



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	16 Lucknow Street, Wairoa
School Postal Address:	16 Lucknow Street, Wairoa, 4108
School Phone:	06 838 8303
School Email:	info@wairoacollege.school.nz
Ministry Number:	214

WAIROA COLLEGE

Financial Statements - For the year ended 31 December 2017

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6</u>	Statement of Accounting Policies
<u>11</u>	Notes to the Financial Statements

Wairoa 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.

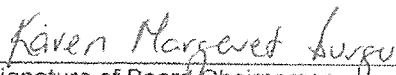
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.



Full Name of Board Chairperson



Signature of Board Chairperson



Date:



Full Name of Principal



Signature of Principal



Date:

Wairoa College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,459,744	6,282,460	6,342,135
Locally Raised Funds	3	450,226	339,700	464,497
Interest Earned		31,505	35,000	48,442
Gain on Sale of Property, Plant and Equipment		1,601	-	4,351
		<u>6,943,076</u>	<u>6,657,160</u>	<u>6,859,425</u>
Expenses				
Locally Raised Funds	3	183,943	151,600	222,295
Learning Resources	4	4,464,265	4,423,419	4,350,969
Administration	5	599,649	501,340	501,435
Finance Costs		2,016	-	470
Property	6	1,648,426	1,658,304	1,662,309
Depreciation	7	195,774	91,546	191,913
Loss on Disposal of Property, Plant and Equipment		-	-	15,736
		<u>7,094,073</u>	<u>6,826,209</u>	<u>6,945,127</u>
Net (Deficit) / Surplus		(150,997)	(169,049)	(85,702)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(150,997)</u>	<u>(169,049)</u>	<u>(85,702)</u>

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



Wairoa College

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>1,744,429</u>	<u>1,744,429</u>	<u>1,830,132</u>
Total comprehensive revenue and expense for the year	(150,997)	(169,049)	(85,702)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	18,433	-	-
Equity at 31 December	<u>1,611,865</u>	<u>1,575,380</u>	<u>1,744,429</u>
Retained Earnings	1,611,865	1,575,380	1,744,429
Equity at 31 December	<u>1,611,865</u>	<u>1,575,380</u>	<u>1,744,429</u>

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



Wairoa College
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	253,090	504,210	581,714
Accounts Receivable	9	233,064	227,354	227,354
GST Receivable		24,549	60,762	60,762
Prepayments		491	14,206	14,206
Inventories	10	75,360	96,821	96,821
Investments	11	900,000	906,122	906,122
		<u>1,486,554</u>	<u>1,809,475</u>	<u>1,886,979</u>
Current Liabilities				
Accounts Payable	13	343,973	362,943	362,943
Revenue Received in Advance	14	154,650	163,636	163,636
Provision for Cyclical Maintenance	15	-	184,759	184,759
Finance Lease Liability - Current Portion		53,011	47,657	47,657
Funds held in Trust	17	32,151	24,652	24,652
Funds held for Capital Works Projects	18	186,484	263,248	263,248
Funds Held on Behalf of Strengthening Families Cluster	19	1,410	2,072	2,072
		<u>771,679</u>	<u>1,048,967</u>	<u>1,048,967</u>
Working Capital Surplus/(Deficit)		714,875	760,508	838,012
Non-current Assets				
Investments (more than 12 months)	11	-	106,900	106,900
Property, Plant and Equipment	12	1,050,381	895,274	986,820
		<u>1,050,381</u>	<u>1,002,174</u>	<u>1,093,720</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	59,921	53,733	53,733
Finance Lease Liability		93,470	133,569	133,569
Funds held in Trust	17	-	-	-
		<u>153,391</u>	<u>187,302</u>	<u>187,302</u>
Net Assets		<u>1,611,865</u>	<u>1,575,380</u>	<u>1,744,429</u>
Equity		<u>1,611,865</u>	<u>1,575,380</u>	<u>1,744,429</u>

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

Wairoa College
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		2,136,241	1,934,233	2,095,290
Locally Raised Funds		447,331	352,528	477,324
Goods and Services Tax (net)		36,213	(28,108)	(28,107)
Payments to Employees		(1,046,341)	(985,225)	(1,111,178)
Payments to Suppliers		(1,557,877)	(1,181,097)	(1,530,963)
Cyclical Maintenance Payments in the Year		(148,593)	(78,000)	-
Interest Paid		-	-	(470)
Interest Received		37,370	34,336	47,778
Net cash from / (to) the Operating Activities		(95,656)	48,667	(50,326)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	4,351
Purchase of PPE (and Intangibles)		(242,555)	(226,027)	(318,229)
Purchase of Investments		113,022	-	-
Net cash from / (to) the Investing Activities		(129,533)	(226,027)	(313,878)
Cash flows from Financing Activities				
Furniture and Equipment Grant		18,433	-	-
Finance Lease Payments		(51,940)	(26,218)	(26,218)
Funds Held for Capital Works Projects	18	(76,764)	163,723	-
Funds Administered on Behalf of Third Parties		6,837	(37,649)	126,074
Net cash from Financing Activities		(103,434)	99,856	99,856
Net increase/(decrease) in cash and cash equivalents		(328,623)	(77,504)	(264,348)
Cash and cash equivalents at the beginning of the year	8	581,714	581,714	846,061
Cash and cash equivalents at the end of the year	8	253,091	504,210	581,714

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



Wairoa College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

1.1. Reporting Entity

Wairoa 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.

1.2. 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.

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. 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.

1.6. 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.

1.7. 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.



1.8. 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.

1.9. Inventories

Inventories are consumable items held for sale and comprise of canteen 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.

1.10. 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 clause 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.11. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$400 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:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–10 years
Motor vehicles	5 years
Textbooks	3 years
Leased Assets	3-6 years
Library resources	12.5% Diminishing value

1.12. 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.

1.13. 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.

1.14. Employment Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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



1.15. Revenue Received in Advance

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

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

1.16. 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.

1.17. 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.

1.18. Provision for Cyclical Maintenance

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

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

1.19. 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.

1.20. 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.

1.21. Budget Figures

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

1.22. 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.

1.23. Comparatives

Certain comparatives have been restated in order to conform with current year presentation. However, the Total Comprehensive Revenue and Expenses for 2016 remains unchanged.

2. Government Grants

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,640,452	1,742,383	1,930,159
Teachers' salaries grants	3,103,027	3,103,027	3,063,862
Use of Land and Buildings grants	1,220,050	1,220,050	1,171,402
Other MoE Grants	311,821	211,000	60,810
Other government grants	184,394	6,000	115,902
	<u>6,459,744</u>	<u>6,282,460</u>	<u>6,342,135</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	74,413	24,600	146,033
Other revenue	55,743	10,100	27,655
Transport Revenue	310	25,000	-
Trading	210,793	280,000	220,246
Activities	70,145	-	31,173
Curriculum Recoveries	38,822	-	39,390
	<u>450,226</u>	<u>339,700</u>	<u>464,497</u>
Expenses			
Activities	9,095	1,000	41,437
Trading	157,929	135,600	167,435
Transport (local)	16,919	15,000	-
Other Locally Raised Funds Expenditure	-	-	13,423
	<u>183,943</u>	<u>151,600</u>	<u>222,295</u>
Surplus for the year Locally raised funds	<u>266,283</u>	<u>188,100</u>	<u>242,202</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	382,545	358,405	443,226
Equipment repairs	2,977	2,000	1,403
Information and communication technology	166,682	155,757	124,490
Extra-curricular activities	149,003	110,715	71,069
Library resources	1,453	7,600	2,408
Employee benefits - salaries	3,743,277	3,753,442	3,692,069
Staff development	18,328	35,500	16,304
	<u>4,464,265</u>	<u>4,423,419</u>	<u>4,350,969</u>



5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,530	9,500	9,370
Board of Trustees Fees	5,800	5,000	3,603
Board of Trustees Expenses	197,515	69,000	47,047
Communication	8,969	10,200	8,286
Consumables	38,795	53,500	55,124
Operating Lease	853	43,100	11,742
Legal Fees	3,223	-	5,250
Other	436	400	197
Employee Benefits - Salaries	311,231	284,640	336,613
Insurance	11,517	13,000	13,928
Service Providers, Contractors and Consultancy	12,780	13,000	10,275
	<u>599,649</u>	<u>501,340</u>	<u>501,435</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	98,884	107,773	24,370
Consultancy and Contract Services	2,963	2,000	1,370
Cyclical Maintenance Provision	(29,978)	78,000	40,975
Grounds	40,210	37,700	41,395
Heat, Light and Water	54,078	66,500	94,305
Rates	9,779	10,000	7,314
Repairs and Maintenance	157,314	90,300	139,010
Use of Land and Buildings	1,220,050	1,220,050	1,171,402
Employee Benefits - Salaries	95,126	45,981	142,168
	<u>1,648,426</u>	<u>1,658,304</u>	<u>1,662,309</u>

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

7. Depreciation of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	17,992	20,000	17,992
Furniture and Equipment	76,628	20,000	78,432
Information and Communication Technology	41,504	20,000	33,607
Motor Vehicles	13,676	10,000	21,937
Leased Assets	43,184	20,000	37,009
Library Resources	2,790	1,546	2,936
	<u>195,774</u>	<u>91,546</u>	<u>191,913</u>

8. Cash and Cash Equivalents

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	690	-	690
Bank Current Account	193,829	504,210	581,024
Bank Call Account	58,571	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	253,090	504,210	581,714

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

Of the \$1,153,090 Cash and Cash Equivalents & Investments, \$296,925 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$1,153,090 Cash and Cash Equivalents, \$124,217 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	36,074	41,739	41,739
Interest Receivable	1,455	7,320	7,320
Teacher Salaries Grant Receivable	195,535	178,295	178,295
	233,064	227,354	227,354
Receivables from Exchange Transactions	37,529	49,059	49,059
Receivables from Non-Exchange Transactions	195,535	178,295	178,295
	233,064	227,354	227,354

10. Inventories

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
School Uniforms	75,112	96,353	96,353
Canteen	248	468	468
	75,360	96,821	96,821

11. Investments

The School's investment activities are classified as follows:

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	900,000	906,122	906,122
Non-current Asset			
Long-term Bank Deposits	-	106,900	106,900

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	15,805	-	-	-	-	15,805
Building Improvements	182,017	-	-	-	(17,992)	164,025
Furniture and Equipment	405,928	122,516	-	-	(76,628)	451,816
Information and Communication	102,698	87,145	(3,670)	-	(41,504)	144,669
Motor Vehicles	63,110	55,649	(19,253)	-	(13,676)	85,830
Leased Assets	196,712	15,179	-	-	(43,184)	168,707
Library Resources	20,550	3,332	(1,563)	-	(2,790)	19,529
Balance at 31 December 2017	986,820	283,821	(24,486)	-	(195,774)	1,050,381

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	15,805	-	15,805
Building Improvements	325,145	(161,120)	164,025
Furniture and Equipment	1,303,955	(852,139)	451,816
Information and Communication	961,754	(817,085)	144,669
Motor Vehicles	113,033	(27,203)	85,830
Leased Assets	275,332	(106,625)	168,707
Library Resources	59,102	(39,573)	19,529
Balance at 31 December 2017	3,054,126	(2,003,745)	1,050,381

The net carrying value of equipment held under a finance lease is \$168,707 (2016: \$196,712)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Land	15,805	-	-	-	-	15,805
Building Improvements	200,009	-	-	-	(17,992)	182,017
Furniture and Equipment	315,884	170,810	(2,334)	-	(78,432)	405,928
Information and Communication	61,115	75,190	-	-	(33,607)	102,698
Motor Vehicles	45,191	51,093	(11,237)	-	(21,937)	63,110
Leased Assets	216,172	17,549	-	-	(37,009)	196,712
Library Resources	22,065	3,587	(2,166)	-	(2,936)	20,550
Balance at 31 December 2016	876,241	318,229	(15,737)	-	(191,913)	986,820

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Land	15,805	-	15,805
Building Improvements	325,146	(143,129)	182,017
Furniture and Equipment	1,184,716	(778,788)	405,928
Information and Communication	878,279	(775,581)	102,698
Motor Vehicles	104,932	(41,822)	63,110
Leased Assets	260,153	(63,441)	196,712
Library Resources	59,910	(39,360)	20,550
Balance at 31 December 2016	2,828,941	(1,842,121)	986,820

13. Accounts Payable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	59,512	105,797	105,797
Accruals	9,809	-	-
Employee Entitlements - salaries	195,535	178,295	178,295
Employee Entitlements - leave accrual	79,117	78,851	78,851
	<u>343,973</u>	<u>362,943</u>	<u>362,943</u>
Payables for Exchange Transactions	343,973	362,943	362,943
	<u>343,973</u>	<u>362,943</u>	<u>362,943</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	34,875	35,301	35,301
Other	119,775	128,335	128,335
	<u>154,650</u>	<u>163,636</u>	<u>163,636</u>

15. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	238,492	238,492	367,653
Increase to the Provision During the Year	(29,978)	-	40,975
Use of the Provision During the Year	(148,593)	-	(170,136)
Provision at the End of the Year	<u>59,921</u>	<u>238,492</u>	<u>238,492</u>
Cyclical Maintenance - Current	-	184,759	184,759
Cyclical Maintenance - Term	<u>59,921</u>	<u>53,733</u>	<u>53,733</u>
	<u>59,921</u>	<u>238,492</u>	<u>238,492</u>

16. Finance Lease Liability

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

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
No Later than One Year	54,858	48,984	48,984
Later than One Year and no Later than Five Years	94,407	134,598	134,598
	<u>149,265</u>	<u>183,582</u>	<u>183,582</u>

17. Funds Held in Trust

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	32,151	24,652	24,652
	<u>32,151</u>	<u>24,652</u>	<u>24,652</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. Funds Held for Capital Works

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
P1 & P2	<i>In progress</i>	150,562	109,409	358,674	-	(98,703)
Science Block Re-Roof	<i>In progress</i>	(9,401)	-	2,337	-	(11,738)
Replacement Library	<i>In progress</i>	55,435	250,000	122,457	-	182,978
B Block	<i>Completed</i>	66,652	9,248	75,900	-	-
Rationalisation	<i>In progress</i>	-	150,000	36,053	-	113,947
Totals		<u>263,248</u>	<u>518,657</u>	<u>595,421</u>	<u>-</u>	<u>186,484</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	296,925
Funds Due from the Ministry of Education	110,441
	<u>186,484</u>

	2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
P1 & P2	<i>In progress</i>	100,725	1,050,000	1,000,163	-	150,562
Admin Repairs	<i>Completed</i>	-	-	18,749	18,749	-
Science Block Re-Roof	<i>In progress</i>	(1,200)	109,316	117,517	-	(9,401)
Replacement Library	<i>In progress</i>	-	66,000	10,565	-	55,435
B Block	<i>In progress</i>	-	66,652	-	-	66,652
Totals		<u>99,525</u>	<u>1,291,968</u>	<u>1,146,994</u>	<u>18,749</u>	<u>263,248</u>

19. Funds Held on Behalf of Strengthening Families Cluster

Wairoa College is the lead school and holds funds on behalf of the Strengthening Families cluster, a group of schools funded by the Ministry of Education to share agencies working together to support families/whanau.

	2017 Actual \$	2017 Budget \$	2016 Actual \$
Funds Held at Beginning of the Year	2,072	2,072	26,852
Funds Spent on Behalf of the Cluster	(662)	-	(24,780)
Funds Held at Year End	1,410	2,072	2,072

20. Funds Held on Behalf of EDI Cluster

	2017 Actual \$	2017 Budget \$	2016 Actual \$
Funds Held at Beginning of the Year	-	-	13,569
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	-	-	(13,569)
Funds Held at Year End	-	-	-

21. 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.



22. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and HOD's.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	5,800	3,603
Full-time equivalent members	0.09	0.15
<i>Leadership Team</i>		
Remuneration	1,161,856	1,903,759
Full-time equivalent members	14.00	22.00
Total key management personnel remuneration	1,167,656	1,907,362
Total full-time equivalent personnel	14.09	22.15

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 \$	2016 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments - Principal 1	120-130	140 - 150
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0
Salary and Other Payments - Principal 2	20 - 30	0 - 0
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0
Salary and Other Payments - principal 3	120 - 130	0 - 0
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$	2017 FTE Number	2016 FTE Number
110 - 120	-	1.00
100 - 110	-	-
	-	1.00

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

23. 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 \$	2016 Actual \$
Total	88,750	-
Number of People	3	-



24. 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: \$116,864).

25. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

(a) operating lease of teachers laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	1,848	7,016
Later than One Year and No Later than Five Years	-	1,848
	<u>1,848</u>	<u>8,864</u>

26. 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.

27. 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	253,090	504,210	581,714
Receivables	233,064	227,354	227,354
Investments - Term Deposits	900,000	1,013,022	1,013,022
Total Loans and Receivables	<u>1,386,154</u>	<u>1,744,586</u>	<u>1,822,090</u>

Financial liabilities measured at amortised cost

Payables	343,973	362,943	362,943
Finance Leases	146,481	181,226	181,226
Total Financial Liabilities Measured at Amortised Cost	<u>490,454</u>	<u>544,169</u>	<u>544,169</u>

28. Events After Balance Date

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



Analysis of variance

Wairoa College

School name and number: Wairoa College - 214.

Focus: Raising student achievement.

Strategic Aim: To improve student achievement whereby Maori achieve success as Maori (Goal 1)

National Standards Results - Year 7 and 8

	2016	2017	2016	2017	2016	2017
Reading	Maori		Non Maori		All	
Well Below	6.7	6	15.8	5.9	7.9	6
Below	19	18	5.3	17.6	16.7	18
At	60	65	57.9	58.8	60.3	64
Above	14.3	11	21.1	17.6	15.1	12
Writing						
Well below	4.8	7	0	5.9	4	7
Below	28.6	32	15.8	35.3	26.2	32
At	59	55	63.2	47	60.3	54
Above	7.6	6	21.1	11.8	9.5	7
Mathematics						
Well Below	4.8	11	5.3	5.9	4.8	10
Below	35.2	32	26.3	35.3	33.3	33
At	48.6	51	42.1	52.9	48.4	51
Above	11.4	6	26.3	5.9	13.5	6

In 2016

Reading at or above 75.4% Writing at or above 69.8% Mathematics at or above 61.9%

In 2017

Reading at or above 76% (year 7-83%, year 8-71%) Writing at or above 61% (year 7-62%, year 8-60%)
Mathematics at or above 57% (year 7-71%, year 8- 44%)

Annual Target 1:

Increase the achievement to 80% at or above in Reading at years 7 and 8.
Increase the achievement to 75% at or above in Writing at years 7 and 8.
Increase the achievement to 70% at or above in Mathematics at years 7 and 8.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Accurate data collection of student achievement to identify student levels.</p> <p>Identify target group of students from data and communicate with caregivers about targeted Reading / Writing / Mathematics programme.</p> <p>Teacher plans for, and works with, target group within classroom setting with a specific reading / writing and Mathematics programme.</p>	<p>Overall 76% of students at or above in reading. Year 7's did reach target at 83%.</p> <p>Writing was well below target at 61%.</p> <p>Mathematics below target at 57%, however Year 7 were above at 71%.</p>	<p>It was pleasing that Year 7's were above targets for two of the three areas. Poor behaviour by year 8 students did impact on the learning of year 8 students. There was also some staff illness and change of teachers. There were interventions carried out by senior leadership and pastoral team to support teachers and students.</p>	<p>Last year a decision was made for continuity of learning and support for year 7 teachers to carry on with their classes into year 8. This means that teachers are well aware of the needs and the ability of their students.</p> <p>Looking at how the cohort is progressing will be more valuable information for this year to compare.</p>

Focus: Raising student achievement.

Strategic Aim: To improve student achievement whereby Maori achieve success as Maori (Goal 1)

Annual Target 2:

To increase achievement at year 9 and 10 so that 95% complete at Yr 9 and 85% at year 10 complete the WAI point target

	Year 9 WAI Points by %									
	Maori		Non-Maori		Male		Female		Total	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Did Not Complete	0	4	10	0	3	3	0	4	1	4
Completed some	11	20	0	0	5	21	12	16	9	18
Completed	29	42	24	30	37	44	19	38	27	40
Merit Endorsement	42	24	18	60	34	26	42	29	38	28
Excellence Endorsement	18	10	48	10	21	6	28	13	25	10

78% completed at Year 9.

	Year 10 WAI Points by %									
	Maori		Non-Maori		Male		Female		Total	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Did Not Complete	0	0	10	0	3	0	0	0	1	0
Completed some	11	35	0	13	5	34	12	28	9	31
Completed	29	30	24	7	37	29	19	23	27	25
Merit Endorsement	42	32	18	47	34	31	42	38	38	35
Excellence Endorsement	18	3	48	33	21	6	28	13	25	9

69% of Year 10 completed.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Use standardised data gathering tools, easTTle to inform teaching and learning.</p> <p>results sent home</p> <p>results discussed with students and caregivers</p> <p>Continue to support Year 9 Champion programme</p>	<p>English and maths used asTTle. Use within maths varied. Common assessments were used.</p> <p>Not all students took results home.</p> <p>Results were discussed at parent interview evenings</p> <p>Sufficient support was provided to year 9 champion to strengthen communication between school and whanau. e.g. kamar alert and weekly meetings with SMT</p>	<p>Year 9 were better than year 10 but neither year level met their target.</p> <p>Whanau teachers were not supported to monitor achievement towards wai points. More work needs to happen here.</p>	<p>Junior maths and english - asTTle will be used as a pre and post test.</p> <p>Literacy progression framework used in English, Social sciences and science for 2018.</p> <p>All students will receive a hard-copy of results and parents can access results via the KAMAR portal</p> <p>Communication of results will continue via parent teacher evenings</p> <p>More effective monitoring of where students are at with wai points. KM to give whanau teachers monthly updates for students as to where they are so that goal setting discussions can be had with whanau teacher and student.</p>

Focus: Raising student achievement.

Strategic Aim: To improve student achievement whereby Maori achieve success as Maori (Goal 1)

Annual Target 3:

To have 85% of students at Level 1 achieve NCEA Level 1

To raise student achievement at NCEA Level 2 so that 85% are achieving Level 2

	NCEA Results by %									
	Maori		Non-Maori		Male		Female		Total	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Level 1	70.7	64.9	100	100.0	77.5	69.0	75.0	64.5	76.4	66.7
Level 2	81.1	64.0	75.0	100.0	70.0	72.4	90.5	63.3	80.5	67.8
Level 3	59.3	74.1	75.0	66.7	81.8	50.0	47.6	85.0	59.4	73.3
UE	21.4	33.3	33.3	33.3	40.0	20.0	13.6	40.0	21.9	33.3

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>NCEA Level 1 and Literacy/Numeracy Monitoring & Support</p> <p>In and out of class support for students.</p> <p>Sourcing naturally occurring evidence for US packages.</p> <p>Day 0- Identified students placed in NCEA Level 1 Literacy/Numeracy Class for extra support .</p> <p>NCEA awareness.</p> <p>Students given opportunity to access Portal and monitor own progress .</p> <p>Report Level 1 NCEA progress to teaching staff .</p> <p>Student mentoring through ARONA programme</p> <p>Use of Reader / Writer when necessary</p>	<p>Fortnightly academic meetings data was shared and discussed, Rose Clarke, Day 0 Numeracy and Literacy</p> <p>Some literacy and numeracy credits were able to be gained from cross-curricular evidence.</p> <p>As above.</p> <p>TEB worked with Year 10's at the end of 2017, KM conducted workshops with students, RC met with parents</p> <p>Tablets were made available to students by RC and KM</p> <p>Regular feedback to staff via KAMAR regarding overall L1 achievement.</p> <p>Lara was contracted to to fulfil ARONA MOE contract</p>	<p>We did not achieve the targets for Level 1 or 2. We dropped significantly particularly at level 1 and particularly females. On reflection teachers did comment that there was a lot of "drama" with this group of students.</p> <p>Our Level 3 and UE results were pleasing with a significant increase in the % of students gaining level 3 and UE. This cohort of students have tracked well from year 11. Their results are similar to national decile 1-3 schools.</p>	<p>Continue to use RC as effectively as we can. Early identification of students who may struggle to achieve literacy and numeracy.</p> <p>Monitor closely the effectiveness for the Friday programme for 2018 to ensure credits are gained and attendance is high.</p> <p>We need to look at what can be done to raise achievement particularly with the females in the 2017 year 11 group. They performed well below their male counterparts. We will run a resilience programme with HBDHB and Edmond Otis for year 11 and 12 students this year. Love me Nots will also be ran this year with year 12.</p> <p>A learning team has been developed meeting once a week to review academic achievement of students. Identifying at risk students and tracking and supporting them to achieve.</p> <ol style="list-style-type: none"> 1. At risk of not achieving but capable 2. likely to leave throughout the year 3. capable of gaining endorsements <p>TEB will conduct broader scoping of potential SAC students</p>
<p>Planning for next year:</p> <p>In 2018 we have established a learning team made up of Principal, PN who is also Careers leader, Leader of pastoral, GC who is also careers advisor. We will look at the data weekly and discuss students who are at risk of not achieving NCEA Level 1 or 2.</p> <p>Numeracy and Literacy will be monitored closely. The courses will be monitored to ensure teachers are meeting assessment deadlines.</p>			

Focus: Raising Student Achievement

Strategic Aim: To enhance student's ability and motivation to learn (Goal 2)

Annual Target 1:

Continue to monitor programmes to ensure students are on track to achieve

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Develop a timetable that meets the career pathways for students at all levels.</p> <p>Meet with staff to strengthen the Day 0 programme</p> <p>Continue with EIT programme on Fridays.</p> <p>Meet with students to discuss career pathways to see if EIT courses may be appropriate.</p> <p>Student interviews for course selections for 2018</p> <p>RTLB working with classroom teachers to develop interventions for behaviour management.</p>	<p>HOF's developed subject lines. Maths, english and science were placed in individual lines to allow easier movement of students.</p> <p>Feedback from staff and students led to a restructuring of the Day 0 programme.</p> <p>Decrease in student attendance to EIT courses from 2016 to 2017.</p> <p>Academic leaders met with students to select subjects in line with student information recorded in KAMAR. TEB also worked with Year 10 students to start the process of subject selection in line with careers.</p> <p>Day 0 has allowed students to attend EIT trades courses and Gateway without interruptions to other subjects.</p> <p>RTLB was used to develop behaviour management plans</p>	<p>The timetable was developed based on teacher needs and not student needs. This will be reviewed in 2018.</p> <p>Attendance levels decreased on a Friday.</p>	<p>More work needs to be done here. We need to work on lifting achievement by having courses that give the opportunity to gain Level 2, 3 and UE</p> <p>Day 0 rebranded as "Friday", a senior pathways day.</p> <p>A teacher is now escorting students to Napier to ensure their engagement in EIT courses.</p> <p>Review careers throughout and across the school. What is each department doing to enable careers education.</p> <p>All Year 13 students to be interviewed term 1. Year 12 term 2 and Year 9-11 through whanau teachers.</p>

Focus: Raising Student Achievement			
Strategic Aim: To strengthen the school's professional learning community (Goal 3)			
Annual Target 1: Continue to upskill teachers in collection, analysis and use of data to inform the next steps in a student's learning programme.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Review data collection and how to use this to enhance student learning HoFs share and analyse data with faculty members to enhance learning programmes. PLD opportunities linked to student learning. KEP / PB4L	We reviewed what data should be used decided to use asTTLE across maths and english Valuable workshops were conducted with KEP facilitators	HOFs not sure of how to lead their department in data analysis.	More PD on analysing data. More PD on Leadership. Encouraging staff to visit schools that are successful in leading departments and using data effectively to support programmes of learning. Introduce Assay to improve use of data within faculties
Planning for next year: Sign up with ASSAY has a method to monitor students achievement.			

Focus: Raising Student Achievement			
Strategic Aim: To develop and enhance technology throughout the school.(Goal 4)			
Annual Target 1: Have a "personal" computer for every year 7/8 student by the end of 2017			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Have greater student access to Digital Technology by having available for all students their own "personal" laptop for	5/7 classes now have individual devices for all year 7 and 8 students.	We had issues with the windows 365 programme that was being used on the computer. Outside technicians brought in to fix the problem. Still took 9 months.	Ensure the remaining devices are issued to the year 7 and 8 classes.

<p>use within their classroom.</p> <p>Upskill teachers on specific software packages / websites that are available to support student learning.</p> <p>Reading</p> <p>Mathematics</p> <p>Improve Wifi throughout the school</p>	<p>Ongoing support engaged with for 365</p> <p>Up-grade to WiFi was carried out</p>		<p>PD for Office 365.</p> <p>PD to encourage staff to use technology when appropriate and effectively to enhance learning outcomes for students.</p> <p>TTS - trial for 4 weeks in year 7 and 8 classes using a reading programme.</p>
<p>Planning for next year:</p> <p>Organise a planned PD programme to improve confidence and abilities in teacher's use of technology.</p>			

Focus:			
Strategic Aim: To develop strong whanau and community relationships (Goal 5)			
Annual Target 1: To continue to develop home, school and community relationships by developing clear communications with these groups			
<p>Actions (what did we do?)</p> <p>Fortnightly newsletters sent home electronically and paper for those who select.</p> <p>Fortnightly page in the "Wairoa Star" up to date information from school, Principal's comment etc</p> <p>Student Course Selection evening inviting caregivers to look at courses for 2018.</p> <p>School Prize giving (Jnr and Snr)</p> <p>Development of a school website</p>	<p>Outcomes (what happened?)</p> <p>Newsletters were sent electronically and also published on the website</p> <p>Yes</p> <p>Evening was conducted but still poorly attended</p> <p>Reasonably well attended by whanau</p>	<p>Reasons for the variance (why did it happen?)</p> <p>There were issues with parents not getting the hard copy or not accessing it electronically</p> <p>Good publicity on what the school is doing shared with the community.</p>	<p>Evaluation (where to next?)</p> <p>All students at start of the year given a hard copy information sheet on how to access the app, newsletter, facebook and portal.</p> <p>This is also placed in newsletter and Wairoa Star.</p> <p>Continue with this for 2018 but have more input from students and other staff.</p>

Caregiver interviews to inform of student progress and achievement Student achievement and communications available for caregivers promptly	School website updated and published Interviews conducted in T2 and 3 KAMAR portal and app	well attended by the parents that usually attend.	
--	--	---	--

Strategic Aim: To plan for a well-equipped, modern learning environment that students respect and value (Goal 6)

Annual Target 1: Continue with the building programme in place for the Music Suite along with the Library / Hub area

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Support the construction of the new Music Suite in A2 / A3</p> <p>Staff / students / whanau meet to have an input into the "Hub" development</p> <p>The back field has the field drainage system. Repair this so that it is operating sufficiently to allow water to drain freely hence have dryer fields during the winter.</p>	<p>This was supported and is currently under construction</p> <p>A team was created and tentative discussions</p> <p>Nothing can be done about this until the next 5 year building plan.</p>	<p>Due to Principal leaving and others stepping up into the leadership positions staff were unable to develop the plan for the library.</p>	<p>Due to various circumstances a new library/hub team has been created going forward.</p>

Kiwi Sport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2017, the school received total Kiwisport funding of \$9441.12 (excluding GST). This funding was spent on sports equipment, uniforms, training of coaches and travel for students to meaningful competition outside of Wairoa.

Member of the Board of Trustees				
Name	Position	How position on board gained	Occupation	Term expiry
James Baty	Parent Rep	Re-elected May 2016	Admin Manager	May-19
Christopher Houghton-Allen	Principal	Appointed June 2015	Principal	May-17
Robert Hamblyn	Principal	Acting Principal May 2017 to Jan 2018	Acting Principal	Jan-18
Lisl Prendergast	Principal	Acting Principal Feb 2017 to April 2017	Principal	Apr-17
David Ryan	Staff Rep	Re-elected 2016	Teacher	May-19
Angela Culshaw-Kaisa	Chairperson	Re-elected 2016	Parent	May-19
Karen Burger	Parent Rep	Elected 2016	Parent	May-19
Denise Eaglesome	Parent Rep	Elected 2016	Parent	May-19
Harlene Waikawa	Parent Rep	Elected 2016	Parent	May-19
Rose Campbell	Student Rep	Elected September 2016	Student	Sep-17
Jake Forrest-Pain	Student Rep	Elected September 2017	student	Sep-18



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Wairoa College (the School). The Auditor-General has appointed me, Victoria Jane Lawson, 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 31 May 2018. This is the date at which our opinion is expressed.

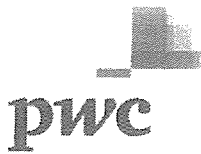
The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List 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 cursive script, appearing to read 'V. J. Lawson'.

Victoria Jane Lawson
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand