

HUTT INTERNATIONAL BOYS' SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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HUTT INTERNATIONAL BOYS' SCHOOL

Financial Statements - For the year ended 31 December 2017

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Hutt International Boys' 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.

Martin Richardson

Full Name of Board Chairperson



Signature of Board Chairperson

31/05/2018

Date:

Michael Hutchins

Full Name of Principal



Signature of Principal

31/05/2018

Date:

Hutt International Boys' 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	5,008,155	4,854,313	4,884,647
Locally Raised Funds	3	3,898,376	2,559,926	3,356,981
Use of Land and Buildings Integrated		1,736,000	-	1,519,000
Interest Earned		1,212	-	2,550
		10,643,743	7,414,239	9,763,178
Expenses				
Locally Raised Funds	3	1,035,333	8,050	444,070
Learning Resources	4	5,706,540	5,367,518	5,909,784
Administration	5	1,104,305	1,465,028	928,519
Finance		15,872	1,000	24,377
Property	6	2,248,264	378,847	2,068,082
Depreciation	7	378,589	175,000	422,380
		10,488,903	7,395,443	9,797,212
Net Surplus / (Deficit) for the year		154,840	18,796	(34,034)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		154,840	18,796	(34,034)

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

Hutt International Boys' School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>1,231,154</u>	<u>1,056,688</u>	<u>1,246,635</u>
Total comprehensive revenue and expense for the year	154,840	18,796	(34,034)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	18,553
Equity at 31 December	<u>1,385,994</u>	<u>1,075,484</u>	<u>1,231,154</u>
Retained Earnings	1,385,994	1,075,484	1,231,154
Equity at 31 December	<u>1,385,994</u>	<u>1,075,484</u>	<u>1,231,154</u>

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

Hutt International Boys' School Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	176,256	475,000	460,602
Accounts Receivable	9	301,664	346,140	338,861
GST Receivable		40,230	63,644	44,848
Prepayments		237,764	-	247,285
Inventories	10	110,546	100,000	98,909
Board of Proprietors, Receivable	11	512,645	250,000	459,476
		1,379,105	1,234,784	1,649,981
Current Liabilities				
Accounts Payable	13	585,426	530,242	476,725
Revenue Received in Advance	14	150,275	-	425,787
Provision for Cyclical Maintenance	15	89,609	60,000	45,111
Finance Lease Liability - Current Portion	16	122,319	150,000	166,929
Funds held in Trust	17	-	150,000	-
		947,629	890,242	1,114,552
Working Capital Surplus/(Deficit)		431,476	344,542	535,429
Non-current Assets				
Property, Plant and Equipment	12	1,095,514	921,356	968,424
		1,095,514	921,356	968,424
Non-current Liabilities				
Provision for Cyclical Maintenance	15	82,823	90,414	105,303
Finance Lease Liability	16	58,173	100,000	167,396
		140,996	190,414	272,699
Net Assets		1,385,994	1,075,484	1,231,154
Equity		1,385,994	1,075,484	1,231,154

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

Hutt International Boys' School
Statement of Cash Flows
For the year ended 31 December 2017

	2017	2017	2016
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash flows from Operating Activities			
Government Grants	969,434	1,136,982	1,234,968
Locally Raised Funds	3,975,922	2,552,647	3,761,172
Goods and Services Tax (net)	4,618	-	(14,186)
Payments to Employees	(2,101,403)	(1,980,992)	(2,116,328)
Payments to Suppliers	(2,405,577)	(1,493,569)	(1,943,587)
Interest Paid	(15,872)	(1,000)	(24,377)
Interest Received	1,212	-	2,550
Net cash from / (to) the Operating Activities	<u>428,334</u>	<u>214,068</u>	<u>900,212</u>
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	5,000	-	-
Purchase of PPE (and Intangibles)	(753,095)	(127,932)	(132,785)
Purchase of Investments	(53,169)	209,476	(208,171)
Net cash from / (to) the Investing Activities	<u>(801,264)</u>	<u>81,544</u>	<u>(340,956)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	18,554
Finance Lease Payments	88,584	(84,325)	(251,659)
Funds Administered on Behalf of Third Parties	-	(196,889)	(138,903)
Net cash from Financing Activities	<u>88,584</u>	<u>(281,214)</u>	<u>(372,008)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(284,346)</u>	<u>14,398</u>	<u>187,248</u>
Cash and cash equivalents at the beginning of the year	8 460,602	460,602	273,354
Cash and cash equivalents at the end of the year	8 <u>176,256</u>	<u>475,000</u>	<u>460,602</u>

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 excluded.

Hutt International Boys' School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

For Non-integrated schools only:

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits 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 section 73 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	8–10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Plant and Equipment	5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to income from grants and other funding received where there are unfulfilled obligations for the School to provide services in the future. The income is recorded as revenue as the obligations are fulfilled and the income earned.

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions 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 at any time.

r) 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.

s) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	1,153,907	1,155,778	1,097,948
Teachers' salaries grants	3,769,288	3,698,535	3,692,376
Other MoE Grants	66,957	-	11,980
Other government grants	18,003	-	82,343
	5,008,155	4,854,313	4,884,647

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	2,250,399	2,044,956	2,067,303
Other revenue	448,078	435,000	452,184
Trading	278,919	15,000	308,888
Activities	920,980	64,970	528,606
	3,898,376	2,559,926	3,356,981
Expenses			
Activities	768,898	3,050	154,124
Trading	263,744	5,000	289,946
Fundraising (costs of raising funds)	2,691	-	-
	1,035,333	8,050	444,070
<i>Surplus for the year Locally raised funds</i>	2,863,043	2,551,876	2,912,911

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	290,276	343,000	270,701
Equipment repairs	44,529	36,600	85,581
Information and communication technology	28,214	18,200	51,588
Extra-curricular activities	249,385	200,070	250,954
Library resources	1,797	-	29
Employee benefits - salaries	4,988,778	4,729,648	5,164,098
Resource/attached teacher costs	91,899	-	62,906
Staff development	11,662	40,000	23,927
	5,706,540	5,367,518	5,909,784

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Audit Fee	12,897	9,000	10,641
Board of Trustees Fees	4,865	5,000	4,700
Board of Trustees Expenses	1,950	5,000	3,428
Communication	30,008	25,000	25,107
Consumables	2,861	22,930	4,828
Operating Lease	69,681	285,618	-
Legal Fees	7,141	-	6,344
Other	178,684	199,826	157,094
Employee Benefits - Salaries	790,765	897,654	715,753
Insurance	5,453	15,000	624
	<u>1,104,305</u>	<u>1,465,028</u>	<u>928,519</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Caretaking and Cleaning Consumables	11,838	12,000	13,391
Consultancy and Contract Services	179,990	158,000	159,812
Cyclical Maintenance Expense	22,018	-	150,414
Grounds	13,603	3,000	3,413
Heat, Light and Water	134,811	128,456	103,581
Rates	17,887	-	14,350
Repairs and Maintenance	85,394	25,166	54,650
Use of Land and Buildings	1,736,000	-	1,519,000
Employee Benefits - Salaries	46,723	52,225	49,471
	<u>2,248,264</u>	<u>378,847</u>	<u>2,068,082</u>

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

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Furniture and Equipment	57,915	55,000	54,233
Information and Communication Technology	68,550	27,000	25,899
Motor Vehicles	24,728	25,000	24,657
Plant and Equipment	48,039	54,000	53,773
Leased Assets	166,746	-	250,431
Library Resources	12,611	14,000	13,387
	<u>378,589</u>	<u>175,000</u>	<u>422,380</u>

8. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Bank Current Account	11,753	25,000	26,283
Bank Call Account	164,503	450,000	434,319
Cash equivalents and bank overdraft for Cash Flow Statement	176,256	475,000	460,602

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

9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	30,440	100,000	107,986
Provision for Uncollectibility	(3,860)	(3,860)	(3,860)
Teacher Salaries Grant Receivable	275,084	250,000	234,735
	301,664	346,140	338,861
Receivables from Exchange Transactions	26,580	96,140	104,126
Receivables from Non-Exchange Transactions	275,084	250,000	234,735
	301,664	346,140	338,861

10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
School Uniforms	110,546	100,000	98,909
	110,546	100,000	98,909

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset Board of Proprietors, Receivable	512,645	250,000	459,476

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Furniture and Equipment	240,843	123,773	-	-	(57,915)	306,701
Information and Communication	46,380	305,747	-	-	(68,550)	283,577
Motor Vehicles	70,163	-	-	-	(24,728)	45,435
Plant and Equipment	227,725	49,750	-	-	(48,039)	229,436
Leased Assets	323,605	15,223	-	-	(166,746)	172,082
Library Resources	59,708	11,186	-	-	(12,611)	58,283
Balance at 31 December 2017	968,424	505,679	-	-	(378,589)	1,095,514

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Furniture and Equipment	684,839	(378,138)	306,701
Information and Communication	423,947	(140,372)	283,575
Motor Vehicles	155,733	(110,298)	45,435
Textbooks	565,666	(336,229)	229,437
Leased Assets	701,258	(529,176)	172,082
Library Resources	136,832	(78,548)	58,284
Balance at 31 December 2017	2,668,275	(1,572,761)	1,095,514

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Furniture and Equipment	277,254	17,822	-	-	(54,233)	240,843
Information and Communication Technology	50,959	21,319	-	-	(25,899)	46,379
Motor Vehicles	46,208	48,613	-	-	(24,657)	70,164
Plant and Equipment	250,780	30,718	-	-	(53,773)	227,725
Leased Assets	358,130	215,906	-	-	(250,431)	323,605
Library Resources	58,782	14,313	-	-	(13,387)	59,708
Balance at 31 December 2016	1,042,113	348,691	-	-	(422,380)	968,424

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Furniture and Equipment	561,066	(320,223)	240,843
Information and Communication Technology	118,201	(71,821)	46,380
Motor Vehicles	155,733	(85,570)	70,163
Textbooks	515,916	(288,191)	227,725
Leased Assets	943,675	(620,070)	323,605
Library Resources	125,645	(65,937)	59,708
Balance at 31 December 2016	2,420,236	(1,451,812)	968,424

13. Accounts Payable

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operating creditors	110,345	100,242	85,187
Accruals	123,804	80,000	36,185
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	275,084	250,000	234,735
Employee Entitlements - leave accrual	76,193	100,000	120,618
	<u>585,426</u>	<u>530,242</u>	<u>476,725</u>
Payables for Exchange Transactions	585,426	530,242	475,225
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			1,500
	<u>585,426</u>	<u>530,242</u>	<u>476,725</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Grants in Advance	150,275	-	425,787
	<u>150,275</u>	<u>-</u>	<u>425,787</u>

15. Provision for Cyclical Maintenance

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	150,414	150,414	-
Increase to the Provision During the Year	22,018	-	150,414
Provision at the End of the Year	<u>172,432</u>	<u>150,414</u>	<u>150,414</u>
Cyclical Maintenance - Current	89,609	60,000	45,111
Cyclical Maintenance - Term	82,823	90,414	105,303
	<u>172,432</u>	<u>150,414</u>	<u>150,414</u>

16. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
No Later than One Year	\$ 122,319	\$ 150,000	\$ 166,929
Later than One Year and no Later than Five Years	58,173	100,000	167,396
Later than Five Years	-	-	-
	<u>180,492</u>	<u>250,000</u>	<u>334,325</u>

17. Funds held in Trust

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
Funds Held on Behalf of Students for camps, trips and events	\$ -	\$ 150,000	\$ -
	<u>-</u>	<u>150,000</u>	<u>-</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. 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.

The Proprietor of the School (Hutt Independent Boys' School) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

The Board and its employees provide financial/secretarial services to the Proprietor. Dirk Bylsma is the financial controller of both the School (on behalf of the Board of Trustees) and the Proprietor. The Proprietor collected Parent Contributions, Activity and PSA Donations on behalf of the Board totalling \$2,250,399 (2016 \$2,067,303). This service was provided free of charge.

As a result of the above related party transactions, the amount owing to the Board by the Proprietor at 31 December 2017 was \$512,645 and the amount owing to the Proprietor by the Board at the same date was \$0.

19. 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	4,865	4,700
Full-time equivalent members	0.27	0.23
<i>Leadership Team</i>		
Remuneration	712,684	678,092
Full-time equivalent members	6	6
Total key management personnel remuneration	717,549	682,792
Total full-time equivalent personnel	6.27	6.23

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	3 - 4	3 - 4
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
130 - 140	2.00	1.00
100 - 110	2.00	2.00
	4.00	3.00

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

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

21. 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.

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	176,256	475,000	460,602
Receivables	301,664	346,140	338,861
Total Cash and Receivables	477,920	821,140	799,463

Financial liabilities measured at amortised cost

Payables	585,426	530,242	475,225
Finance Leases	180,492	250,000	334,325
Total Financial Liabilities Measured at Amortised Cost	765,918	780,242	809,550

23. Breach of Legislation - Borrowing

The Board of Trustees is allowed to borrow funds to the extent that their repayments in any financial year do not exceed 10% of the School's Operations Grant. The reclassification of Teachers-Laptop leases as finance leases and the resulting liability has resulted in the school having borrowings above this limit, which is a breach of Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005.

24. Events After Balance Date

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

25. Prior Year Adjustments

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.

Trip revenue is now recognised as Income and Expenditure for the school rather than being shown as external Trust Funds, which will provide an additional surplus contribution in 2016 of \$174,465. Income and Expenditure will also be allocated to future periods as Revenue in Advance and Prepayments, which in this prior year will have the effect of reducing Net Assets by \$172,423.

26. Kiwisport Funding

The funding received in 2017 has assisted the school to provide equipment and uniforms to many of the teams fielded at the school.

With student participation running at over 80% there is a huge demand for funding for costs associated with offering the variety of sports available at the School.

During 2017 the School fielded:

- 13 Football teams
- 6 Rugby teams
- 14 Cricket teams
- 4 Hockey teams

Other teams where there is strong participation include badminton, basketball, futsal, lawn bowls, tennis, underwater hockey and water polo to name a few. The School has over a 100 active sports teams across 27 different sport codes.

27. Board of Trustees for 2017

Name	Position	Type of Member	Term Expires
Martin Richardson	Board Chair	Elected	Jun-19
Joanne Bamber	Treasurer	Elected	Jun-19
Pania Gray	Committee Member	Elected	Jun-19
Graham Alston	Committee Member	Elected	Jun-19
Michael Mills	Committee Member	Elected	Jun-19
Grayson Lawrence	Student Rep	Elected	Sep-19
Ben Milne	Staff Rep	Elected	Jun-19
Michael Hutchins	Principal	Appointed	
Stephanie Moore	Proprietors Rep.	Appointed	Jun-19
Mike Cornish	Proprietors Rep.	Appointed	Jun-19
Rachel Fransen	Proprietors Rep.	Appointed	Jun-19

Independent auditor's report

To the readers of the financial statements of Hutt International Boys' School for the year ended 31 December 2017

The Auditor-General is the auditor of Hutt International Boys' School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Stephens Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2017, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 31 May 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 Opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.
- We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 20, and pages 24 to 41, but does not include the financial statements, and our auditor's report thereon.

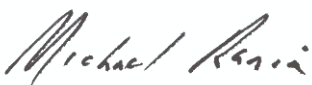
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Michael Rania | **Moore Stephens Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

ANALYSIS OF VARIANCE FOR 2017 STRATEGIC GOALS

NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning			
Strategic Goals: Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.			
Annual Goal: Increase the percentage of Excellence endorsements for the 2016 Year 11 students at Level 2 in 2017.		Annual Target: Achieve a minimum 40% of students endorsed with Excellence at Level 2.	
Baseline data: In 2016 32.6% of students achieved NCEA Level 1 with Excellence. While this achievement is a creditable performance against HIBS results prior to 2015, 60% of students at Level 1 gained an endorsement with Merit. It is our goal for 2017 to lift some of those students who gained NCEA endorsed with Merit to the higher endorsement bracket with Excellence.			
Key Improvement Strategies:			
When:	What: (examples)	Who:	Indicators of Progress:
February 2017	Gather feedback from HoDs and staff within Depts about 2016 goals based on our current knowledge of our students and their achievement data. Determine and raise awareness of goals with staff in general and HOD's specifically. Departments set goals specific to their courses as they relate to this annual goal. Consider resourcing, support, teaching and learning. Subject staff discussing goals in classroom situations with students. Hold Awards Assembly to acknowledge and award certificates and badges to students who have achieved NCEA with either Merit of Excellence.	VH/HoDs/Staff Principal MH Assistant Principal VH HOD's Year 13 Course teachers	Achievement data Pass rates for Internal Standards Internal Evidence Exam (IEE) results Practice results for Externals, eg. End of topic tests Benchmarks/milestones for portfolios/tasks Portal and reporting feedback to whanau Motivation grades.
March/April 2017	Students discuss and create their goal(s) at home following their Interim Report and	Students/parents Tutors	Success in assessments Student reflections on their goal achievement.

	confirm these through discussion with their tutors.	Housemasters Senior Housemaster/AP	Staff discussions with students about their learning.
March – November 2017	<p>Track student achievement (Monthly from end Term 2)</p> <p>Identify students tracking less positively compared to their peers. Raise awareness with Executive Principal (CJ), Housemasters, subject teachers, parents.</p> <p>Make connections with home where students are tracking less positively.</p> <p>Identify Maori, Pasifika and students with learning differences and prioritise resources, connections with home and Learning Support staff where required.</p> <p>Maori Strategy Meetings</p> <p>Possible links to staff Teaching as Inquiry process.</p> <p>Staff contacting home when students miss an Internal AS.</p> <p>Staff offering catch up sessions at lunchtime for students.</p> <p>Highlight progress in Assembly and Newsletters</p> <p>Highlight progress in BoT Report from start Term 3.</p>	<p>VH HoDs, Subject Teachers, HoD Learning Support CJ/Housemasters VH, subject teachers</p> <p>MH, BOT and teachers linking with the HIBS Whanau Group and SG</p> <p>VH, GC, teaching staff Teaching Staff</p> <p>Teaching staff</p> <p>VH/Acad Capt Jaiden Moir VH</p>	<p>Achievement data tracking globally and individually well and when compared with earlier cohorts' progress and achievement at the same time. School and home working on strategies together.</p> <p>Targeted learning interventions supporting learning progress and achievement.</p> <p>Teaching as Inquiry outcome reflections. Parents/whanau aware</p> <p>Compare to similar benchmark times of previous cohorts (prior 2017) and own cohort for 2017.</p>
<p>Monitoring:</p> <ol style="list-style-type: none"> 8. Departments will revisit and monitor their specific goals as the Level 2 courses progress. 9. Tracking of NCEA Level 2 credits as data is recorded. 10. Highlight to parents' access to their son(s) achievement on the Portal (in real time) 11. Tracking of Maori, Pasifika and students with learning differences more specifically. 12. HOD's analysing individual teacher's student achievements data with teachers and across common courses to pinpoint strengths/weaknesses – these may link to Teaching as Inquiry focus. 13. Sharing academic achievement data with the BoT/staff from Term 3. 14. Department Analysis of Variance. 			

Resourcing:

- Scheduled time for Assistant Principal to track and analyse data.
- Allocated time for staff development of their Teaching as Inquiry.
- Support for HODs to access and use staff/department data.
- Funding for required resourcing allocated within Department budget.
- Targeted review at HOD meetings to raise profile/importance throughout the year.
- Continued resourcing for KAMAR identified person to support tracking, identification and developments of online goal setting possibilities and potential of current platform.

Analysis of Variance:

In 2017 31.5% of students gained NCEA Level 2 Endorsed with Excellence. While this is a good result, it fell short of our ambitious goal of 40% but was similar to the 32.6% Endorsement with Excellence rate achieved by the same group for NCEA Level 1.

NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning			
Strategic Goals: Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.			
Annual Goal: Lift UE pass rate		Annual Target: Achieve a pass rate equal to or in excess of 95% for University Entrance in 2017.	
Baseline data: 98.9% of our students gained Level 2 2016. 45.6% were endorsed with Excellence which is 6% higher than the previous best result gained in 2015. A further 45.6% of students were endorsed with Merit in 2016 at Level 2. This cohort has been a high achieving year group across all levels of NCEA. With a targeted focus we are looking to lift the UE achievement of past years. This year in Yr 13 we have 3 boys out of the 87 in the cohort who have chosen Gateway. These students have a focus on gaining Level 3. However, with the changes to the criteria for gaining UE, it makes it increasingly more difficult for these students to obtain this qualification.			
Key Improvement Strategies:			
When:	What: (examples)	Who:	Indicators of Progress:
January 2017	Communication with students regarding course selection where course entry prerequisites have not been achieved in previous year.	VH/JM HoDs to identify	Students in appropriate courses
February 2017	Raise awareness of goal with staff in general and HoDs specifically. Departments set goals specific to their courses as they relate to this annual goal. Academic Captain speech to the school assembly with a focus on SMART Goal Setting and academic achievement.	Principal Assistant Principal VH HoDs Year 13 subject teachers Careers / Vocational Pathway HoD Jaiden Moir (Academic Capt)	<ul style="list-style-type: none"> • Achievement data • Pass rates for Internal Ach Standards • Internal Evidence Exam results. • Practice results for externals (end of topic tests) • Benchmarks/milestones for portfolios • Motivation Grades • Housemaster targeting of lower end motivation grade achievers and academic counselling.
March 2017	Subject staff discuss possible/suitable goals for their subject with their classes. Students set goals with their tutors. Meet with boys short of UE Lit credits and identify in which AS they can gain the required credits.	Teaching staff (Yr 13) Students Tutors Housemasters Senior Housemaster	SMART Goals set at home with whanau and discussed with Tutor at school as follow up. Reflected on in Tutor Teacher reports mid-year and summarised in end-year reports Success in assessments

	Highlight with students and parents requirements for UE. Add and align UE Literacy credits to each course programme at Level 2 in the Senior Curriculum Handbook.	Careers Advisor	Student reflections.
March- November 2017	Track student achievement (monthly) L3 credits, UE literacy from end of Term 2. Identify students tracking less positively compared to their peers. Raise awareness with Executive Principal and Housemasters, subject teachers and Learning Support HoD. Teachers and or VH (if needed) make connections with home where students are tracking less positively. Identify Maori, Pasifika and students with learning differences/needs and prioritise resources, connections with home and learning support where required. Links for support from Matua Steve for targeted Maori students where appropriate. Possible links to staff Teaching as Learning Inquiry foci.	VH, HoDs, subject teachers at Year 13 CJ, HM, (tutors) Yr 13 teachers, RB, VH Yr 13 teachers, VH VH, MH, BOT and teachers linking with the HIBS whanau group. Matua Steve Staff in general (teaching at Yr 13)	Tracking Term 2/3/4. Pass rates. Internal Evidence Exams (IEE) results. Student goal setting review. Students able to articulate how they are tracking in regard to UE. Motivation grades (Term 1 and 3). Targeted learning interventions supporting learning progress and achievement. Teaching as Inquiry outcome reflections. Positive relationships for learning, stronger cultural connections.
Monitoring:			
<ol style="list-style-type: none"> 7. Departments will revisit and monitor their specific goals as their Level 3 course progress. 8. Tracking NCEA Level 3 credits as data is recorded. 9. Academic discussions with students as they are progressing through the year. 10. Tracking UE literacy 11. Tracking Maori, Pasifika and students with learning differences more specifically. 12. HoD analysing individual teacher's achievement data and data from across common courses to pinpoint strengths and next steps – these may link to the Teaching as Inquiry focus. 13. Sharing academic achievement data with staff regularly from end Term 2 and the BoTs. 14. Department Analysis of Variance documents. 			
Resourcing:			
<ul style="list-style-type: none"> • Schedule time for AP to track and analyse data 			

- Allocated time for staff development of their Teaching as Inquiry.
- Support for HoDs to access and use staff/department achievement data.
- Funding for required resourcing allocated within Dept budgets
- Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.
- Continued support for the HoD of Learning Support.

Analysis of Variance:

In 2017 the University Entrance pass rate was 94.2%. While this fell just short of our goal of 95%, it was an improvement of 4.2% on the previous year and was our highest UE pass rate since the change in UE requirements in 2014.

NAG 1: Improve Academic Achievement
NAG 2A(b): National Standards
Improvement Plan – Domain: Learning

Strategic Goals:

Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.

Annual Goal:

Maintain current student improvement in Mathematics and Writing.

Target strategies for enhancing initial (BOY) high achieving students in Maths.

Include strategies that develop the mechanics of reading and that widen and extend students capability in reading at both Year 7 and 8.

Annual Target:

Maths

- Maintain or improve EOY achievement in Maths for **Year 7** (83%) and **Year 8** (82%) **‘Above’** the National Standard.
- Target those students in Year 7 who start the year on PAT Stanine 9 and extend them to develop breadth. Maintain their BOY Stanine grade.

Writing

- Maintain a minimum of 94% student achievement in Writing who are ‘At’ and ‘Above’ the National Standard (**Year 7** 91.5% and **Year 8** 96.8%).
- Reduce the percentage of students who were either ‘Well Below’ and ‘Below’ at Year 7 (8.5%) in 2016.

Reading

- Maintain a minimum of 95% student achievement in reading who are ‘At’ and ‘Above’ the National Standard (**Year 7** 95.8% and **Year 8** 95.7%).

Baseline data:

Year 11 Literacy and Numeracy identifies 100% pass rate in the five previous years. Over the past two years we have had a minimum of 95% of our students at Year 7 and 8 either ‘At’ or ‘Above’ the National Standard. Maintaining this achievement level is important to continued student success in their current year of learning and beyond. In addition, in 2016, 97.8% of students at Level 3 gained UE Literacy.

Mathematics

While high numbers of students are performing ‘At’ and ‘Above’ the National Standard there is a group of students who start the year as high achievers (PAT Stanine 9). Historically, such students do not always maintain their level of achievement.

Reading

During 2016 the percentage of students ‘Below’ dropped from approximately 10% to 3%. We are looking to maintain this result in 2017.

Writing

During 2016 there was a 6% decrease in ‘Below’ and all students who started the year ‘Well Below’ moved out of this category. We will once again target these students in 2017.

Key Improvement Strategies:

When:	What: (examples)	Who:	Indicators of Progress:
February 2017	Identify National Standards goals for 2017 with HoD English and HoD Mathematics after having analysed the data and reviewed the teaching and learning programmes.	MH, VH, JD, RO and English and Maths Dept staff with responsibility for Year 7 and 8 teaching and learning.	Baseline data collected from early testing Term 1 2017. Annual Goals identified and submitted to MoE. Revised teaching and learning, targeted strategies identified.
February – November 2017	<p>Analyse testing results. English teachers assist students to develop their writing portfolios and review their testing results to determine learning goals in English for the year.</p> <p>Use testing data to inform reporting to parents in the first Nat Std report which coincides with the School wide Interim Report (end Term 1).</p> <p>Identify target student groups, student learning differences. Work with HoD Learning Support to identify strategies to assist students with Learning Differences. Ensure relevant teachers are aware of student achievement levels and support/extension interventions needed. Class support staff working alongside targeted students for extension and support. Staff PDL opportunities/time to explore data, analyse and inform teaching and learning. Staff PLD in relation to targeted strategies for teaching and learning.</p>	<p>JD/LL and Junior English staff (and support staff in classrooms).</p> <p>RO and Junior Math staff (and support staff in classrooms).</p> <p>RB (Learning Support).</p>	<p>Ongoing teacher observation. Teachers discussing student achievement (strengths/weaknesses). OTJ's informing next steps for teaching and for learning.</p> <p>Assessment of students' capabilities in relation to the National Standards. Tracking of progress towards students' goals in their writing portfolios and individual learning tasks. Reporting to families/whanau.</p>

	<p>Refer high learning needs students to RB for further investigation if needed. Implemented teaching and learning including specific strategies for invention eg. NZCER Punctuation and Grammar data, syntactical skills and mechanics of reading. Targeted teachers for stronger class groups.</p>										
<p>Monitoring: HoD's / Assistant HoD working alongside their Year 7 and 8 teaching staff to ensure effective teaching and learning programmes are being implemented, student progress monitored. Monitor student progress. Staff discuss OTJ in relation to the National Standard, and reviewing teaching and learning. Review student EOY achievement data, make comparisons, identify progress and achievement. Areas of strength and where further development is needed.</p>											
<p>Resourcing: Departments have included the resources required in their budget. KAMAR monitoring systems are already established (KAMAR – IT/Staff member with responsibility for KAMAR needs to explore a more effective system to generate access/comparisons within data), possible KAMAR Conference attendance.</p>											
<p>Analysis of Variance National Standards 2017:</p> <p>Reading and Writing Annual Target: Writing</p> <p>1. Maintain 94% plus student achievement in writing who are At and Above the National standard.</p> <table data-bbox="192 970 504 1145"> <tr> <td>Year 7 2016</td> <td>91.5%</td> </tr> <tr> <td>Year 7 2017</td> <td>92.7%</td> </tr> <tr> <td>Year 8 2016</td> <td>96.8%</td> </tr> <tr> <td>Year 8 2017</td> <td>92.63%</td> </tr> </table> <p>The target was achieved at Year 7 but not at Year 8. The reason being the nature of the cohort is different and this is reflected in the lower percentage.</p> <p>2. Reduce the percentage of students who were either Well Below and Below at Year 7. (8.5%) in 2016 8.3% in 2017 Target achieved.</p> <p>Annual Target: Reading</p>				Year 7 2016	91.5%	Year 7 2017	92.7%	Year 8 2016	96.8%	Year 8 2017	92.63%
Year 7 2016	91.5%										
Year 7 2017	92.7%										
Year 8 2016	96.8%										
Year 8 2017	92.63%										

1. Maintain 95% plus student achievement in Reading who are At and Above the National Standard.

Year 7 2016 95.8

Year 7 2017 94.8

In Year 7 there are students with significant reading difficulties that have been identified and are in a support group with RB, hence the failure to meet the target.

Year 8 2016 95.7

Year 8 2017 96.8

Target achieved.

Analysis of Variance National Standards Maths 2017

Annual Target: Maths

- Maintain EOY achievement in Maths for **Year 7** 83% plus and **Year 8** 82% '**Above**' the National Standard.
- Target those students in Year 7 that start the year on Stanine 9 (testing currently being completed) and extend them to develop breadth. Maintain their BOY Stanine grade.

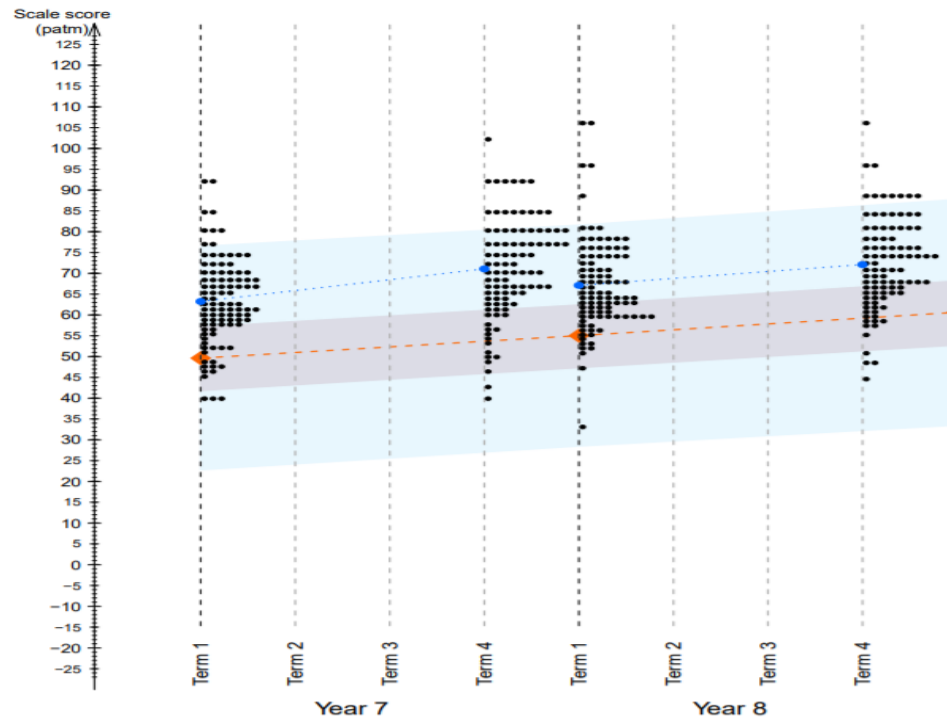
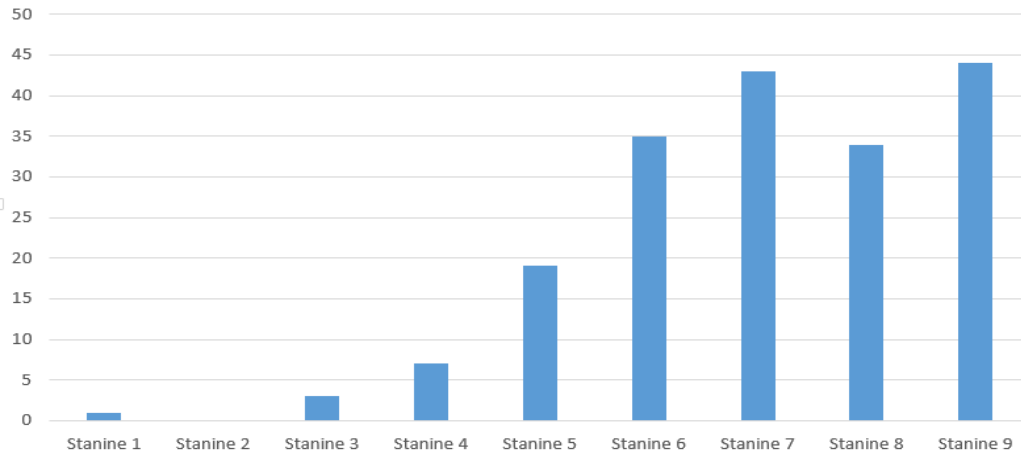
While high numbers of students are performing 'at' and 'above' the National Standard there are a group of students who start the year as high achievers (PAT Stanine 9), not always do these students maintain their level of achievement.

2017 Maths results

- We maintained student achievement in Maths for **Year 7** (93%) and **Year 8** (94%) for '**At** ' and '**Above**' the National Standard*
- There was an improvement in their Maths Stanine for most students of at least one point during 2017

*Assuming that stanines 5 and above are the cutting point.

Maths 2017 PAT results for Y7 and 8



Goals Reviewed 2017

The following strategic goals, set for 2017, were achieved in the 2017 school year. The Principal's Reports to the BoT, throughout 2017, described how these goals were achieved. These reports are available on request.

Curriculum – NAG 1

Foster student achievement.

- Use the goal setting process and targeted conferencing by the Pastoral team to set and monitor student achievement.
- Target junior core subject achievement to identify areas of higher need. Consider and implement interventions as required.
- Students will be encouraged to challenge themselves to strive for endorsements. Continued focus on acknowledging student success. Explore other ideas identified through student voice.
- Underachieving students and students at risk of underachieving will be identified and appropriate interventions implemented.
- Maintain NCEA pass rates at levels 1, 2 and 3. Strive to increase the proportion of students achieving Merit and Excellence.
- Review CEM data for Year 11 cohort (Entry to Year 7 and 9) to identify strengths, weaknesses and resourcing needs.
- Maintain and strive to improve outcomes against National Standards using data analysed from point above.
- Review and continue to foster Te Reo Māori teaching programme with a view to extend the programme and tikanga within the school. Provision of targeted staff PLD in Te Reo Maori and tikanga to enhance staff understanding and knowledge.
- Promote opportunity for students to enter Manu kōrero-speech making contest in English and Māori.
- Ensure implementation of strategies to cater for individual learning needs.
- Refine SAC processes to support students with learning differences.
- Manage SAC processes (financial, structural and PLD).

Strategic Plan – NAG 2

Self review, report to parents.

Appraisal

- Implement new appraisal round 2017-2019 to reflect the new PTC's which are being introduced in 2017
- Continue to implement new e-platform (OneNote) with interested staff as a basis for transferring portfolios from school drive to e-document.
- Continue to review and implement Appraisal documentation, refine and amend as required by school needs and/or based on potential changes implemented by EDUCANZ or recommendations by MoE/ERO.
- Consider new MoE/ERO developments/school needs.
- Consider recommendations/directions from EDUCANZ.

NCEA Moderation

- Maintain high quality external moderation standard. (88.2% accuracy in 2016.)
 - Continual self-review of Department moderation practices.
 - Continue checking processes within and across Departments.
- Problem solve issues within the school brought about by the roll out from NZQA of digital submission of moderation.
- Willing Departments will submit moderation digitally in line with NZQA/MoE roll out of digital submission for external moderation.
- HOD(s) attend Best Practice Workshop and other PLD based on collecting a variety of types of evidence to demonstrate knowledge and understanding of the standard.

Student Goal Setting

- Consolidate the goal setting process.
- Continue to use portal to include families in the goal setting and review process for their son(s).
- Use targeted wider school opportunities to showcase student goals and their achievement.
- Collate and identify the motivation grade overall percentage for each student and provide for students and families to help create more realistic meaningful goals.
- Consolidate student discussion with their Tutor Teacher regarding their goals and goal review.

Portal

- Students and parents can track up-to-date data as it relates to senior achievement.

Reporting

- Establish Report Review ropu to review current processes for written and verbal reporting to parents.
- Feedback outcomes from review to SMT for consideration and future direction.

Personnel – NAG 3

Be a good employer.

- Every endeavour will be made to attract and recruit staff who best fit the Special Character of HIBS.
- Raise the profile and possibility of promotion through Appraisal processes and staff PLD sessions for staff.
- Provide significant pastoral support and resources in order to ensure that classroom teachers can focus on student learning.
- Identify and address poor staff performance through targeted improvement plans.

Finance & Property – NAG 4

Manage and enhance the financial resources of the School to meet educational needs.

- Continue to improve the physical environment of the school so that all facilities are safe and fit for purpose.
- Complete the Arts Block and the comprehensive refurbishment of the English/IT/Library Block (BOP)
- Establish a schedule of maintenance for the school.
- Revisit the five year building plan.
- Continue to investigate options for further land acquisition (BOP).

Health & Safety – NAG 5

Provide a safe physical and emotional environment for students.

- Continue HIBS culture of Encouragement & Excellence to develop positive relationships within the school by creating and maintaining safe working environment.
- Continue to develop and implement positive digital citizenship practices.

- Work closely with the Health and Safety Committee and Board(s) to ensure adherence to current Health and Safety legislation and associated regulations with a focus on continuous improvement.
- Develop annual Health and Safety plan in conjunction with the Health and Safety Committee and continue to monitor and review on a regular basis.
- Ensure all staff, students, contractors and Board(s) are informed of, understand and accept their responsibility for Health and Safety.
- Ensure that Health and Safety is an agenda item at all SMT, Department and Board meetings and the student representative regularly updates students on Health and Safety matters and encourages student participation.
- Establish a central repository for all Health & Safety information for staff and students to access.
- Install a cover for the walkways in the “rage cage” quad to prevent slipping on the deck (BOP).

Special Character

Enhance the special character of the School under the Key principles.

- Review school wide implementation of the HIBS DNA Values.
- Review and improve the way in which special character information is communicated via the school website.
- Trial a new school wide approach to the Relay for Life event.
- Establish and develop new staffing positions for International Trips and Internationalisation.
- Develop student exchange opportunities.

Community Partnerships

Positively promote the School in the community.

- Review and continue to develop targeted relationships with Taita College to broaden HIBS students' understanding of Māori culture, and its integration within the curriculum by HIBS teachers.
- Be family/whānau inclusive by holding a range of school/community events throughout the year.
- Create opportunities for HIBS to be showcased on the local and international stage.
- Meet with Māori community, parents and students to continue the ongoing implementation of the Māori Strategy with the aim to continue the excellent achievements of our Māori students and to broaden the exposure of all students to Māori language and culture.
- Mihi Whakatau for Year 7 students and their whanau.

Information Technology

Beyond the Classroom (wider community).

- Continue to develop Online Portal/App for parents and students to enhance communication.
- Develop and review social media channels of communication.
- Implement changes to school website responding to new devices.
- Develop systems to support parent involvement in student learning, Eg: cloud computers.
- Review the use of the HIBS App as a mode of communication with students and parents.

Teaching and Learning

- Develop standards for BYOD, LMS, Cloud computing, blended learning, e-learners pedagogy.
- Develop IT systems to support modern learning environments.

Professional Development

- Explore collaborative systems for staff administration tasks, Eg: OneNote, Google Classrooms.
- Continue to develop staff digital literacy to allow engagement with e moderation and e assessment.

Strategic and Leadership

- Develop and review role of Media Captain.
- Develop and review IT procedures for modern learning at HIBS, Eg: BYOD, e-learning pedagogy, standards.

Technology and Infrastructure

- Continue to develop and optimise network WAN, telephony and other smart systems to support the organisation.
- Continue to develop IT support at HIBS.

The following goals were not achieved:

Appraisal:

- Identify HUBS based on staff demand and offer opportunity for individual Teaching as Inquiry processes to occur for 2017. Identify PLD needs resulting from this process.

There was no staff demand for HUBs, with the exception of the English teachers' Te Reo Maori group.

Student Goal Setting

- Consolidate the goal setting process.

There were some gaps in the process for 2017. This has resulted in a modified system being introduced in 2018

- Consolidate student discussion with their Tutor Teacher regarding their goals and goal review.

There were some gaps in the process for 2017. This has resulted in a modified system being introduced in 2018

Portal

- Investigate opportunities to identify achievement data for Year 9 & 10 on the portal.

This will be trialled for Year 10 2018 as a result of the report review

- Key staff attend KAMAR Conference, share new developments with SMT for consideration.

We missed this conference in 2017

Finance & Property – NAG 4

- Complete the implementation of Xero Financial Package including project close out and benefits review.

Not closed out yet. The tailoring of financial reporting still needs work.

- Review the need for and potential to provide additional facilities for sports and activities, Eg: Cricket pavilion, storage on Auditorium stage (BOP).

With the “village: currently used for storage, the urgency for the storage on the auditorium stage has been reduced. Work towards a Sports Pavilion is dependent on the racecourse land being finalised.

- Install a cover for the walkways in the ‘rage cage’ quad. (BOP)

The cover is very close to completion but there is still some work to be done before a code of compliance can be issued

- Paint and begin refurbishment of Performing Arts Block.

Not done. The bulk of this work is now included in the schedule of maintenance.

- Continue implementing the programme of investment in Maori Art for HIBS.

Discussion only regarding this in 2017.

Special Character

- Develop and Implement Level 1 of the 6 week 'Building Men of Character' Programme. Deliver Level 1 to 11,12 and 13 students.
Only delivered to Year 13's and 4 sessions to Year 12
- Reinforce the existing links between Māori culture and our special character by teaching the students our school karakia and whakataukī.
Not taught to the students as yet.
- Investigate links between Pasifika culture and our special character.
Only through IS. We are lacking the members to form an obvious base group
- Implement changes to senior Internationalisation programme to make it more robust and meaningful.
The lack of a time allocation for 2017 and the staff member's newness to the position made this difficult.

Professional Development

- Continue to explore POND as a source of moderation, resourcing and collaboration for staff.
POND is still very limited and staff are not using the resource