924</u>
Total funds available	580,750	520,555	635,826
<i>Expenses</i>			
Administration	138,111	300,000	139,171
Learning Support	139,769	100,000	187,992
Year 11-13	74,955	65,556	92,911
Travel	117,434	-	136,785
	<u>470,269</u>	<u>465,556</u>	<u>556,859</u>
Purchase of Assets	64,614	60,000	28,412
Funds Held at Year End	<u>45,867</u>	<u>(5,001)</u>	<u>50,555</u>

This note sets out the income and expenditure of the RTLB cluster for the year. In addition, as at the 31 December 2017 the RTLB cluster had the following assets and liabilities:

Assets: \$15,100 of leased assets, being computer equipment leased through the Ministry's TELA scheme & \$49,513 sundry assets.

Liabilities: \$45,781 of lease payments due for the photocopier and teachers laptops.

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.



Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

20 Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	2,232	2,375
Full-time equivalent members	0.05	0.10
<i>Leadership Team</i>		
Remuneration	1,688,743	896,849
Full-time equivalent members	18.00	10.00
Total key management personnel remuneration	1,690,975	899,224
Total full-time equivalent personnel	18.05	10.10

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	10-20	10-20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	2	-
	2	0

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.

22 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017.

(Contingent liabilities and assets as at 31 December 2016: nil)



Pukekohe Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

23 Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has entered into contract agreements for capital works as follows:

(a) \$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 \$405,644 has been received of which \$398,135 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2016:

\$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)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

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

No later than One Year

Later than One Year and No Later than Five Years

	2017 Actual \$	2016 Actual \$
	7,122	47,271
	-	7,283
	<u>7,122</u>	<u>54,554</u>

24 Managing Capital

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

25 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	595,202	270,141	382,701
Receivables	442,648	306,450	346,426
Total Loans and Receivables	<u>1,037,850</u>	<u>576,591</u>	<u>729,127</u>
Financial liabilities measured at amortised cost			
Payables	497,816	335,200	334,735
Finance Leases	85,850	84,150	107,480
Painting Contract Liability	47,421	75,700	62,048
Total Financial Liabilities Measured at Amortised Cost	<u>631,087</u>	<u>495,050</u>	<u>504,263</u>

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 2016. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2017.

28 Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with sections 87C(1) of the Education Act 1989 in that the Board did not report by 31 May 2018, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education.

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF PUKEKOHE INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2017**

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 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 26 July 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises 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 2017

Name	Position	How position on Board gained	Term expired/expires
Gary Sweeney	Principal	Appointed 2000	
Raewyn Austin	Staff Rep	Elected June 2013	April 2019
Lisa Mous	Parent Rep/Chairperson	Elected June 2015	April 2019
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 2017 grant to the school for Kiwisport initiatives was \$8 929. 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 10 000 Y7 & Y8 students participating. In 2017, the school participated across nine sporting codes and this involved approximately 125 students. Pukekohe Intermediate won the gold medal for Girls Futsal in 2017.

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 \$8 929 was a welcome subsidy for a staffing position. The school has operated for the past seven years, a lunchtime programme with a number of staff involved with organising various games and the playground is a busy place with high numbers of students involving themselves in physical activity.

PE/Sporting Expenditure for 2017 was resourced as below:-

Income (parents and students)	\$ 30 000
Income Community Trusts	\$ 25 000
School Operating costs	\$ 50 000
Kiwisport Fund	\$ 8 929

Total \$113 929

Analysis of Variance 2017

Pukekohe Intermediate School 1452

Focus: Reading Comprehension

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:

92 students were **below** the end of Y7 National Standard in Reading at the end of Y7, 2016.

69 Y8 students were in the PAT scaled score band 46.4 to 55.5 at the end of Y7, 2016. 45 is the mean for a Y6 student and 60.4 the mean for a Y8 student.

99 Y7 students have a Reading Comprehension (patm) scale score between 35.8 (Y5 mean) and 53.2 (Y7 mean) at the start of Y7, 2017.

Targets

Target 1 – 92 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 30 students.

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.

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 2016 data.</p> <p>2. Learning support programmes were targeted at the "below" group.</p> <p>3. ALL (Accelerated Learning in Literacy) was picked up by the school in 2015. ALL continued in 2017.</p> <p>4. A new teacher of Reading was employed in 2017 and resources for classroom programmes were a focus.</p>	<p>Target 1. The "below" category for end Y8 reduced to 80 students . This was a group size reduction from 92 students when they were end of Y7 but the target was not met which was a 30 student minimum reduction.</p> <p>Target 2. The "below" category for Maori students reduced from 30 students to 29 students.</p> <p>Target 3. The "below" category for Pasifika students reduced from 12 to 10 students.</p> <p>Target 4. 60 students of Y7 were "below" the end of Y6 standard end of 2015. This number grew to 65 students below at end Y7. With nil moderation between schools, we can only trust the end of Y6 data.</p> <p>Target 5. 69 Y7 students were in the PAT scaled score target band at the end of 2016. This number reduced to 63 of Y8 students at the end of 2017.</p> <p>Target 6. 99 Y7 students were in the PAT scaled score target band at the start of 2017. This number reduced to 62 of Y7 students at the end of 2017.</p> <p>Our student performance using PAT and its national cohort comparison, has our Y8 students in line with students like them and across NZ. This is a school charter aim. The school Y8 cohort achieved a mean scaled score just above that of the national cohort.</p> <div data-bbox="925 1008 1372 1859"> <table border="1"> <caption>Year 8 PAT Reading Comprehension Data</caption> <thead> <tr> <th>Group</th> <th>Min</th> <th>Q1</th> <th>Median</th> <th>Q3</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>Pukekohe Intermediate</td> <td>~35</td> <td>~50</td> <td>~55</td> <td>~65</td> <td>~85</td> </tr> <tr> <td>National Reference Group Year 8</td> <td>~45</td> <td>~60</td> <td>~65</td> <td>~75</td> <td>~95</td> </tr> </tbody> </table> </div>	Group	Min	Q1	Median	Q3	Max	Pukekohe Intermediate	~35	~50	~55	~65	~85	National Reference Group Year 8	~45	~60	~65	~75	~95
Group	Min	Q1	Median	Q3	Max														
Pukekohe Intermediate	~35	~50	~55	~65	~85														
National Reference Group Year 8	~45	~60	~65	~75	~95														

	<p>Overall, the cohort of 2016/2017 did achieve an achievement gain in Reading Comprehension over their two years at Intermediate with AT Standard end of Y7, 2016 being 65% of the cohort and end of Y8, 2017, being 73%.</p> <p>There was a gender difference with 82% of girls At Standard at the end of Y8 but only 67% of boys. This trend was repeated with Maori and Pasifika students as well.</p> <p>Overall, the cohort of 2017 did achieve an achievement gain over their first year at Intermediate with AT Standard end of Y6, 2016 being 65% of the cohort and end of Y7, 2017, being 71%.</p> <p>There was a gender difference with 82% of girls At Standard but only 61% of boys. This trend was repeated with Maori and Pasifika students as well.</p> <p>Reading Comprehension has made the smallest improvement of the 3 National Standards areas with a 12% increase in the number of students At Standard when comparing the end of Y7 2016 AT with the end of 2017 AT.</p>	<p>classes mid year and end year 2017.</p> <p>7. The shift in emphasis with National Standards effective the start of the 2018 school year will not immediately affect this school. All of our students will have a start of 2018 National Standard and this will be the starting point for viewing achievement over 2018.</p> <p>8. The 2018/20 PLD plan will include a focus on Reading Comprehension.</p>
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Planning for 2018:

Targets set for 2018

- Target 1** – 65 students were **BELOW** the Y7 National Standard in Reading at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least 15 students.
- Target 2** – 22 Māori students were **BELOW** the Y7 National Standard in Reading at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least 10 students.
- Target 3** – 10 Pasifika students were **BELOW** the Y7 National Standard in Reading at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least 4 students.
- Target 4** – 43 students were **BELOW** the Y6 National Standard in Reading at the end of Y6 2017. These students are spread across eleven Intermediate Y7 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least X students.
- Target 5** – 69 of the 2018 Y8 cohort are in the PAT Reading Comprehension scaled score band 46.4 to 55.5 as assessed at the end of 2017. 45 is the mean for a Y6 student and 60.4 the mean for a Y8 student. The 2018 target is to reduce the size of this group by at least 25 students.
- Target 6**- 142 of the 2018 Y7 cohort have a Reading Comprehension (patm) scale score between 35.8 (Y5 mean) and 53.2 (Y7 mean). The 2018 target is to reduce the size of this group by at least 50 students.

Analysis of Variance 2017

Pukekohe Intermediate School 1452

Focus: Writing			
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 – 120 students were below the end of Y7 2016 National Standard in Writing at the end of Y7. These students were spread across twelve Y8 classrooms in 2017.			
Target:			
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. <u>The 2017 target is to reduce the size of this group through their movement to AT by at least 36 students.</u>			
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. <u>The 2017 target is to reduce the size of this group through their movement to AT by at least 12 students.</u>			
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. <u>The 2017 target is to reduce the size of this group through their movement to AT by at least 6 students.</u>			
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. <u>The 2017 target is to reduce the size of this group through their movement to AT by at least 30 students.</u>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
1.A target group of teachers (new since 2016 or	Target 1. The Y8 National Standard “below category” reduced to 98 students. 22 students improved from end Y7.	1.Literacy PLD was Writing based over 2017 with Vision	1. Our yearly targets are focused on Y8 students because for this

<p>those who did not complete the 2016 PLD) continued a "professional discussion" system for moderation using samples of student work and working with a Vision Education facilitator.</p>	<p>Target 1a. The COL target for the end of 2017 was for 81.3% of all students to be at Writing National Standard across the COL. For Maori and Pasifika students, the goal was for 82.9%.</p> <p>End of Y7 2016 at PIS was 55% and this lifted to 65% by the end of Y8 2017.</p> <p>For Maori students, the goal was for 82.9%. End of Y7 2016 at PIS was 48% and this lifted to 54% by the end of Y8 2017.</p> <p>For Pasifika students, the goal was for 82.9%. End of Y7 2016 at PIS was 17% and this reduced to 38% by the end of 2017.</p> <p>Target 2. The Y8 National Standard "below category" for Maori students remained at 32 students.</p> <p>Target 3. The Y8 National Standard "below category" for Pasifika students reduced by 6 students.</p> <p>Target 4. 98 Y7 students were below standard end of Y6 2016. This group size reduced to 85 students at the end of Y7 2017.</p> <p>Overall, the cohort of 2016/2017 did achieve an achievement gain in Writing over their two years at Intermediate with AT Standard end of Y7, 2016 being 54% of the cohort and end of Y8, 2017, being 66%.</p> <p>There was a gender difference with 75% of girls At Standard at the end of Y8 but only 55% of boys. This trend was repeated with Maori and Pasifika students as well. However, all Y8 boys made a 31% improvement in AT numbers over the one year compared to a 5% increase in girls At standard.</p> <p>Overall, the cohort of 2017 did achieve an achievement gain over their first year at Intermediate with AT Standard end of Y6, 2016 being 55% of the cohort and end of Y7, 2017, being 65%.</p> <p>There was a gender difference with 80% of girls At Standard but only 53% of boys. This trend was repeated with Maori and Pasifika students as well.</p> <p>Writing has made the largest improvement of the 3 National Standards areas with a 21% increase in the number of students At Standard when comparing the end of Y7 2016 AT with the end of 2017 AT.</p>	<p>education. Target students were a focus again in 2017.</p> <p>2017 was the second year of noticeable data shift with writing.</p> <p>2. Increased teacher focus on data and progress.</p> <p>3. Teachers are well lead by a an outside facilitator and a senior teacher / literacy leader with on-going moderation / use of exemplars for writing.</p> <p>4. New staff receive extra support as part of their induction.</p>	<p>cohort, we have the more consistent 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. Continue the start, mid-year (interim), end year projections and actual end year approach.</p> <p>4. All class teachers will continue to use PACT in 2018.</p> <p>5. Vision continues as a MOE project with Writing in 2018 .</p> <p>6. Writing is the COL focus with in-school and across school roles in place.</p> <p>7. The shift in emphasis with National Standards effective the start of the 2018 school year will not immediately affect this school. All of our students will have a start of 2018 National Standard and this will be the starting point for viewing achievement over 2018.</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>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>			

Planning for 2018

Target 1 – 85 students were **BELOW** the Y7 National Standard in Writing at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2017 target is to reduce the size of this group through their movement to AT by at least 30 students.

Target 1(a) – The COL target for the end of 2018 is for 85% of all students to be at National Standard. For Maori and Pasifika students, the goal is for 85%. If these targets are applied to Y8, 2018 at PIS, this will mean a 20% lift in numbers “AT” or 65 students.

Target 2 – 40 Māori students were **BELOW** the Y7 National Standard in Writing at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least 15 students.

Target 3 – 13 Pasifika students were **BELOW** the Y7 National Standard in Writing at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least 5 students.

Target 4 – 73 students were **BELOW** the Y6 National Standard in Writing at the end of Y6 2017. These students are spread across eleven Y7 classrooms in 2018. The 2018 target is to reduce the size of this group through their movement to AT by at least X students.

Analysis of Variance 2017

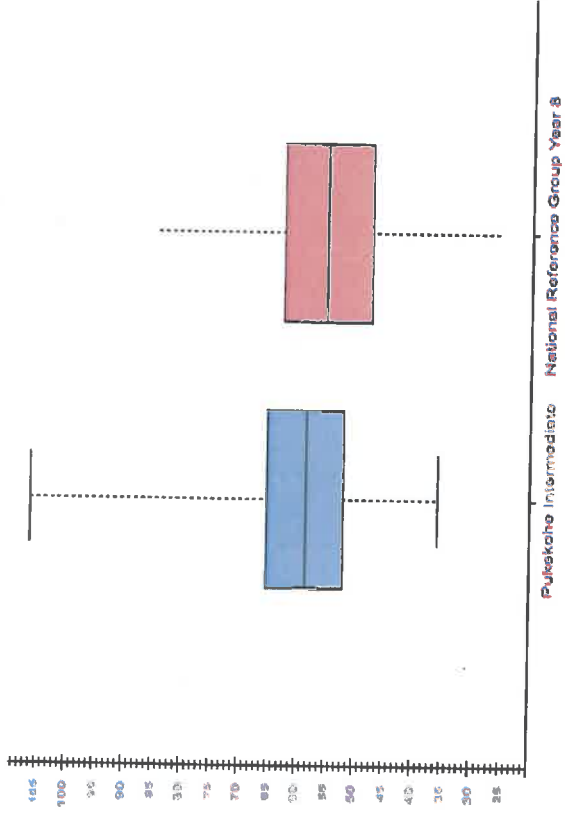
Pukekohe Intermediate School 1452

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 - 97 students were BELOW the Y7 National Standard in Mathematics at the end of Y7 2016 .
Targets:
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. <u>The 2017 target is to reduce the size of this original group through their movement to AT by at least 30 students.</u>
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. <u>The 2017 target is to reduce the size of this original group through their movement to AT by 12 students.</u>
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 . <u>The 2017 target is to reduce the size of this original group through their movement to AT by 3 students.</u>
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. <u>The 2017 target is to reduce the size of this original group through their movement to AT by 30 students.</u>
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. <u>The 2017 target is to reduce the size of this original group through their movement to AT by 12 students.</u>
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. <u>The 2017 target is to reduce the size of this original group through their movement to AT by 5 students.</u>

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.

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 2016 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 2017.</p> <p>5. MST was continued in 2107.</p>	<p>Target 1. National Standards - The Y8 "below" NS group reduced to 84 students. The target of 30 students was not achieved. The reduction was 15 students.</p> <p>Target 1a. The COL target for the end of 2017 was for 81.1% of all students to be at Mathematics National Standard across the COL. End of Y7 2016 at PIS was 63% and this lifted to 71% by the end of Y8 2017.</p> <p>For Maori students, the goal was for 82.9%. End of Y7 2016 at PIS was 53% and this lifted to 61% by the end of Y8 2017.</p> <p>For Pasifika students, the goal was for 82.9%. End of Y7 2016 at PIS was 48% and this reduced to 43% by the end of 2017.</p> <p>Target 2. Maori students. Not Achieved. There was an decrease in "Below" students from 29 to 26, a reduction of 3 versus the target of 12 students.</p> <p>Target 3. Pasifika students – Not achieved. There was an increase in "Below" students from 8 to 11.</p> <p>Target 4. End of Year 7. Not achieved. There was an decrease in "Below" students from 92 to 75, a reduction of 17 versus the target of 30 students.</p> <p>Target 5. End of Year 7 – Maori. Not achieved. There was an increase in "Below" students from 28 to 33.</p> <p>Target 6. End of Y7 – Pasifika. Not achieved. There was an decrease in "Below" students from 9 to 8, a reduction of 1 versus the target of 5 students.</p> <p>Target 7. End of Y7 – All – PAT - Achieved. 102 students of Y7 2016 were in the PAT scaled score band 38.9 to 49.6 at the start of Y7. There was an decrease in numbers in this PAT scaled score band from 102 to 46 students. The target of 30 students was met.</p>	<p>1. Teachers spent time in the early part of 2017, 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.</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>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 (Maths Support Teacher) role continues.</p>

The school Y8 cohort achieved a mean just above that of the national cohort.



Overall, the cohort of 2016/2017 did achieve an achievement gain in Mathematics over their two years at Intermediate with AT Standard end of Y7, 2016 being 63% of the cohort and end of Y8, 2017, being 71%.

There was a gender difference with 74% of girls AT Standard at the end of Y8 and 69% of boys. This trend was repeated with Maori and Pasifika students as well.

Overall, the cohort of 2017 did achieve an achievement gain over their first year at Intermediate with AT Standard end of Y6, 2016 being 62% of the cohort and end of Y7, 2017, being 67%.

There was a gender difference with 70% of girls AT Standard Y7 and 64% of boys. This trend was repeated with Maori and Pasifika students as well.

Mathematics made improvement with a 16% increase in the number of students AT Standard when comparing the end of Y7 2016 AT with the end of 2017 AT.

9. Investigate Maths as the PLD focus in 2018.

Planning for 2018

Target 1 - 75 students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this original group through their movement to AT by at least 25 students.

Target 1(a) COL goal The COL target for the end of 2018 is for 85% of all students to be at National Standard. For Maori and Pasifika students, the goal is for 85%. If these targets are applied to Y8, 2018 at PIS, this will mean 59 students move to At.

Target 2 – 33 Māori students were **BELOW** the Y7 National Standard in Mathematics at the end of Y7 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 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 2017. These students are spread across eleven Y8 classrooms in 2018. The 2018 target is to reduce the size of this original group through their movement to AT by 3 students.

Target 4 – 66 students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2017. These students are spread across eleven Y7 classrooms in 2018. The 2018 target is to reduce the size of this original group through their movement to AT by X students.

Target 5 – 23 Māori students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2017. These students are spread across eleven Y7 classrooms in 2018. The 2018 target is to reduce the size of this original group through their movement to AT by X students.

Target 6 – 7 Pasifika students were **BELOW** the Y6 National Standard in Mathematics at the end of Y6 2017. These students are spread across eleven Y7 classrooms in 2018. The 2018 target is to reduce the size of this original group through their movement to AT by X students.

Target 7- 81 of the 2018 Y7 cohort have a Mathematics (patm) scale score between 38.9 (Y5 mean) and 49.6 (Y7 mean) at the start of Y7. The 2018 target is to reduce the size of this original group by at least 30 students.

PUKEKOHE INTERMEDIATE SCHOOL

Principal's Report to the Board of Trustees Annual Meeting. 21 May 2018

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 2017. 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 learning data shift over time is important for a school. Chart 1 shows the growth in the numbers of students At or Above National Standards for the 4 years, 2014 to 2017. Chart 2 shows the increase in numbers At/Above for the Y7 cohort of 2016 and then again at the end of Y8, 2017. Both charts show a pleasing increase in numbers At/Above over time.

Chart 1

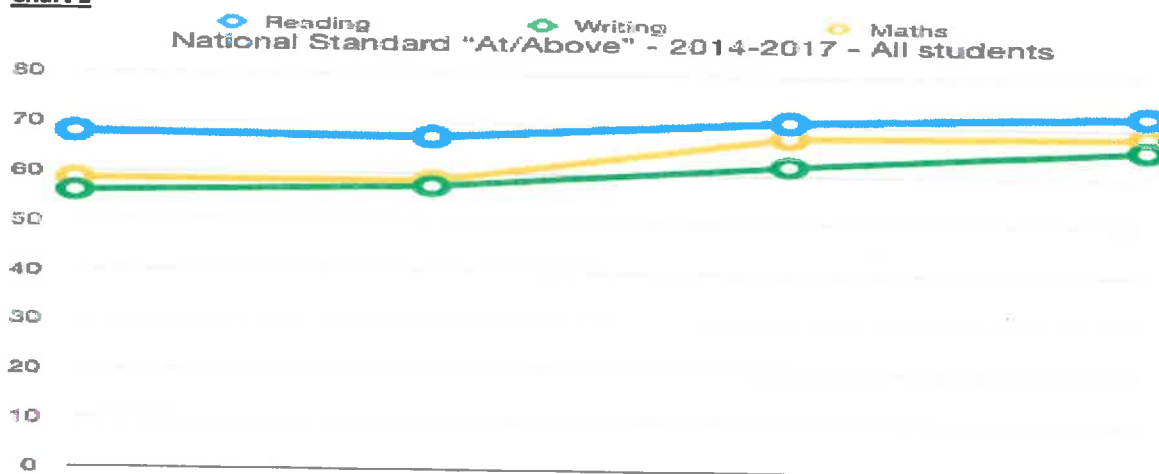
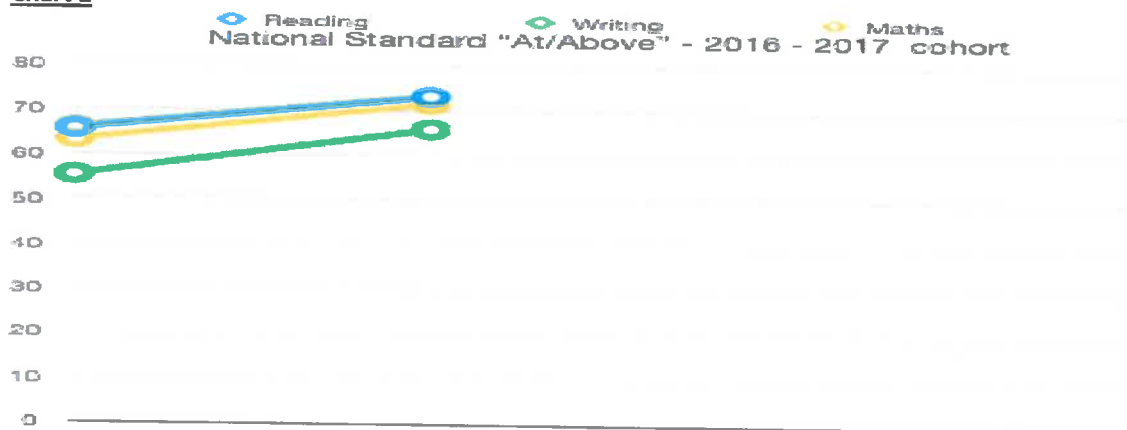


Chart 2



However, not all groups of students made the same rate of growth or progress over time. Charts 3 and 4 focus on Pasifika students, over the 4 years and then just 2016 and 2017.

Chart 3

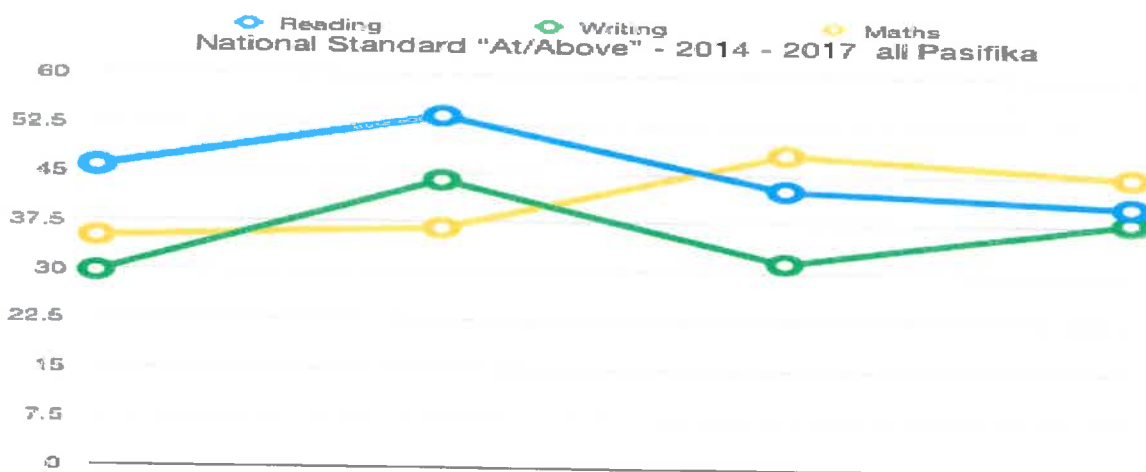


Chart 4

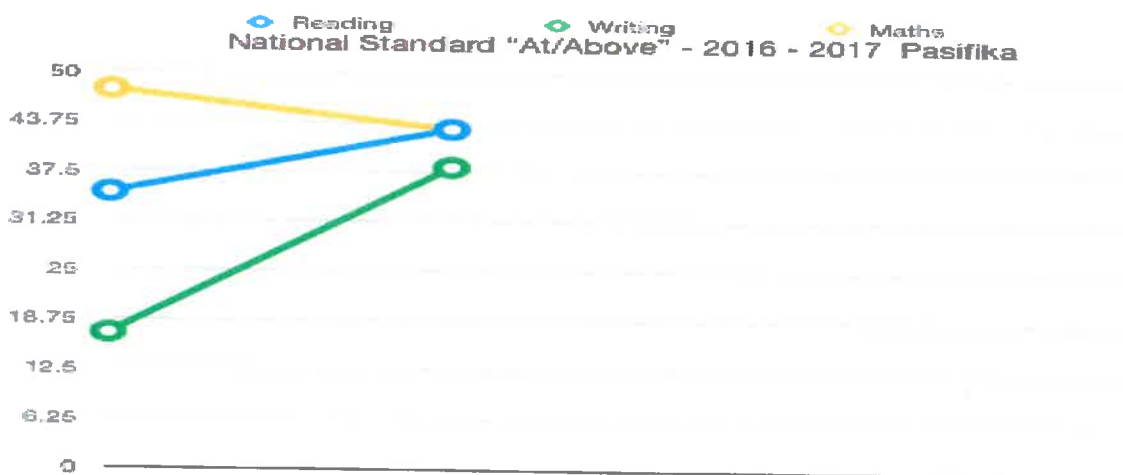


Chart 3, the 4 year profile (not the same children), shows a mixed achievement profile but as a cohort, still some way from other students and a long way from the COL goal of 85% At/Above.

Chart 4 is the same children end of Y7, 2016 and again end of 2017 as Y8's. Literacy areas, particularly Writing, showed an impressive gain. Maths slipped.

Learning and curriculum teams reported to the BOT over 2017 and this is an important part of our self-review model. The BOT supported a continued focus on student Writing in 2017 with Vision Education and the impact of this PLD can be seen in data shifts across all groups.

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.

Accelerated Learning was a continued focus in 2017 and the school benefited 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 2017. The focus on accelerated learning will continue in 2018.

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 9500 students at Y7 and 8 and again PIS individuals and teams entered and competed strongly across a range of codes in 2017. Our girls Futsal team won Gold!

A number of other events, happenings or projects were highlights over 2017. Amongst these were the annual Y8 camp, Kapa Haka, Choir and Orchestra, the visit from Hara-mura, Japan, our cultural trip to Rarotonga, international student groups visiting from Taiwan, China, Tahiti, Thailand and Korea, Beach Ed, the Unleashing Potential programme and a successful TLIF application with a focus on technology and teacher practice.

The Intermediate contributed 3 teachers to "across COL" roles and had 6 "in-school COL roles. The first year of the COL was relatively quiet in the way of schools working together. The main piece of work came from the RTLB team with a transitions project.

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 Nikki Bhana and Jason Berry (support staff), Hinemoa McCawe, Amanda Carter, Andrew Jamieson and Dale Hitchcock, (teachers), Angeline McDonald, Robyn Gray, Alison Reeve, Joy Burton, Steve McCarthy and Maria Yorworth (RTLB).

I thank all staff for their hard work and their contributions to the successes of 2017. I also thank the BOT for its governance support.

Gary Sweeney
Principal
May 2018

PUKEKOHE INTERMEDIATE SCHOOL

Chairperson's Report to the Board of Trustees Annual Meeting. 21 May 2018

It is with pleasure, on behalf of a dedicated and hard-working team of trustees, that I present the Pukekohe Intermediate Board of Trustees Chairperson's Annual Report for 2017.

I wish to thank my fellow BOT members Lisa Mous, Raewyn Austin, Rob Davis and Catherine Cato. Gary Sweeney is a BOT member as Principal.

I also thank all teachers, support staff, volunteers and students for the successes of 2017 and wish to state that the "team" at Pukekohe Intermediate school is a high performing one.

This report will briefly cover a selection of governance matters from 2017.

RTL B:- A RTL B co-Manager leadership model was adopted for Cluster 13 early in 2017 and as a Board we received regular reports from the co-Managers, Clare Williams and Phillipa Wooffindin. The Resource Teachers of Learning and Behaviour (RTL B) funding and service agreement was renewed between the BOT and the MOE and expires at the end of 2019.

Learning and data:- Throughout the year the board was kept up to date with schoolwide achievement data and learning targets through in depth reports that were delivered by various curriculum leaders and the principal.

These included the areas of literacy, numeracy, learning support needs, school and home liaison, learning data and reporting, e-Learning, Cultural Competency and International Students.

The board greatly 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 2017 and congratulate everyone for the excellent information provided to us.

Finance:- The school 2016 financial audit report was received in May was welcomed and points noted or were actioned. The school achieved budget goals in 2016 and school resources were optimized.

Enrolments:- The school has six contributing schools and also enrolled into Y7 in 2017, students from forty other primary schools. The variety in student backgrounds and previous schooling is both a positive and a negative. Strangely, not all schools transition well with learning and social information and this was noticeable at the start of 2017 with a high number of social "problems" amongst the student cohort, many of which reached BOT level with suspensions and stand down reports.

Kahui Ako / Col:- The BOT applauded the work undertaken by Vanessa West (RTLB) with her Transitions project in the COL over the second half of 2017. Her work led to each COL school adopting an action plan for student transitions. Feedback at the end of the year has been positive about her work and it being picked up across the COL. Transition is a COL goal and this piece of work fully deserves our congratulations for its timeliness and wide ranging applications.

Dental Clinic:- The school name was maligned at the start of 2017 by the dental clinic "cleanliness and safety" issue and the identification of Pukekohe Intermediate by both the District Health Board and the Ministry of Education as owners of the problem. The operation of the dental clinic is totally outside the operation of the school and in retrospect, the media use of the school name was part of the problem.

Modernisation projects:- The 5YA buildings upgrade project saw funding received for various projects and by the end of the year, 4 classrooms were re-roofed, drains were upgraded in two parts of the school, new windows went into 6 classrooms, the ex-library space was changed to a meeting space and two outside areas had a sunshade system installed. Use of outside areas for learning and working spaces received a boost via the 5YA projects over 2017. The school wifi system was also changed in early 2017 and the resulting increase in internet speed and reliability was welcomed.

Thank you:- We also sincerely thank the PTA and teachers for organizing both the Maori community hui and Pasifika community fono meetings each term. The school also has strong links with neighbouring businesses and other organisations.

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



Stacey Davis

BOT Chairperson