

# HUKARERE COLLEGE

## FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2017**

School Address:	Shaw Road, Eskdale, Napier
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Ministry Number:	435

# HUKARERE COLLEGE

Financial Statements - For the year ended 31 December 2017

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# Hukarere College

## 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.

EVELYN TAUMAUNU

Full Name of Board Chairperson

Lelie Pearcey

Full Name of Principal

E Taumunu.

Signature of Board Chairperson

L Pearcey

Signature of Principal

22 May 2018

Date:

22 May 2018

Date:

## Hukarere College

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,508,149	1,518,271	1,446,299
Locally Raised Funds	3	177,303	113,400	177,044
Use of Land and Buildings Integrated		133,165	129,920	127,368
Interest Earned		3,264	4,000	3,118
Gain on Sale of Property, Plant and Equipment		-	-	5,500
		<hr/>	<hr/>	<hr/>
		1,821,881	1,765,591	1,759,329
<b>Expenses</b>				
Locally Raised Funds	3	52,290	28,300	78,102
Learning Resources	4	1,232,279	1,194,799	1,083,903
Administration	5	183,771	235,200	207,671
Finance Costs		6,773	-	6,468
Property	6	225,875	219,420	215,172
Depreciation	7	76,942	77,000	71,651
Amortisation of Intangible Assets	13	3,890	-	3,890
		<hr/>	<hr/>	<hr/>
		1,781,820	1,754,719	1,666,857
<b>Net Surplus / (Deficit) for the year</b>		40,061	10,872	92,472
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		40,061	10,872	92,472

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

**Hukarere College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	443,187	408,338	350,715
Total comprehensive revenue and expense for the year	40,061	10,872	92,472
<b>Equity at 31 December</b>	483,248	419,210	443,187
Retained Earnings	443,219	419,210	443,187
Reserves	40,029	-	-
<b>Equity at 31 December</b>	483,248	419,210	443,187

**Reserved Equity**

These funds are from the Turakina College Endowment. The funds are for student scholarship. The school is not required to repay these funds.

	2017 Actual \$	2017 Budget \$	2016 Actual \$
<b>Turakina Endowment</b>			
Opening Balance	-	-	-
Funds Transferred from Funds Held in Trust	40,029	-	-
Closing Balance	40,029	-	-

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

# Hukarere College

## Statement of Financial Position

As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	351,634	420,363	332,451
Accounts Receivable	9	90,114	101,901	101,901
Prepayments		1,696	748	748
Inventories	10	34,056	27,281	27,281
Investments	11	17,979	17,433	17,433
		<u>495,479</u>	<u>567,726</u>	<u>479,814</u>
<b>Current Liabilities</b>				
GST Payable		19,510	22,798	22,798
Accounts Payable	14	119,142	118,880	118,880
Revenue Received in Advance	15	20,830	63,575	63,575
Finance Lease Liability - Current Portion	17	24,275	24,275	24,275
Funds held in Trust	18	14,560	55,154	55,154
		<u>198,317</u>	<u>284,682</u>	<u>284,682</u>
<b>Working Capital Surplus/(Deficit)</b>		297,162	283,044	195,132
<b>Non-current Assets</b>				
Investments	11	29,352	27,625	27,625
Property, Plant and Equipment	12	204,121	158,313	270,202
Intangible Assets	13	42,788	46,678	46,678
		<u>276,261</u>	<u>232,616</u>	<u>344,505</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	56,514	45,287	45,287
Finance Lease Liability	17	33,661	51,163	51,163
		<u>90,175</u>	<u>96,450</u>	<u>96,450</u>
<b>Net Assets</b>		<u>483,248</u>	<u>419,210</u>	<u>443,187</u>
<b>Equity</b>		<u>483,248</u>	<u>419,210</u>	<u>443,187</u>

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

**Hukarere College**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		461,027	566,682	576,433
Locally Raised Funds		199,442	116,073	165,142
Goods and Services Tax (net)		(3,288)	1,635	1,635
Payments to Employees		(250,131)	(161,109)	(180,918)
Payments to Suppliers		(313,874)	(405,982)	(365,867)
Cyclical Maintenance Payments in the year		-	8,318	
Interest Paid		(6,773)	-	(6,468)
Interest Received		4,010	2,819	1,937
Net cash from / (to) the Operating Activities		90,413	128,436	191,894
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(14,926)
Purchase of PPE (and Intangibles)		(10,861)	3,890	(96,400)
Purchase of Investments		(2,273)	(554)	(554)
Net cash from / (to) the Investing Activities		(13,134)	3,336	(111,880)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(17,502)	15,402	(3,586)
Funds Administered on Behalf of Third Parties		(40,594)	102	14,677
Net cash from Financing Activities		(58,096)	15,504	11,091
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>19,183</b>	<b>147,276</b>	<b>91,105</b>
Cash and cash equivalents at the beginning of the year	8	332,451	273,087	241,346
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>351,634</b>	<b>420,363</b>	<b>332,451</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

# Hukarere College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

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

Hukarere Girls' College (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 17.

#### ***Recognition of grants***

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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.

#### ***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 uncollectability) 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 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 28 of schedule 6 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Computer/electronics	5 years
Computer/electronics - leased	4–5 years
Library Books	12.5% Diminishing value
Motor Vehicles	5-10 years
Office furniture	3–5 years
Other	5-20 years
School Furniture	5-10 years
School Furniture - leased	10 years
Textbooks	8 years

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

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

### **n) Revenue Received in Advance**

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

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

### **o) 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.

### **p) 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).

### **q) 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.

**r) 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.

**s) Budget Figures**

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

**t) 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.

**u) Comparatives**

Certain comparatives have been re-stated in order to conform with current year presentation. However, the total comprehensive revenue and expense for 2016 remains unchanged.

## 2. Government Grants

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	396,141	525,300	499,248
Teachers' salaries grants	991,596	992,042	910,319
Resource teachers learning and behaviour grants	7,080	-	6,040
Other MoE Grants	91,110	929	24,292
Other government grants	22,222	-	6,400
	<u>1,508,149</u>	<u>1,518,271</u>	<u>1,446,299</u>

## 3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	46,120	23,600	59,834
Fundraising	8,358	-	9,821
Trading	28,017	-	44,997
Activities	88,790	89,800	60,418
Curriculum Recoveries	6,018	-	1,974
	<u>177,303</u>	<u>113,400</u>	<u>177,044</u>
<b>Expenses</b>			
Activities	25,810	28,300	29,655
Trading	25,684	-	47,111
Fundraising (costs of raising funds)	796	-	1,336
	<u>52,290</u>	<u>28,300</u>	<u>78,102</u>
<i>Surplus for the year Locally raised funds</i>	<u>125,013</u>	<u>85,100</u>	<u>98,942</u>

## 4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	18,003	114,390	20,723
Equipment repairs	8,632	23,867	8,090
Extra-curricular activities	5,421	3,000	4,104
Library resources	988	1,000	1,928
Employee benefits - salaries	1,122,095	1,040,042	974,785
General Expenses	68,153	-	67,680
Staff development	8,987	12,500	6,593
	<u>1,232,279</u>	<u>1,194,799</u>	<u>1,083,903</u>

## 5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	7,170	7,000	7,060
Board of Trustees Fees	3,225	4,000	3,700
Board of Trustees Expenses	6,008	12,500	934
Communication	10,073	34,500	29,652
Consumables	29,690	45,900	38,625
Operating Lease	213	6,500	-
Other	19,465	19,800	20,972
Employee Benefits - Salaries	107,927	105,000	106,728
	<u>183,771</u>	<u>235,200</u>	<u>207,671</u>

## 6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	150	5,000	572
Cyclical Maintenance Expense	11,227	3,000	11,318
Grounds	2,100	3,000	2,882
Heat, Light and Water	23,446	20,000	19,149
Rates	20,411	21,000	18,594
Repairs and Maintenance	18,117	20,000	16,174
Use of Land and Buildings	133,165	129,920	127,368
Employee Benefits - Salaries	17,259	17,500	19,115
	<u>225,875</u>	<u>219,420</u>	<u>215,172</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	2,235	2,700	2,475
Information and Communication Technology	14,323	15,000	14,017
Motor Vehicles	28,857	27,400	25,611
Office Furniture	815	800	815
Other	8,332	10,500	9,734
Textbooks	2,141	2,900	2,747
Leased Assets	19,647	17,000	15,576
Library Resources	592	700	676
	<u>76,942</u>	<u>77,000</u>	<u>71,651</u>

## 8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	600	-	600
Bank Current Account	197,727	420,363	198,658
Bank Call Account	153,307	-	133,193
Cash equivalents and bank overdraft for Cash Flow Statement	<u>351,634</u>	<u>420,363</u>	<u>332,451</u>

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

## 9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	15,008	39,439	39,439
Receivables from the Ministry of Education	15,073	-	-
Interest Receivable	1,195	1,941	1,941
Teacher Salaries Grant Receivable	58,838	60,521	60,521
	<u>90,114</u>	<u>101,901</u>	<u>101,901</u>
Receivables from Exchange Transactions	31,276	41,380	41,380
Receivables from Non-Exchange Transactions	58,838	60,521	60,521
	<u>90,114</u>	<u>101,901</u>	<u>101,901</u>

## 10. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	34,056	27,281	27,281
	<u>34,056</u>	<u>27,281</u>	<u>27,281</u>

## 11. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	17,979	17,433	17,433
Non-current Asset			
Long-term Bank Deposits	29,352	27,625	27,625

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2017</b>						
Furniture and Equipment	14,311	5,302			(2,235)	17,378
Information and Communication Tect	31,751	5,558			(14,323)	22,987
Motor Vehicles	115,631				(28,857)	86,774
Office Furniture	1,903				(815)	1,087
Other	22,287				(8,332)	13,955
Textbooks	5,936				(2,141)	3,795
Leased Assets	73,649				(19,647)	54,003
Library Resources	4,734				(592)	4,142
<b>Balance at 31 December 2017</b>	<b>270,202</b>	<b>10,860</b>	<b>-</b>	<b>-</b>	<b>(76,942)</b>	<b>204,121</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2017</b>			
Furniture and Equipment	52,880	(35,502)	17,378
Information and Communication Technology	95,018	(72,031)	22,987
Motor Vehicles	187,418	(100,644)	86,774
Office Furniture	4,077	(2,990)	1,087
Other	80,884	(66,929)	13,955
Textbooks	34,481	(30,686)	3,795
Leased Assets	100,435	(46,432)	54,003
Library Resources	17,404	(13,262)	4,142
<b>Balance at 31 December 2017</b>	<b>572,597</b>	<b>(368,476)</b>	<b>204,121</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2016</b>						
Furniture and Equipment	8,879	7,907			(2,475)	14,311
Information and Communication Tect	30,774	14,994			(14,017)	31,751
Motor Vehicles	60,189	81,053			(25,611)	115,631
Office Furniture	2,718				(815)	1,903
Other	28,021	4,000			(9,734)	22,287
Textbooks	8,683				(2,747)	5,936
Leased Assets	61,365	27,860			(15,576)	73,649
Library Resources	5,410				(676)	4,734
<b>Balance at 31 December 2016</b>	<b>206,039</b>	<b>135,814</b>	<b>-</b>	<b>-</b>	<b>(71,651)</b>	<b>270,202</b>

The net carrying value of equipment held under a finance lease is \$54,003 (2016: \$73,649)



12. Property, Plant and Equipment (cont)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2016</b>			
Furniture and Equipment	47,578	(33,266)	14,311
Information and Communication Technology	89,459	(57,709)	31,751
Motor Vehicles	187,418	(71,787)	115,631
Office Furniture	4,077	(2,175)	1,903
Other	80,884	(58,597)	22,287
Textbooks	34,481	(28,545)	5,936
Leased Assets	100,435	(26,785)	73,649
Library Resources	17,404	(12,670)	4,734
<b>Balance at 31 December 2016</b>	<u>561,736</u>	<u>(291,534)</u>	<u>270,202</u>

13. Equitable Lease

2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
<b>Cost</b>					
Equitable Lease	46,678	-	-	-	46,678
<b>Balance at 31 December 2017</b>	<u>46,678</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>46,678</u>
<b>Accumulated Amortisation</b>					
Equitable Lease (Amortisation for the year)	-	-	-	3,890	3,890
<b>Balance at 31 December 2017</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,890</u>	<u>3,890</u>
<b>Net Book Value at 31 December 2017</b>					<u><u>42,788</u></u>
2016	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
<b>Cost</b>					
Equitable Lease	50,568	-	-	-	50,568
<b>Balance at 31 December 2016</b>	<u>50,568</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>50,568</u>
<b>Accumulated Amortisation</b>					
Equitable Lease (Amortisation for the year)	-	-	-	3,890	3,890
<b>Balance at 31 December 2016</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,890</u>	<u>3,890</u>
<b>Net Book Value at 31 December 2016</b>					<u><u>46,678</u></u>

#### 14. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	14,059	26,645	26,645
Accruals	22,890	13,913	13,913
Employee Entitlements - salaries	58,838	60,521	60,521
Employee Entitlements - leave accrual	23,355	17,801	17,801
	<u>119,142</u>	<u>118,880</u>	<u>118,880</u>
Payables for Exchange Transactions	119,142	118,880	118,880
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>119,142</u>	<u>118,880</u>	<u>118,880</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Grants in Advance - Ministry of Education	-	40,453	40,453
Other	20,830	23,122	23,122
	<u>20,830</u>	<u>63,575</u>	<u>63,575</u>

#### 16. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	45,287	45,287	33,969
Increase to the Provision During the Year	11,227	-	11,318
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>56,514</u>	<u>45,287</u>	<u>45,287</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	56,514	45,287	45,287
	<u>56,514</u>	<u>45,287</u>	<u>45,287</u>

## 17. 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 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
No Later than One Year	26,136	26,136	26,136
Later than One Year and no Later than Five Years	38,082	38,082	64,218
Later than Five Years	-	-	-
	<u>64,218</u>	<u>64,218</u>	<u>90,354</u>

## 18. Funds held in Trust

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	14,560	55,154	55,154
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>14,560</u>	<u>55,154</u>	<u>55,154</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.

These funds are held in trust for Te Puawaitanga.

## 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.

The Proprietor of the School (Te Aute Trust Board) 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".

	2017	2016
		\$
<b>Te Aute Trust Board</b>		
Attendance Dues collected on behalf of Te Aute College Board	Nil	2,531
As at balance date, no funds were owed to the Trust Board.		
<b>Hukarere Hostel</b>		
Mapihi Pounamu and Boarding Bursaries received by the College on behalf of the Hostel	Nil	3,881
As at balance date, no funds were due to the Hostel.		

## 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	3,225	3,700
Full-time equivalent members	0.09	0.07
<i>Leadership Team</i>		
Remuneration	289,571	198,864
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	292,796	202,564
Total full-time equivalent personnel	3.09	2.07

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	100 - 110	100 - 110
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
100 - 110	0.00	0.00
	0.00	0.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual \$0	2016 Actual \$0
Total	0	0
Number of People	0	0

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: \$7180).

The school has been named along with the Te Aute Trust Board in a Claim by a previous Hukarere Hostel Staff member for backpay of "Sleepover" payments. The Board is seeking legal advice as it does not believe it is liable. The Hostel is a separate entity.

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2017 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2016: nil)

### (b) Operating Commitments

As at 31 December 2017 the Board has no operating leases:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years		
	<u>-</u>	<u>-</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:

### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	351,634	420,363	332,451
Receivables	90,114	101,901	101,901
Investments - Term Deposits	47,331	45,058	45,058
Total Loans and Receivables	<u>489,079</u>	<u>567,322</u>	<u>479,410</u>

### Financial liabilities measured at amortised cost

Payables	119,142	118,880	118,880
Finance Leases	57,936	75,438	75,438
Total Financial Liabilities Measured at Amortised Cost	<u>177,078</u>	<u>194,318</u>	<u>194,318</u>

## 26. Events After Balance Date

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

## Hukarere College

# Board of Trustees Members & Kiwisport Statement

For the year ended 31 December 2017

Name	Position	How position on Board gained	Term expires
Lelie Pearcey	Principal	Appointed	
Evelyn Taumaumu	Chairperson / Parent Representative	Appointed	May 2019
Heke Huata	Co-opted July 2016	Co-opted	May 2019
Aroha Sellwood	Parent Representative	Elected	May 2019
Rachel Te Karu	Parent Representative	Elected	May 2019
Deidre Walker	Parent Representative	Re-elected	May 2019
Valeta Mathias	Parent Representative	Re-elected	May 2019
Margaret Sorenson	Staff Representative	Elected	May 2019
Huia Beattie	Proprietors Representative	Appt. Nov 2015	
Maui Tangohau	Proprietors Representative	Appt. Nov 2015	
Stephen Jacobi	Proprietors Representative	Appt. July 2016	
Kororia Thompson-Teua	Student Representative	Re-elected	August 17
Amy Witinitara-Charteris	Student Representative	Elected	August 18

## Kiwi sport

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwi sport funding of \$1,919 (excluding GST) 2016: \$1,940 (excluding GST). The funding contributed towards the sports travel for students.

# Analysis of Variance 2017



## HUKARERE GIRLS' COLLEGE ANALYSIS OF VARIANCE 2017 YEAR 9 & 10 LITERACY

### STRATEGIC AIM:

- High Quality Teaching and Academic Achievement

### ANNUAL OBJECTIVES:

- The group of learners identified as having special education needs will make progress in relation to their individual learning plans and goals for the year.

### TARGET:

- That all students are given an English course that attends to their individual learning needs.
- The learning programme will have a Vocabulary Focus per unit of work.
- Reduce the number of students who are below average in Reading Comprehension and Vocabulary.
- Increase the number of students achieving at average and above the Reading Comprehension and Vocabulary.

### BASELINE DATA:

- PAT results for English taken February 2017 for students in Years 9 and 10 show that 78% if Year 9 students are average or above for Comprehension and Vocabulary. All Year 10 students are average or above for comprehension. 27% of Year 10 students are below for vocabulary.

ACTIONS: (What did we do?)	OUTCOMES: (What happened?)	REASONS FOR VARIANCE (Why did it happen?)	EVALUATION (Where to next?)
<ul style="list-style-type: none"> <li>• Group students according to data.</li> <li>• Teach to the starting level.</li> <li>• Students with special learning needs.</li> <li>• Use Teacher Aids skills and resources effectively.</li> <li>• Give students opportunity for Silent Reading.</li> <li>• Have a word rich environment.</li> <li>• Determined focus on improved Teacher teaching.</li> <li>• Teaching plans to include a planned sequence of</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• All Year 9 students are now average for comprehension so target achieved.</li> <li>• All Year 10 students are now average or above in comprehension so target achieved.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• 37% of Year 9 students are now below average in vocabulary. 63% of Year 9 students are average (increase in number of students).</li> </ul> <p><b>Target not achieved:</b></p>	<ul style="list-style-type: none"> <li>• The cohort changed throughout the year. The new students that come in were below average and some remained below average.</li> <li>• The cohort changed throughout the year. Some new students that came in were below average, some of these students are still below average.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify the cohort. It must be the same in February so that apples are being compared to apples.</li> <li>• While the progress of all students must be monitored to ascertain improvements, only those students who completed the February and November tests can provide legitimate data for any target set.</li> </ul>



<ul style="list-style-type: none"> <li>stimulating literacy learning experiences.</li> <li>Get students interested in using the library on a regular basis.</li> <li>Become knowledgeable and use effectively the new Literacy Learning Progressions.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 10 students are average or above for vocabulary. Target achieved.</li> </ul>	
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**Baseline Data:**

**PAT Results for English Feb & Nov 2017 for students in Year 9**

Year 9 Level 4	Below Average Stanine 1	Below Average Stanine 2	Below Average Stanine 3	Average Stanine 4	Average Stanine 5	Average Stanine 6	Above Average Stanine 7	Above Average Stanine 8	Outstanding Stanine 9
Norm (NZ)	4%	7%	12%	17%	20%	17%	12%	7%	4%
Comprehension <b>11/17</b>			22.7% (5)	45.4% (10) <b>43% (7)</b>	22.7% (5) <b>32% (5)</b>	9.8% (2) <b>25% (4)</b>	22% <b>16%</b>		
Vocab <b>11/17</b>		<b>12% (2)</b>	22.7% (5) <b>25% (4)</b>	55% (12) <b>19% (3)</b>	22.7% (5) <b>25% (4)</b>	19% (3) <b>19% (3)</b>	22% <b>16%</b>		

The Year 9 data shows that 78% of students are average and above for Comprehension and Vocabulary.

**2017 Targets:**

- That all students are given an English course that attends to their individual literacy needs.
- The learning programme will have a **Vocabulary Focus** per unit of work.
- Reduce number of students who are below average in Reading Comprehension and Vocabulary.
- Increase the number of students achieving at average and above in Reading Comprehension and Vocabulary.

**Analysis:**

- Not all students have been met by Year 9 students in 2017.**
- All students are achieving at average in reading comprehension.**

- 1/3 of students are still below average in vocab.
- This is a 2-3 year programme that includes confirmation, consolidation and improved confidence in English.

## YEAR 9 & 10 Literacy Analysis of Variance – 2017

### STRATEGIC GOAL:

- High Quality Teaching & Academic Achievement

### ANNUAL AIM:

- The group of learners identified as having special education needs will make progress in relation to their individual learning plans and goals for the year.

### BASELINE DATA:

#### PAT Results for English taken in Feb & Nov 2017 for students in Year 10

Year 10 Level 5	Below Average Stanine 1	Below Average Stanine 2	Below Average Stanine 3	Average Stanine 4	Average Stanine 5	Average Stanine 6	Above Average Stanine 7	Above Average Stanine 8	Outstanding Stanine 9
Norm (NZ)	4%	7%	12%	17%	20%	17%	12%	7%	4%
Comprehension				36% (4) 7% (1)	27% (3) 54% (7)	18% (2) 16% (2)	18% (2) 23% (3)		
Vocab		9% (1)	18% (2)	27% (3) 54% (7)	18% (2) 23% (3)	18% (2) 23% (3)	9% (1)		

Year 10 data show that they are all average and above except 27% who are below average in vocabulary.

### 2017 Targets:

- That all students are given an English course that attends to their individual literacy needs.
- The learning programme will have a **Vocabulary Focus** per unit of work.
- Reduce number of students who are below average in Reading Comprehension and Vocabulary.
- Increase the number of students achieving at average and above in Reading Comprehension and Vocabulary.

### Analysis:

- The Literacy targets for Year 10 students for 2017 have been met. This is very pleasing.
- Every Year 10 student has achieved at average or above in both comprehension and vocab.
- Students have made a definite upward shift in reading comprehension.
- The vocabulary focus will continue through Year 11 (daily reading, weekly lists, identify words/phrases, speaking)

## HUKARERE GIRLS' COLLEGE ANALYSIS OF VARIANCE 2017 MATHEMATICS YEARS 9 & 10 DATA

### STRATEGIC AIM:

- High Quality Teaching and Academic Achievement

### ANNUAL OBJECTIVES:

- The group of learners identified as having special education needs will make progress in relation to their NUMERACY individual learning plans and goals for the year.
- To lift Years 9 and 10 students to help them achieve at or above NZC Numeracy National Standards.

### TARGET:

- The identified students will be given a Mathematical course at their starting level(s) to cover: Numeracy, Statistics and Algebra to engage mathematical thinking to reach their potential. This will help towards students to gaining Merit or higher NCEA.

### BASELINE DATA:

- PAT results for Mathematics taken February 2017 for students in Years 9 and 10 show that 77% of Year 9 students are below average, and 43% of Year 10 students are below average.

### ACTIONS:

#### (What did we do?)

- Following the Feb PAT Maths test the students were put into groups at their starting level.

#### OUTCOMES:

#### (What happened?)

- A variety of resources were used to teach the various concepts.
  - Each target group had a learning plan.
- Percentiles:**
- Of the Year 9 students:
    - 2 scored less.
    - 3 remained the same.
    - 9 students improved.
- Stanines:**
- 10 stayed the same.
  - 4 improved one stanine.
- Percentile Wise:**
- 1 student dropped 2 percentile.
  - 3 students stayed the same

#### REASONS FOR VARIANCE

#### (Why did it happen?)

- Students progressed at various rates.
- The two who scored less were only 1 and 2 percentile.
- Those who remained the same had normal progress.

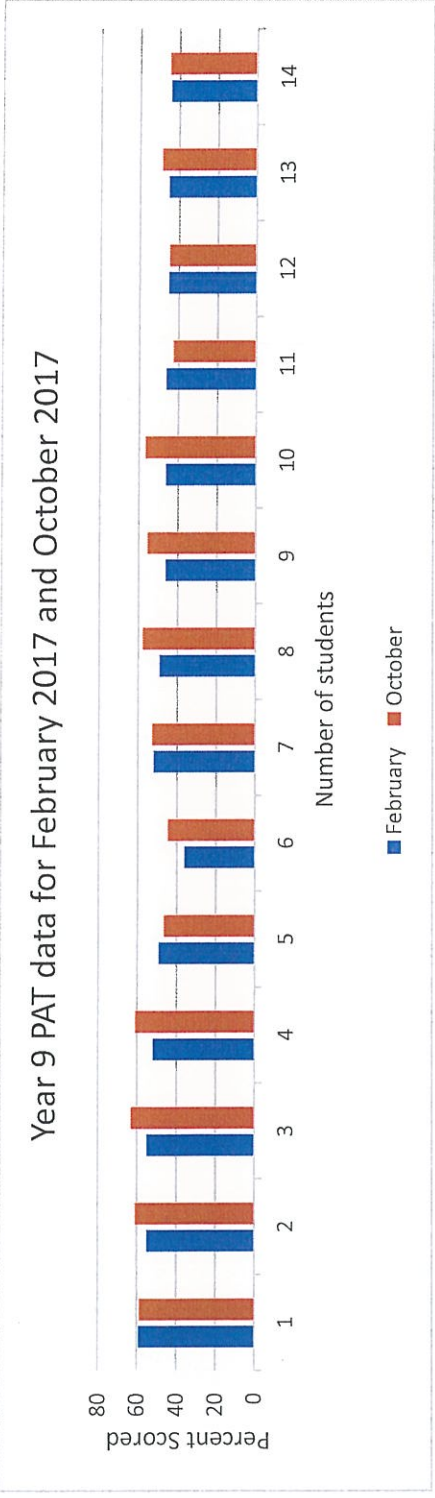
#### EVALUATION

#### (Where to next?)

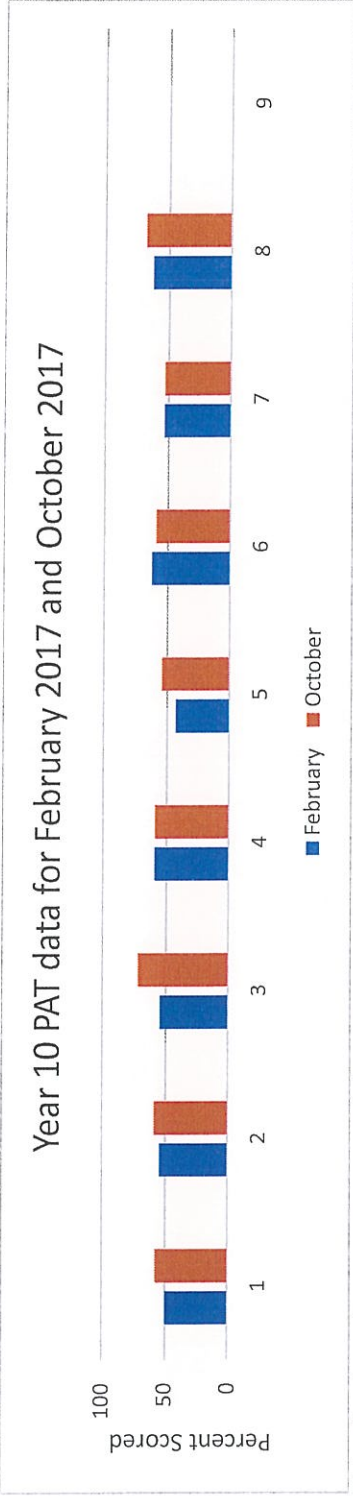
- Each identified student should had an individual learning plan as the students do not all progress at the same rate.
- Teachers will monitor each students progress on a weekly basis and review the students individual learning plan.
- The reviewed plan will show what if anything new to be retaught and the new learning concepts steps.

	(normal progress). -10 students improved by 4 to 12 percentile (accelerated progress).	
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**Mathematics Analysis of Years 9 & 10 PAT Data for 2017:**



This display shows comparable data for the students who completed both PAT tests. The data shows that for 11/14 there was an improvement, (79%).



This display shows comparable data for the students who completed both PAT tests. The data for the eight students shows that 7/8 or 87% had an improvement in their results.

These results show improvement for both years 9 and 10.

#### ANALYSIS OF 2017 Y9 PAT BY STRAND:

	Number Knowledge %	Number Strategies %	Geometry & Measurement %	Statistics %	Algebra %
Improved	58.3	50.0	58.3	41.7	33.3
No Change	16.7	0.0	8.3	33.3	33.3
Decreased	25.0	50.0	33.3	33.3	33.3

The above display shows 58.3% of students improved in the areas of number knowledge, 50% in number strategies, 58.3% in geometry & measurement, 41.7% in statistics and 33.3% in Algebra. Other students within these areas showed no change or decreased in score.

#### ANALYSIS OF 2017 Y10 PAT BY STRAND:

Number Knowledge %	Number Strategies %	Geometry & Measurement %	Statistics %	Algebra %

							%		
Improved		50		100		50		50	75
No Change		25		0		0		12.5	12.5
Decreased		25		0		50		37.5	12.5

The above display shows 50% of students improved in the areas of number knowledge, geometry & measurement (G&O), also statistics. 100% improved in number strategies and 75% in algebra. Other students within these areas showed no change or decreased in score.

Year	Group/ Student	%ile Feb	Stanine	%ile Nov	Stanine	Differences	Stanine
9	1	60	6	60	6	=	=
	2	22	5	60	6	+5	+1
	3	55	5	62	6	+7	+1
	4	51	5	60	6	+9	+1
	5	50	5	46	5	+4	=
	6	36	4	45	5	+9	+1
	7	50	5	52	5	+2	=
	8	50	5	58	5	+8	=

	9	45	5	55	5	+10	=
	10	45	5	56	5	+11	=
	11	47	5	45	5	-2	=
	12	45	5	45	5	=	=
	13	45	5	50	5	+5	=
	14	45	5	45	5	=	=
10	1	50	5	58	5	+8	=
	2	56	5	60	6	+4	+1
	3	56	5	70	6	+14	+1
	4	50	5	50	5	=	=
	5	42	5	60	6	+14	+1
	6	61	6	60	6	-1	=
	7	56	5	56	5	=	=
	8	62	6	64	6	+2	=

## COMPARISONS

Year Cohort	%ile Improve	Year Cohort	Stanine Improve
9		10	
1	-2	10	=
3	=	4	+1
1	+4		
2	+5 *		
1	+7 *		
1	+8		
2	+9 **		
1	+10	Feb. 1 Stanine 4	
1	+11	12 Stanine 5	
1	+12	1 Stanine 6	
	*Went up a stanine (4)	Nov. 4 on Stanine 6	
		10 on Stanine 5	



## Analysis of Variance NCEA LEVEL ONE Target 2017:

1. Year 11 Students at least 10% of students gaining NCEA Endorsed with Merit
2. 5% of students Endorsed with Excellence
3. All Year 11 students gain at least 10 Numeracy and Literacy credits from a range of subjects

### 2017 NCEA Endorsement Analysis

#### NCEA L1

Descriptor	Hukarere Level 1 Endorsements 2017		NZ Māori Level 1 Endorsements 2016		NZ Decile 1-3 Level 1 Endorsements 2016	
	Merit %	Ex %	Merit %	Ex %	Merit %	Ex %
Grade Band	47	5	27.3	9.5	23.9	9.2
Overall						

## Analysis of Variance NCEA LEVEL 1 Target 2017:

WHAT did we do? ACTIONS	Outcomes WHAT HAPPENED	Reasons for Variance WHY DID IT HAPPEN	Evaluation WHERE NEXT
Ohu ako discussions ongoing to focus on gaining credits to the best of their abilities.	Students were able to show a record of their credits gained to date in their Ohu folders and diaries.	Mentors worked closely with each student consistently building and enhancing positive, safe, valuable relationships	Staff and students will meet early in Term One to draft specific actions to ensure they meet their NCEA level 2.
Students developed learning plans based on their identified career pathway. They identify	Learning plan were developed with the Mentors, implemented and adjusted	Some students needed a lot of assistance from teachers to the point where some were reliant	Early in Term One introduce the template to the students while expecting them to set SMART goals.

<p>the requirements for each of their subjects and set personal academic goals then follow up conversations with their subject teachers outlining their goals.</p>	<p>accordingly. – Revisited regularly to check on progress by checking on goals, readjusting goals by having regular conversations with Mentors and subject teachers</p>	<p>on teachers to write the learning plans. Teachers drew up templates to assist students.</p>	<p>Students will be guided to help them become independent of the mentors when setting goals</p>
<p>Ensure level 1 have a full programme with a minimum of 80 credits across their subjects</p>	<p>Students interviewed to confirm Level 1 programmes ensuring their subjects aligned with their chosen career pathway.</p>	<p>Some students wanted to make changes in their subjects after the close off date. Mainly due to lack of understanding. Others due to attendance issues.</p>	<p>Notify parents early in Term One of their responsibilities to ensure that their daughters are attending school regularly. There is a direct correlation between attendance and achievement.</p>
<p>Students identified their learning styles to support their study habits and environments conducive to studying. Motivational incentives for extending students by acknowledging Merit and Excellence results through acquiring House Points.  "Extras for experts" – an extension program</p>	<p>Presentation of individual learning styles to show how it can be implemented productively with study habits.  Regular tracking and recording of Assessment results by providing incentives such as acquiring house points acknowledging Merit &amp; Excellences.  Challenging tasks</p>	<p>While the students' learning styles were identified, not all teachers took this into account when planning lessons for students. There were a few behavioural issues in some classes as students felt that some lessons were difficult to grasp.  Noted that some competitive students enjoyed being recognised for achieving at a high level regularly.</p>	<p>Ensure that all teachers are aware of students learning styles and adapt their lessons to reflect this. Include visual, kinesthetic and auditory styles.</p>

<p>Develop a tracking system for students and mentor teachers to keep a record of progress. Use SMS ton track students' progress.</p> <p>Target individual students who require more support, e.g. student brought into hostel for a more supportive environment</p> <p>Bench mark Exams provided to check where students are at with their understanding</p> <p>All ensure we are providing effective planning and teaching programmes.</p> <p>Provide wananga after school and/or weekends for various subjects to support student progress</p>	<p>provided for the students who would benefit from extending.</p> <p>Self-regulated tracking of progress and results through support system developed in Ohu Ako Classes.</p> <p>Self-written reports to Parents on academic results and attitude towards learning</p> <p>All teachers identified gaps in their subject from Benchmark Exams and adjust program accordingly</p>	<p>The Ohu Ako Leader was extremely vigilant about tracking students' progress regularly. She always encouraged students to follow her lead. This was a good incentive for students to reflect, ask questions, and continue to work hard.</p> <p>Gaps in students' were identified quickly and teachers and students worked together to close the gaps.</p>	<p>Ohu Ako Leaders with SMT will ensure that all teachers all receive PLD with the new SMS system MUSAC EDGE in Term One 2018</p>
<p>Practising Certificate for teachers criterion 6. This is through out appraisal. There were gaps in the math/ science areas in Term One due to illness.</p> <p>Regular discussions with Subject Teachers and Ohu Mentors on the needs of students that would benefit from</p>	<p>Practising Certificate for teachers criterion 6. This is through out appraisal. There were gaps in the math/ science areas in Term One due to illness.</p> <p>Regular discussions with Subject Teachers and Ohu Mentors on the needs of students that would benefit from</p>	<p>A staff member was away on sick leave but the CL ensure that she carried the department.</p> <p>Some subjects like te reo Maori and English had extra weekend tutorials regularly throughout Terms three and four. This</p>	<p>SMT will check planning of teachers in their Ohu at least once per term as part of the appraisal process.</p> <p>All subject areas need to offer extra assistance for our students.</p>

	further tuition outside of school time	reflected in the 2017 exam results.
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	2017	Met Target
Merit Endorsements	47%	√
Ex Endorsements	5%	√
Participants	17 students	

### 2017 Analysis of Variance Commentary

<p>Certificate endorsements with Merit are well above the target set. Students are gaining L1 certificates with plenty of merit and excellence credits with 5% meeting the 50 excellence credit threshold to gain excellence endorsements.</p> <p>L1 students are enrolled in some L2 courses i.e. three students doing level 2 English and two students doing level 2 te reo Maori. Although students might be eligible for an endorsement because of the higher level credits this process is not automatic if their credits are gained in different academic years, therefore, when students want their endorsements upgraded they need to contact NZQA independently.</p>
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<p><b>Strategic Goal:</b> To increase year 12 student preparedness for gaining NCEA Level Two. To support more year 12 students to gain their NCEA endorsed with merit and excellence.</p>			
<p><b>Target:</b></p> <ol style="list-style-type: none"> <li>Year 12 students at least 10% of students gaining NCEA endorsed with Merit</li> <li>Year 12 students at least 5% of students gaining NCEA endorsed with Excellence</li> </ol>			
<p><b>Baseline Data:</b> Using 2016 NCEA Level 1 results we will identify how we can raise the level of achievement of our year 12 learners.</p>			
<p><b>Year 12 Students (Total 15 )</b></p>			
<b>WHEN:</b>	<b>WHAT (Examples):</b>	<b>WHO:</b>	<b>Indicators of Progress:</b>
Term 1:	Ohu ako discussions ongoing to focus on gaining credits to the best of their abilities.	Ki and JLB	Students must be able to show a record of thier credits gained to date in their Ohu folders and diaries.
Term 1:	Ensure level 2 have a full programme with a minimum of 60 credits across their subjects	Senior Ohu Ako Leader	Discussions will be held in Ohu Ako meetings at least once per month to monitor progress of each student. Students interviewed to confirm Level 2 programmes.
Terms 1-4	Mentors and class teachers will outline steps for students to achieve at merit and excellence. This includes study skills, strategies to learn and scaffolding	Careers Person Ki and JLB	Ohu Ako booklets record of disussions and goals and tracking their progress and credits.
		All subject teachers	Curriculum Leaders ensure all students are accessing a range of learning experiences.

	work.		
Terms 1-4	All ensure we are making effective planning and teaching programmes.	All subject teachers	Practising Certificate for teachers criterion 6. This is through out appraisal.

Level 2 NCEA Data			
	2016	2017	2016 NZ Decile 1-3
Merit	6.3%	40%	16.2%
Excellence	0%	0%	5.7%
Achieve L2		100%	
Participants		<b>15 students</b>	

### 2017 Analysis of Variance Commentary

Certificate endorsements with Merit are well above the target set. Students are gaining L2 certificates with plenty of merit and excellence credits but not quite meeting the 50 excellence credit threshold to gain excellence endorsements.

Toward the end of the 2017 academic year there was a pastoral issue that could have affected the learners ability to prepare for the exams to gain the required excellence credits in an external. This could be a contributing factor to the lack of excellence endorsements. This pastoral issue may have also affected their engagement in their learning and exam preparation.

L2 students are enrolled in some L3 courses. Although students might be eligible for an endorsement because of the higher level credits this process is not automatic if their credits are gained in different academic years, therefore, when students want their endorsements upgraded they need to contact NZQA independently.

It is interesting to note that there have been no L2 certificates endorsed with excellence for two consecutive years; 2016 and 2017. This may warrant further more in depth analysis of the data to try and pinpoint the causal factors for this

anomaly.
Students were unable to monitor their own progress easily in terms of achievement standards, credits and requirements met. Part of this was due to the lack of logins to NCEA and markbooks not being updated in a timely manner.
<b>Suggestions for 2018 Indicators of Progress and Success</b>
Ohu ako ongoing discussions to focus on raising achievement.
Ohu ako – monitoring processes to include regular NZQA logins and RoA checks, EDGE phone app. These two critical pieces of software provide learners and teachers with direct access to up-to-date credit info, overview of achievements including endorsements. These tools enable students to be proactive in their self monitoring.
Organised study plan that is broken down per standard.
Communications with whanau include the Edge portal, phone, interviews, ohu newsletters etc.
Students are involved in the report writing process and opportunities for active reflection are often and informative.
Students voice is gathered, valued and relationships with staff provide a safe space for questions and asking for help.
Students receive and provide frequent reminders of the learning journey they are on.
Learners and teachers use the technology to locate themselves in the learning journey. This includes google classroom to catch up, portal for live info, emails for follow ups.
Students, seniors, acknowledge and value their responsibilities as leaders and are role models to help work toward the common goal of academic success.
Students self-development includes fostering intrinsic motivation to achieved at their very best.
Resubmission and reassessment policies are clear so that students have the opportunity to achieve the best result they

possibly can.
Standardising the use of G-Suite across all subjects including the use of feedback and feedforward commentary.

### Analysis of Variance Level 3 NCEA Targets 2017:

<b>Strategic Goal:</b> To raise the level of achievement of the year 13 learners			
<b>Target:</b>			
<ul style="list-style-type: none"> <li>• At least 10% of year 13 students to gain NCEA Endorsed with Merit</li> <li>• At least 5% of year 13 students to gain NCEA endorsed with Excellence</li> <li>• At least 50% of year 13 students to gain University Entrance</li> </ul>			
<b>Baseline Data:</b> Using NCEA Level 2 results we will identify how we can raise the level of achievement of our year 13 learners.			
<b>Year 13 Students (Total 16)</b>			
<b>WHEN:</b>	<b>WHAT (Examples):</b>	<b>WHO:</b>	<b>Indicators of Progress:</b>
Term 1:	Investigate learning opportunities from off site providers that extended the level of achievement.	Melisa from Careers for Trades Academy and Te Reo at EIT Te Reo subject teacher	Received term reports from EIT. PN also checking NCEA for credit updates.
Term 1:	Esure level 3 have a full programme with a minimum of 60 credits across their subjects	Senior Ohu Ako Leader	Students inteerviewed to confirm Level 3 programmes.
Terms 1-4	Weekly mentoring groups.	Careers Person MS	Ohu Ako booklets record of disussions and goals and tracking their progress



				and credits.
	Ensure that ALL year 13's are entered for at least one external for NCEA level 3.	Ohu Ako mentors to confirm external entries with the principals nominee.		Curriculum Leaders check students are correctly entered into at least one external per subject.
Terms 1-4	Ensure students gain a minimum of 14 credits across three University accredited subjects	Ohu Ako mentors and PN.		Reviews took place by Ohu Ako mentors at the end of Term 1, twice in Terms 2 and 3 and the beginning of Term 4.
Terms 3 and 4.	Assist students to self monitor credits to date	MS		Students to submit their credit summary to Ohu Ako Mentors.
Terms 3 and 4	On-going study skills workshops, Questioning techniques Wananga,	Ohu Mentor MS Curriculum Teachers		Student involvement was high for Wananga

	2016 as Level 2	2017 as Level 3	NZ Level 3 Endorsements 2017	NZ Decile 1-3 Level 3 Endorsements 2017
Merit	10%	8%	28.5%	18%
Excellence	6.3%	25%	14.7%	7.3%
UE Results		67%		

Our data shows that our Level 3 students were below the National average and our school target, for Merit endorsement. This would have been because our Level 3 endorsements were well above both the National Average and the Decile 1-3 achievements for 2017. Above Decile 1-3 schools by 300%.

There was a marked improvement with this group, in their Excellence endorsements, between level 2 in 2016 and Level 3 in 2017. This could be attributed to a number of factors:

- There were a number of students studying at a higher level
- In 2016 the students sat fewer externals
- The students studying at higher levels gained better results in their level 3 examinations
- Ongoing mentoring and study skills and examination techniques



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HUKARERE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 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 with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 22 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 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 information included within the Analysis of Variance 2017, the and the Board of Trustees Members and Kiwisport Statement which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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



**Independence**

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

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

A handwritten signature in blue ink, appearing to read 'M. John Dixon', with a long horizontal flourish extending to the right.

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