

MOUNT MAUNGANUI PRIMARY SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address:	13 Orkney Road, Mount Maunganui 3116
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Ministry Number:	1838

MOUNT MAUNGANUI PRIMARY SCHOOL

Financial Statements - For the year ended 31 December 2016

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Mount Maunganui Primary School

Statement of Responsibility

For the year ended 31 December 2016

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

LISA DENYER
Full Name of Board Chairperson

Damien Harris
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

30/5/2017
Date:

30/5/2017
Date:

Mount Maunganui Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	3,017,383	2,954,984	2,953,392
Locally Raised Funds	3	167,657	114,600	117,013
Interest Earned		21,532	15,000	25,526
Gain on Sale of Property, Plant and Equipment		-	-	10
International Students	4	149,361	172,000	85,987
		3,355,934	3,256,584	3,181,928
Expenses				
Locally Raised Funds	3	80,189	66,618	64,562
International Students	4	51,858	51,000	24,507
Learning Resources	5	2,187,205	2,189,309	2,092,390
Administration	6	180,125	200,750	166,729
Finance Costs		1,834	-	-
Property	7	755,552	648,835	651,483
Depreciation	8	116,908	100,000	93,482
Loss on Disposal of Property, Plant and Equipment		219	-	-
		3,373,889	3,256,512	3,093,153
Net Surplus / (Deficit)		(17,955)	72	88,775
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(17,955)	72	88,775

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

Mount Maunganui Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	943,970	943,970	865,964
Total comprehensive revenue and expense for the year	(17,955)	72	88,775
Capital Contributions from the Ministry of Education			
Contribution - SNUP Cabling		-	(10,769)
Furniture & Equipment Grant	-		
Equity at 31 December	926,015	944,042	943,970
Retained Earnings	926,015	944,042	943,970
Reserves	-	-	-
Equity at 31 December	926,015	944,042	943,970

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



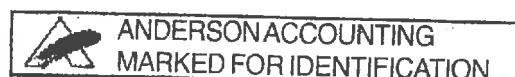
Mount Maunganui Primary School

Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	9	597,731	302,712	331,662
Accounts Receivable	10	111,739	152,271	157,271
GST Receivable		-	11,261	11,261
Prepayments		5,981	13,719	13,719
Inventories	11	1,466	530	530
Investments	12	200,000	556,323	448,965
		<u>916,916</u>	<u>1,036,816</u>	<u>963,408</u>
Current Liabilities				
GST Payable		15,895	-	-
Accounts Payable	14	198,427	259,754	259,754
Revenue Received in Advance	15	101,537	88,229	88,229
Finance Lease Liability - Current Portion	17	12,833	12,833	-
Funds held for Capital Works Projects	18	1,284	-	-
		<u>329,976</u>	<u>360,816</u>	<u>347,983</u>
Working Capital Surplus/(Deficit)		586,940	676,000	615,425
Non-current Assets				
Property, Plant and Equipment	13	359,574	295,588	335,589
		<u>359,574</u>	<u>295,588</u>	<u>335,589</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	7,045	14,091	7,044
Finance Lease Liability	17	13,455	13,455	-
		<u>20,500</u>	<u>27,546</u>	<u>7,044</u>
Net Assets		<u><u>926,015</u></u>	<u><u>944,042</u></u>	<u><u>943,970</u></u>
Equity				
		<u><u>926,015</u></u>	<u><u>944,042</u></u>	<u><u>943,970</u></u>

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



Mount Maunganui Primary School
Statement of Cash Flows
For the year ended 31 December 2016

	Note	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		627,339	564,940	594,830
Locally Raised Funds		147,251	132,999	134,771
International Students		180,868	172,030	136,017
Goods and Services Tax (net)		27,157	(2,461)	(2,467)
Payments to Employees		(385,778)	(372,260)	(303,530)
Payments to Suppliers		(486,565)	(344,159)	(336,884)
Interest Paid		(1,834)	-	-
Interest Received		22,206	18,430	26,585
Net cash from / (to) the Operating Activities		130,645	169,519	249,322
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(0)	108,183	10
Purchase of PPE (and Intangibles)		(105,806)	(173,355)	(58,545)
Purchase of Investments		-	(226,323)	(118,962)
Proceeds from Sale of Investments		248,965	-	-
Net cash from / (to) the Investing Activities		143,159	(291,495)	(177,497)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(9,018)	(8,712)	-
Funds Administered on Behalf of Third Parties		1,284	-	-
Net cash from Financing Activities		(7,734)	(8,712)	-
Net increase/(decrease) in cash and cash equivalents		266,069	(130,688)	71,825
Cash and cash equivalents at the beginning of the year	9	331,662	433,400	259,837
Cash and cash equivalents at the end of the year	9	597,731	302,712	331,662

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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.

d) 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.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at

year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) 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.

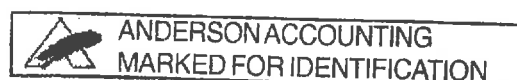
Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it 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 \$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 span of years on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements – Crown	20 years
Classroom Furniture	1–15 years
Electrical Equipment	3 years
SNUP Electrical Project	5–20 years
General Equipment - Inside	10 years
General Equipment - Outside	10 years
Office Equipment	1–10 years
Textbooks	8 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

n) 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.

o) Revenue Received in Advance

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

p) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



q) 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).

r) 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.

s) 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.

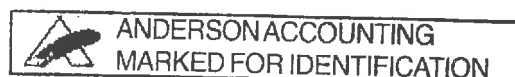
Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	572,182	558,398	565,706
Teachers' salaries grants	1,890,509	1,890,509	1,887,955
Use of Land and Buildings grants	499,535	499,535	468,977
Other MoE Grants	53,048	6,542	30,754
Other government grants	2,109	-	-
	<u>3,017,383</u>	<u>2,954,984</u>	<u>2,953,392</u>

3. Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
Donations	48,189	26,000	25,218
Fundraising	58,499	20,000	11,570
Trading	6,685	8,500	20,550
Activities	54,284	61,500	49,517
Curriculum Recoveries	-	(1,400)	10,158
	<u>167,657</u>	<u>114,600</u>	<u>117,013</u>
Expenses			
Activities	73,439	58,018	47,679
Trading	6,750	8,600	16,883
	<u>80,189</u>	<u>66,618</u>	<u>64,562</u>
<i>Surplus for the year Locally raised funds</i>	<u>87,468</u>	<u>47,982</u>	<u>52,451</u>

4. International Student Revenue and Expenses

	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
International Student Roll	20	14	17
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
International student fees	149,361	172,000	85,987
Expenses			
Advertising	7,540	9,000	7,286
Commissions	19,674	25,000	3,272
International student levy	4,581	3,000	1,232
Employee Benefit - Salaries	16,705	14,000	12,717
Other Expenses	3,358	-	-
	<u>51,858</u>	<u>51,000</u>	<u>24,507</u>
<i>Surplus for the year International Students'</i>	<u>97,503</u>	<u>121,000</u>	<u>61,480</u>

5. Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	79,255	89,300	80,305
Equipment repairs	234	1,300	1,687
Information and communication technology	5,015	9,500	6,845
Extra-curricular activities	1,571	2,000	1,462
Library resources	2,244	3,200	1,883
Employee benefits - salaries	2,098,886	2,084,009	2,000,208
	<u>2,187,205</u>	<u>2,189,309</u>	<u>2,092,390</u>

6. Administration

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Audit Fee	4,690	4,700	4,760
Board of Trustees Fees	3,005	4,000	4,000
Board of Trustees Expenses	5,617	2,250	7,013
Communication	4,830	5,900	4,446
Consumables	21,959	42,500	17,812
Other	28,678	29,900	29,864
Employee Benefits - Salaries	111,347	111,500	98,834
	<u>180,125</u>	<u>200,750</u>	<u>166,729</u>

7. Property

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	9,724	8,500	14,111
Consultancy and Contract Services	33,300	30,000	24,591
Cyclical Maintenance Provision	1	7,500	7,044
Grounds	10,744	12,700	12,913
Heat, Light and Water	25,137	22,000	23,236
Rates	4,872	5,000	4,902
Repairs and Maintenance	128,680	13,600	45,824
Use of Land and Buildings	499,535	499,535	468,977
Employee Benefits - Salaries	43,560	50,000	49,885
	<u>755,552</u>	<u>648,835</u>	<u>651,483</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.

8. Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Building Improvements - Crown	5,175	5,861	5,478
Classroom Furniture	14,549	15,696	14,669
Electrical Equipment	56,147	45,346	42,379
General Equipment - Indoor	2,776	3,166	2,959
General Equipment - Outdoor	10,615	11,424	10,677
Music	108	116	108
Office Equipment	2,099	2,573	2,405
Textbooks	12,372	12,845	12,005
Leased Assets	10,003	-	-
Library Resources	3,064	2,973	2,802
	<u>116,908</u>	<u>100,000</u>	<u>93,482</u>

9. Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Bank Current Account	97,505	202,712	39,240
Bank Call Account	100,226	100,000	185,064
Short-term Bank Deposits	400,000	-	107,358
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>597,731</u>	<u>302,712</u>	<u>331,662</u>

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

Of the \$597,731 Cash and Cash Equivalents, \$21,040 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2017 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	2,848	-	641
Interest Receivable	1,695	-	2,369
Teacher Salaries Grant Receivable	107,196	152,271	154,261
	<u>111,739</u>	<u>152,271</u>	<u>157,271</u>
Receivables from Exchange Transactions	4,543	-	3,010
Receivables from Non-Exchange Transactions	107,196	152,271	154,261
	<u>111,739</u>	<u>152,271</u>	<u>157,271</u>

11. Inventories

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Stationery	370	440	440
School Uniforms	1,096	90	90
	<u>1,466</u>	<u>530</u>	<u>530</u>

12. Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	556,323	448,965

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Building improvements - Crown	43,528	-			(5,175)	38,354
Classroom Furniture	94,801	1,712			(14,549)	81,963
Electrical Equipment	85,390	87,181			(56,147)	116,425
General Equipment - Indoor	13,233				(2,776)	10,457
General Equipment - Outdoor	43,633	10,986			(10,615)	44,003
Music	384				(108)	276
Office Equipment	5,838				(2,099)	3,738
Textbooks	26,834	3,143			(12,372)	17,605
Leased assets	-	35,306			(10,003)	25,303
Library resources	21,947	2,785	(219)		(3,064)	21,450
Balance at 31 December 2016	<u>335,588</u>	<u>141,113</u>	<u>(219)</u>	<u>-</u>	<u>(116,908)</u>	<u>359,574</u>

The net carrying value of equipment held under a finance lease is \$25,303

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Building improvements - Crown	117,980	(79,626)	38,354
Classroom Furniture	124,922	(42,959)	81,963
Electrical Equipment	253,565	(137,140)	116,425
General Equipment - Indoor	21,712	(11,255)	10,457
General Equipment - Outdoor	78,316	(34,313)	44,003
Music	600	(324)	276
Office Equipment	10,532	(6,794)	3,738
Textbooks	101,073	(83,468)	17,605
Leased assets	35,306	(10,003)	25,303
Library resources	74,494	(53,044)	21,450
Balance at 31 December 2016	<u>818,500</u>	<u>(458,926)</u>	<u>359,574</u>

2015	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building improvements - Crown	49,006				(5,478)	43,528
Classroom Furniture	79,628	29,843			(14,669)	94,802
Electrical Equipment	128,725	9,857	(10,813)		(42,379)	85,390
General Equipment - Indoor	12,761	3,431			(2,959)	13,233
General Equipment - Outdoor	50,605	3,705			(10,677)	43,633
Music	492				(108)	384
Office Equipment	6,260	1,983			(2,405)	5,838
Textbooks	35,066	3,773			(12,005)	26,834
Leased assets					-	-
Library resources	18,752	5,997			(2,802)	21,947
Balance at 31 December 2015	381,295	58,589	(10,813)	-	(93,482)	335,589

Accumulated Depreciation

2015	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building improvements - Crown	117,980	(74,451)	43,529
Classroom Furniture	123,211	(28,410)	94,801
Electrical Equipment	166,383	(80,993)	85,390
General Equipment - Indoor	21,713	(8,480)	13,233
General Equipment - Outdoor	67,330	(23,697)	43,633
Music	600	(216)	384
Office Equipment	10,533	(4,695)	5,838
Textbooks	97,929	(71,095)	26,834
Leased assets	-	-	-
Library resources	72,431	(50,484)	21,947
Balance at 31 December 2015	678,110	(342,521)	335,589

14. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	63,756	80,129	80,129
Accruals	8,434	5,435	5,435
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	110,547	158,500	158,500
Employee Entitlements - leave accrual	15,690	15,690	15,690
	198,427	259,754	259,754
Payables for Exchange Transactions	198,427	259,754	259,754
	198,427	259,754	259,754

The carrying value of payables approximates their fair value.



15. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
International Student Fees	101,537	70,030	70,030
Other	-	18,199	18,199
	<u>101,537</u>	<u>88,229</u>	<u>88,229</u>

16. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	7,044	7,044	45,734
Increase to the Provision During the Year	1	7,500	7,044
Use of the Provision During the Year		(453)	(45,734)
Provision at the End of the Year	<u>7,045</u>	<u>14,091</u>	<u>7,044</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	<u>7,045</u>	<u>14,091</u>	<u>7,044</u>
	<u>7,045</u>	<u>14,091</u>	<u>7,044</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for the TELA Laptop Scheme and Photocopier. Minimum lease payments payable:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	12,833		
Later than One Year and no Later than Five Years	13,455		
Later than Five Years			
	<u>26,288</u>	<u>-</u>	<u>-</u>

18. Funds Held for Capital Works Projects

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

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
The Dunes	<i>in progress</i>	-	84,745	82,461		2,284
A Block	<i>in progress</i>	-		1,000		(1,000)
Totals		<u>-</u>	<u>84,745</u>	<u>83,461</u>	<u>-</u>	<u>1,284</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

2,284
1,000

1,284



	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roofing (2015)	<i>completed</i>		22,121	22,121		-
Totals		-	22,121	22,121	-	-

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.

20. Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	3,005	4,000
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	303,292	303,021
Full-time equivalent members	3.00	3.10
Total key management personnel remuneration	306,297	307,021
Total full-time equivalent personnel	3.10	3.20

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

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	120-130
Benefits and Other Emoluments	2-3	1-2

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 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:

	2016 Actual	2015 Actual
Total	\$0	\$0
Number of People	nil	nil

22. Contingencies

The Board of Trustees has undertaken remedial work on Ministry Buildings at the school and is seeking legal advice in regard to pursuing reimbursement of the cost.

(2015:The Board of Trustees is seeking advice in regard to a school building not having final sign off.)

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

23. Commitments

(a) Capital Commitments

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

(a) \$350,000 commitment to refurbish Hall, which will be fully funded by the Board of Trustees.

As at 31 December 2015 the Board has the following Capital Commitment:

The Findlay Block is a property project that will see this block reclad. This is 100% Board funded with an estimated cost of \$90,000. This project has been approved by the MOE and planned to be completed by July 2016.

(b) Operating Commitments

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

(a) operating lease of a photocopier;

	2016 Actual \$	2015 Actual \$
No later than One Year	2,111	5,592
Later than One Year and No Later than Five Years	272	3,884
	2,383	9,476

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	597,731	302,712	331,662
Receivables	111,739	152,271	157,271
Investments	200,000	556,323	448,965
Total Loans and Receivables	909,470	1,011,306	937,898

Financial liabilities measured at amortised cost

Payables	198,427	259,754	259,754
Finance Leases	26,288	26,288	-
Total Financial Liabilities Measured at Amortised Cost	224,715	286,042	259,754

26. Events After Balance Date

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

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expires
Damien Paul Harris	Principal			
Lisa Denyer	Chairperson	Re-elected	Lawyer	Jun-19
Richard Cullwick	Parent Representative	Re-elected	Director Market Research	Jun-19
Barry-George Colmer	Staff Representative	Elected	Teacher	Jun-19
Gemma Tukaki	Parent Representative	Elected	Physiotherapist	Jun-19
Matthew Hill	Parent Representative	Elected	Business Manager	Jun-19
Rebecca Jane Cross	Parent Representative	Elected	Project Developer	Jun-19
John Kelly	Chairperson	Re-elected	Rep NZ Hose Supplies	Jun-16
Annette Hansen	Parent Representative	Elected	Self Employed	Jun-16
David Nesham	Staff Representative	Re-elected	Teacher	Jun-16

Kiwisport Report

Kiwi sport is a government funding initiative to support students' participation in organised sport. In 2016, the school received a total Kiwi sport funding of \$6240 (excl GST); [2015: \$6,243]. The funding was spent on a contribution towards the Sports Co-ordinator wages, extra equipment across our sporting codes, on coaching seminars and various sporting events.

Mount Maunganui Primary School

Analysis of Variance 2016



Attached:
End of 2016 Progress and Achievement Data (as presented to the BoT)

Annual Goal 1:

Maintain achievement levels whilst ensuring all students are progressing in Core Curriculum areas.

Maintain Achievement Levels: Reading.

Year/% At and Above	2011	2012	2013	2014	2015	2016
	95%	96%	93%	87%	86%	88%

Overall statement of achievement across time:

* The percentage of students at and above for reading has decreased 7% since 2011 and increased 2% from last year.

There are many possible factors such as new enrolments, increased number of ESoL students in our school or new entrants arriving at school less prepared for formal learning.

Our Future Plans:

To maintain effective learning in Reading we...

1. Track target students and monitor their progress on an ongoing basis
2. Teachers will plan for learning of all students in reading including mapping milestones.
3. Evidence of Learning in Reading is analysed within teams for all students to ensure progress is being made.

All students will make expected progress in reading:

Progress	Limited	Expected	Accelerated	Strengthening
% and Number	7%	41%	9%	43%

Summary: 43% of students have strengthened their reading understanding and 41% have made expected progress. 93% of students have been strengthened, made expected or accelerated progress in reading this year.

Next Steps: Identify the 7% who made limited progress, develop a theory about why and work to test it and address issues to promote progress/learning.

Writing.

Year/% At and Above	2011	2012	2013	2014	2015	2016
	92%	92%	90%	80%	77%	82%

Overall statement of achievement across time time:

* From 2015 - 2016 5% of students have increased in being at and above standard.

Writing has been our PLD focus for the last 2 years, as such our understanding of what makes good writing has improved as have our moderation skills therefore it has made it look like our students levels of learning have gone backwards, this is not necessarily the case. It is highly likely our judgements are more accurate now.

Our Future Plans:

To maintain effective learning in Writing we...

1. Track priority learners throughout the year and monitor their progress
2. Teachers identify areas of improvement for students in writing on our writing progressions.
3. Teachers will plan for learning of all students in writing and scaffold the learning using AFoL practices.
4. Evidence of learning in Writing is analysed by teachers and within teams for all students and progress discussed and tracked.

All students will make expected progress in Writing:

Progress	Limited	Expected	Accelerated	Strengthening
% and Number	11%	42%	4%	43%

Summary:

43% of students have strengthened in their writing with 11% making only limited progress.

Next Steps:

Clarify expectations of which students can be **strengthened** as opposed to students that make **limited progress**.

Increase the amount of students achieving expected progress. Identify which year group those who made limited progress are in and support them accordingly. Also celebrate those students who have made accelerated progress and seek to understand why.

Mathematics.

Year/% At and Above	2011	2012	2013	2014	2015	2016
	93%	93%	89%	86%	86%	85%

Overall statement of achievement across time time:

* There has been a 1% decrease in students achieving at/above standard from 2015 to 2016.

Our Future Plans:

To maintain effective learning in Maths we...

1. Track priority learners throughout the year and monitor their progress in Maths as their teaching as inquiry focus for 2017.
2. Teachers identify areas of improvement for students in maths through professional journals, professional discussions and progressions.
3. Teachers will observe other teachers in class for learning opportunities in maths
4. Evidence of learning in maths is analysed by teachers and within teams for all students

All students will make expected progress in Mathematics:

Progress	Limited	Expected	Accelerated	Strengthening
% and Number	11%	62%	11%	16%

Summary:

16% of students have strengthened their Math capabilities. 11% have made accelerated progress with their learning.

Next Steps:

Identify students from 2016 who have made limited progress (11%) and ensure this year the teacher is aware of them immediately and prepares to shift them (Their target group).

Challenge teachers into questioning is expected enough?especially for below students.

Progress of target students 2016:

Reading

Year	Goal/Target	Outcome
Year 1	Move 3 students from below to at the National Standard	3 students have shifted to at standard

Year 2	9 target students will move from below to at the National standard	3 students have shifted to at standard. 6 students are ESOL or special needs
Year 3	Move all below students (7) to at the National Standard	14 students have achieved the standard
Year 4	15 target students will move from below to at the National Standard	13 have reached the standard and 2 have not progressed
Year 5	14 target students will move from below to at the National Standard	16 students have moved to at standard in Year 5
Year 6	9 target students will move from below to at the National Standard	5 students have moved to at standard in Year 6

Year 3 and Year 5 student imbalance is due to greater number of student enrolments and identification of the target students.

Writing

Year	Goal/Target by the end of 2016	Outcome
Year 1	Maintain 4 students below the National Standard (all special needs)	5 students achieved at standard
Year 2	10 target students will move from "below" to "at" the National Standard	6 students achieved at standard. 4 students are special needs.
Year 3	9 target students will move from "below" to "at" the National Standard	12 students achieved at standard
Year 4	22 target students will move from "below" to "at" the National Standard	15 students achieved at standard
Year 5	19 target students will move from "below" to "at" the National Standard	16 students have moved to at standard with 3 who did not
Year 6	14 target students will move from "below" to "at" the National Standard	11 students have moved to at standard and 3 did not achieve standard

Maths

Year	Goal/Target	Outcome
Year 1	2 target students will move from below to at the National Standard	2 students have moved to at standard
Year 2	13 target students will move from below to at the National	11 students have achieved at

	Standard	standard. 2 others are special needs
Year 3	7 target students will move from below to at the National Standard	6 students achieved at standard. 1 student is ESOL.
Year 4	20 target students will move from below to at the National Standard	16 students achieved at standard. 4 students are special needs, ESOL or truant.
Year 5	25 target students will move from below to at the National Standard	13 students have made progress and 6 have not.
Year 6	18 target students will move from below to at the National Standard	13 target students have made progress.

Annual Goal 2:

Make culturally responsive pedagogy and practices evident in every class.

Key Actions	Who	Indicators of success/Milestones	Outcomes 2016
Unpack what culturally responsive practice could look like at Mt Primary. Create classroom/physical environments that show our cultural responsiveness.	Damien All staff	Staff ideas from staff meeting unpacking Ka Hikitia and Tataiako. Staff have a greater understanding of what it means to be culturally responsive at Mount Primary. There is evidence of our growing/changing practice.	Staff meetings held to unpack Tataiakao, Ka Hikitia and its applications in our school. Staff highlighted areas of good practice. Staff set goals and next steps for moving towards a more culturally responsive approach. Te Reo is more visible around our school. Signage Weekly emails The Pipeline Classroom displays Karakia/Waiata

Annual Goal 3:

Strengthen our International education programme.

Key Actions	Who	Indicators of success/Milestones	Outcomes 2016
-------------	-----	----------------------------------	---------------

Ensure the pastoral care of our International Students is high quality.	Liz Damien	<p>All students and their families are:</p> <ul style="list-style-type: none"> - Met - Toured - Supported through their transition into our school. <p>Students are happy at school. Parents are happy at school supported through</p> <ul style="list-style-type: none"> - Termly meetings - Buddy Trips 	<p>Feedback gathered from our Agents and parents indicates pastoral care of our international students is high quality.</p> <p>Transition to school process is smoothed out as much as possible.</p> <p>Termly family meetings are held.</p> <p>Buddy trips happen twice a year with other activities too.</p>
Academic programme is based around the ELLPs and individual student needs.	Liz Christine Karen	ELLPs are used to identify student needs. Programmes and feedback refer to ELLPs	ELLPs are used to track student progress, map learning needs and feedback to teachers.
Maintain International student numbers.	Damien Liz	12+ student remain enrolled at Mount Primary. Maintain Korean Market, begin to create additional relationships for other markets.	Numbers of international students have grown in 2016. This is evidence of our high quality educational offering.

Annual Goal 4:
Strengthen eLearning/Learning with Digital Technologies

Key Actions	Who	Indicators of success/Milestones	Outcomes 2016
-------------	-----	----------------------------------	---------------

Support staff to better use iPads in writing to accelerate student progress in writing.	Becky and Amanda (eLearning Coaches) All Teachers	SAMR Model (baseline to end line shows progression.)	Classes trialled Seesaw to showcase their in-class learning to parents via devices
Create digital learning environments (Websites) to accelerate student learning in writing	All teachers	Student progress (target group) is tracked in writing. All students have access to a Digital Learning Environment to support and share their learning.	Student progress for target students identified and tracked within team discussions
Begin school curriculum review.	Damien and SLT Trevor Bond	Review has begun, documentation will be kept throughout the process.	School curriculum review begun with school Vision and motto being drafted
Support staff collaboration through technologies	Hadleigh/Fran eLearning Coaches	Collaboration will be supported and celebrated as often as possible.	Celebrations during end of AIMS assembly

Overall Statement:

With the implementation of increased devices across the school in both the junior and senior via the TECT grant it has led to an increase in digital communication with parents regarding their children's learning. This has occurred through an app called Seesaw which has allowed students to share their in-class learning and reading writing and maths and send it digitally to parents who can then discuss the learning for the day.

Two teachers have coached staff in classes when using digital devices. This has helped the students to present their learning in a way that is motivating and engaging for themselves.

The increase in device usage is evident when you see students using presentations in class created digitally and when students in the juniors refer to letters of the alphabet based on the character in the Letterland app. This has helped build phonetic awareness of letter and blend sounds.

In summary, the use of devices as a tool to promote learning at school and at home has enabled students to share their learning with ease. In 2017, this should be maintained so that the parents can become partners in the learning focussed relationships at school.

Mount Maunganui Primary School

End of Year Progress and Achievement Data

2016



As presented to Board of Trustees Dec 2016

An explanation



This page explains the terms used to create this data.

Achievement:

Well Below: 2 years below expectation at the end of the year (exc after 1 year)

Below: Less than 2 years below expectation.

At: At the expected standard.

Above: Above expected standard.

Our below students are our priority learners/target students who with support have significant chance of meeting the standard.

We do not currently collect data on well above and as such have no criteria for it. 39 students are not included in this data as they have not had their after 1 year anniversary.

Progress:

Overall Judgements of Progress are based on teachers knowledge of learners, their achievement and their next steps. They are not based on 1 test but a range of information on which teachers make judgements. They are based on expected progress over a school year.

Limited Progress: Less progress than expected in 1 teaching year at school.

Expected Progress: Meets the expected level of progress for one year at school.

Accelerated Progress: Has made greater than 1 years progress in 1 year.

Strengthening: Students who are achieving well above expected level and are being deliberately pushed sideways to strengthen their learning. Often these students are 2 years above their expected level.

The numbers



The total numbers don't match between OTJs (achievement) and OJP (progress) because students without beginning data are not included in progress data... as you need beginning and end data to measure progress.

Students who arrived late are still able to have an OTJ on achievement therefore the number of students is bigger.

Rounding means percentages will not always equal 100%.

Year 1-3 students are reported in this information based on their length of time at school ie after 1 year, 2 years or 3 years at school. For students in Years 4-6, the National Standard is at the end of each year.

This data includes all students at Mount Primary: international students, special needs and ESOL students.

The Analysis

This data on student achievement (OTJs) and progress (OJPs) comes from classroom teachers and has been analysed in teams by staff. During this meeting, staff provided commentary on the individuals identified by this data.

The analysis of the data demonstrates our knowledge of students as a group and as individuals.

It is not an exhaustive analysis as this is done with individual names by individual teachers within teams.

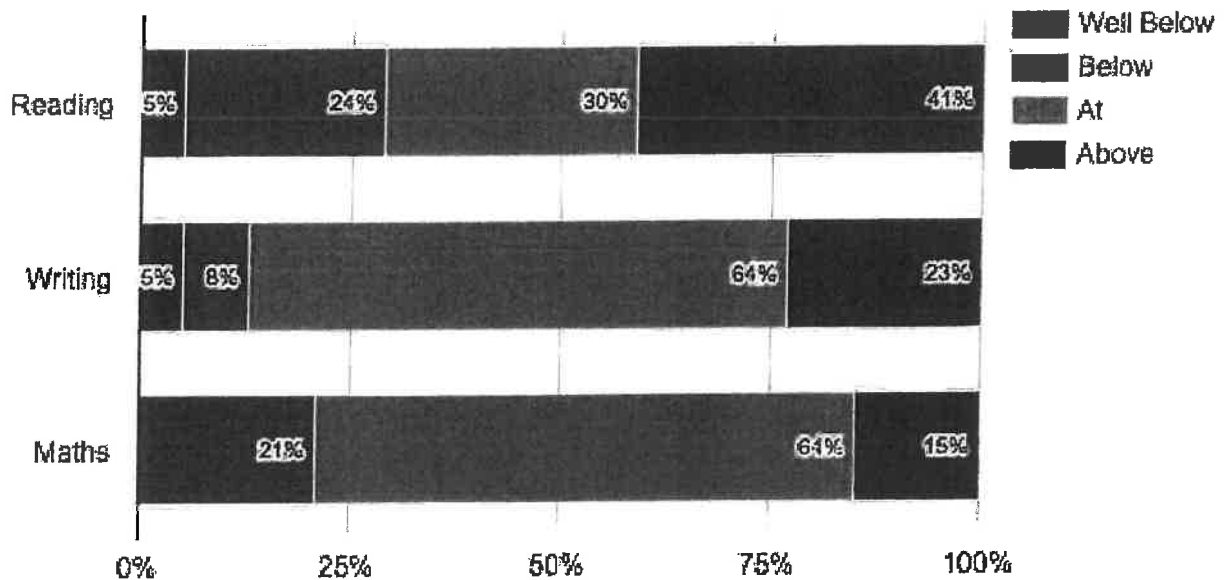


Achievement and Progress Data



After 1 year

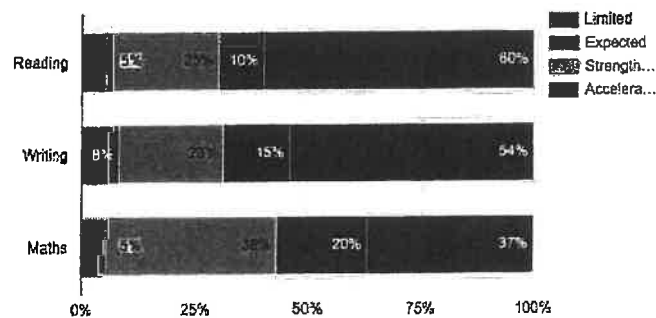
After 1 year Achievement Data N=78



After 1 year
Achievement Data
N=78

	Well Below	Below	At	Above
Reading	5%	24%	30%	41%
Writing	5%	8%	64%	23%
Maths		21%	64%	15%

Year 1 Progress reading writing maths

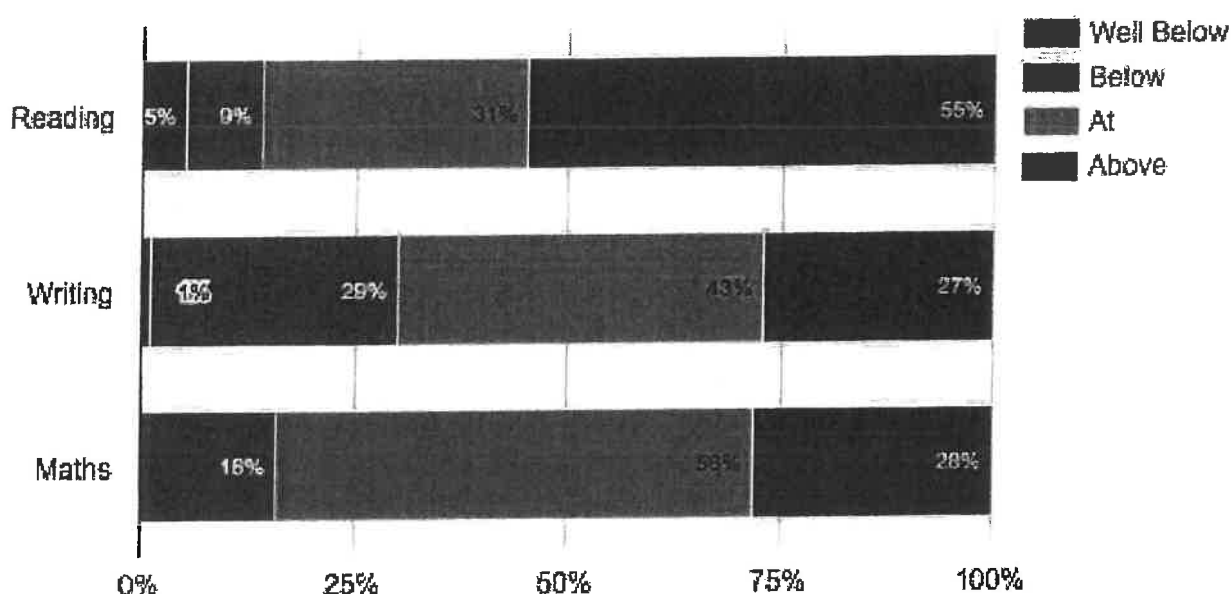


The Well Below students are ORS (Ongoing Resourcing Support) funded and will receive this for their entire duration at school.



After 2 years

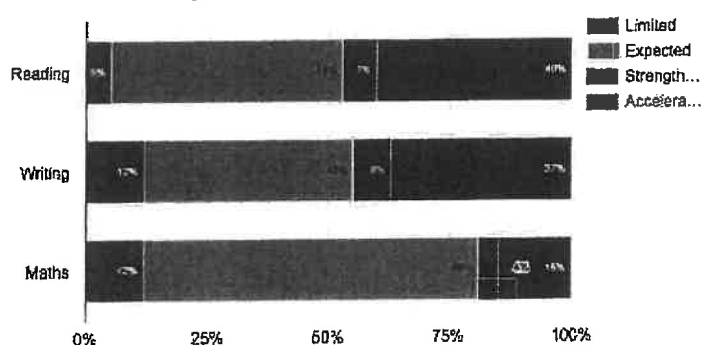
After 2 years Achievement Data N=75



After 2 years
Achievement Data
N=75

	Well Below	Below	At	Above
Reading	5%	9%	31%	55%
Writing	1%	29%	43%	27%
Maths		16%	56%	28%

Year 2 Progress reading writing maths



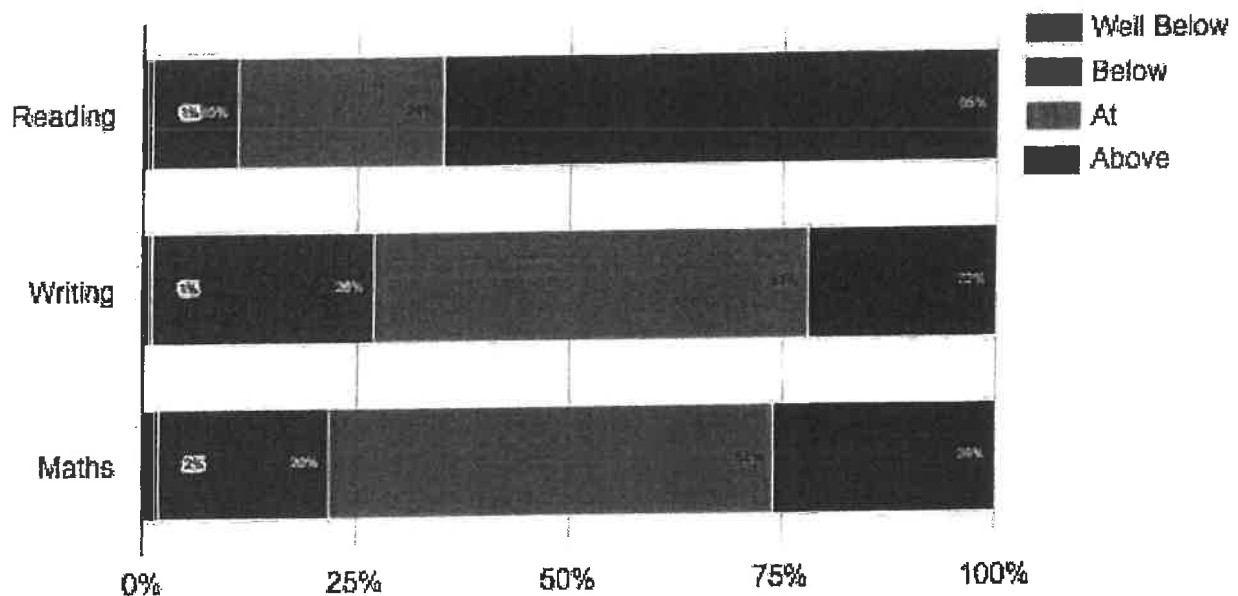
Students in this table after 2 years at school in writing are 29% below standard. 13 students who are below standard had their after 2 year OTJ made before end of Term 3 and upon discussion with the teachers, these students have reached the standard but not yet had their after 3 year OTJ recorded.

Of the below students in writing, 37% have made accelerated progress this year in writing.



After 3 years

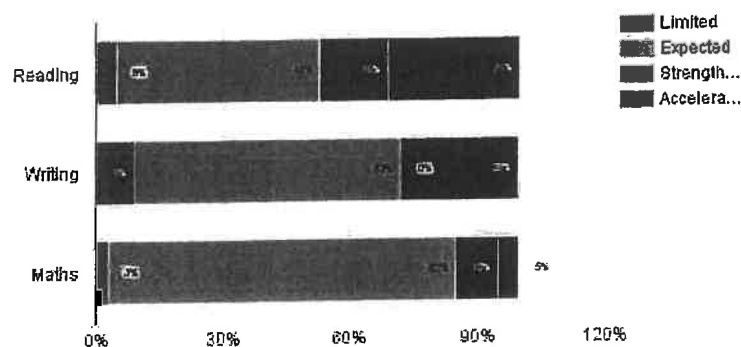
After 3 years Achievement Data N=82



After 3 years
Achievement Data
N=82

	Well Below	Below	At	Above
Reading	1%	10%	24%	65%
Writing	1%	26%	51%	22%
Maths	2%	20%	52%	26%

Year 3 Progress reading writing maths

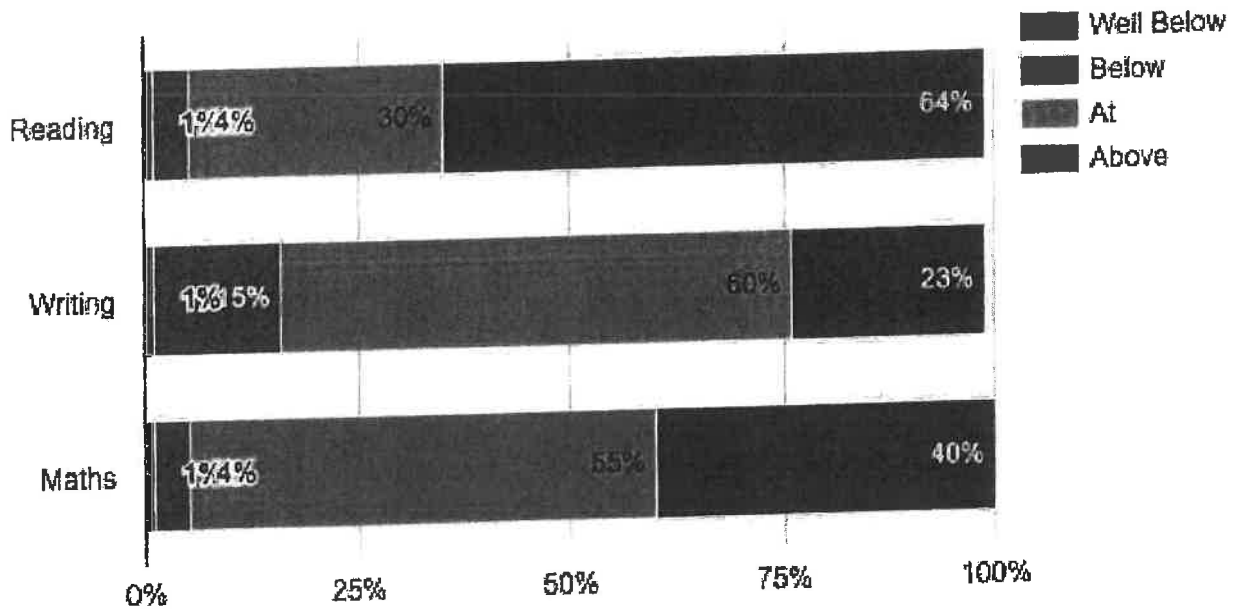


Students in Year 3 writing have 26% below standard. 10 of the below students in writing have had their after 3 year national standard anniversary recorded at mid year. These students are considered now to be at standard if a judgement was made today. Of the total number of students, 29% have made accelerated progress in writing this year.



End of Year 4

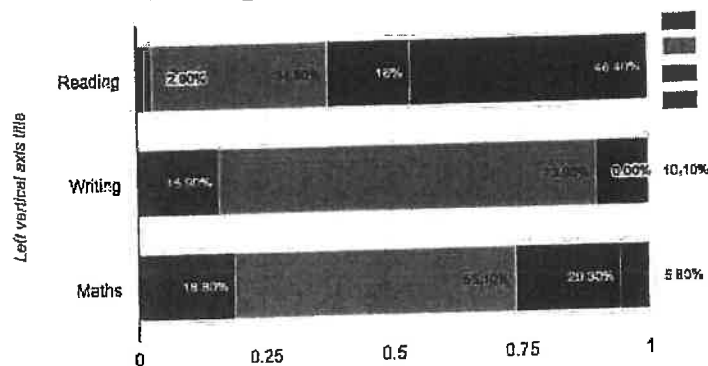
EOY Year 4 Achievement Data Reading N=73



EOY Year 4
Achievement Data
Reading N=73

	Well Below	Below	At	Above
Reading	1%	4%	30%	64%
Writing	1%	15%	60%	23%
Maths	1%	4%	55%	40%

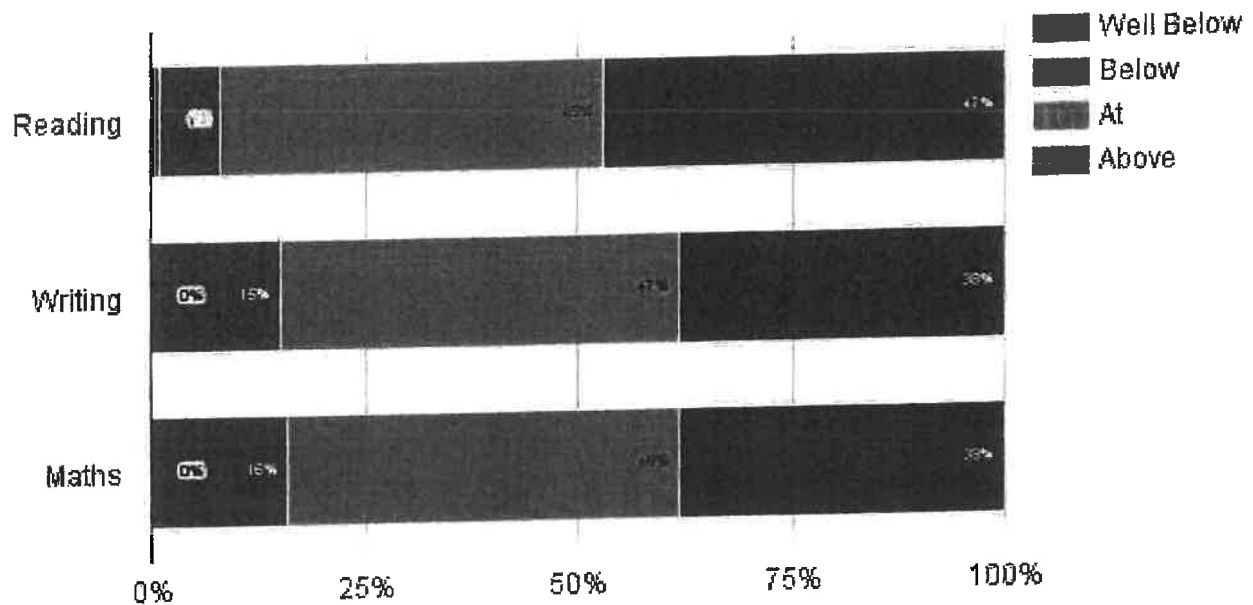
Year 4 Progress: reading writing maths





End of Year 5

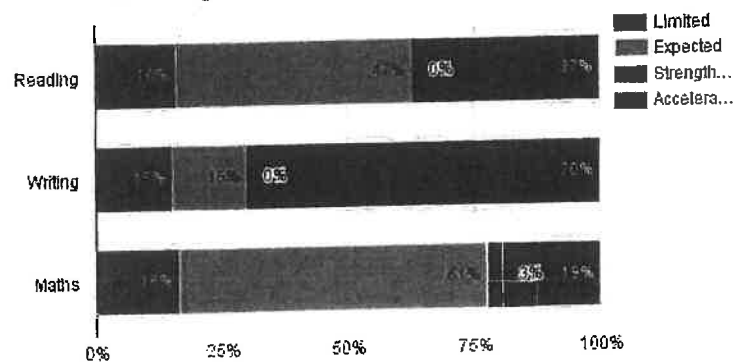
EOY Year 5 Achievement Data Reading N=72



EOY Year 5
Achievement Data
Reading N=72

	Well Below	Below	At	Above
Reading	1%	7%	44%	47%
Writing	0%	15%	47%	38%
Maths		17%	46%	38%

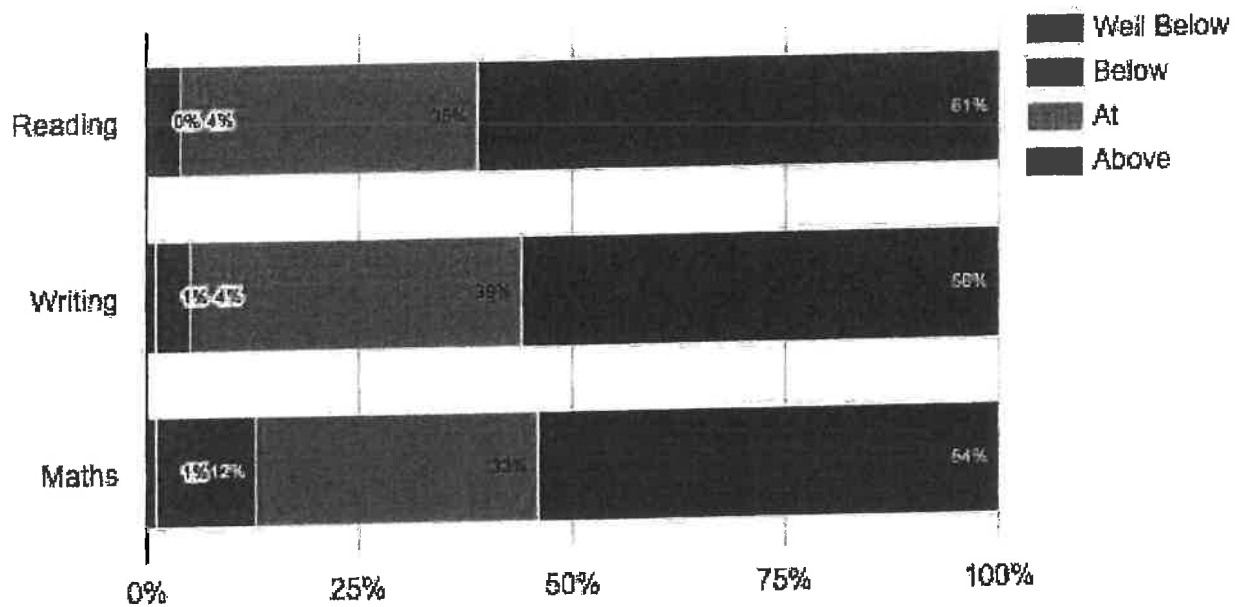
Year 5 Progress: Reading Writing Maths





End of Year 6

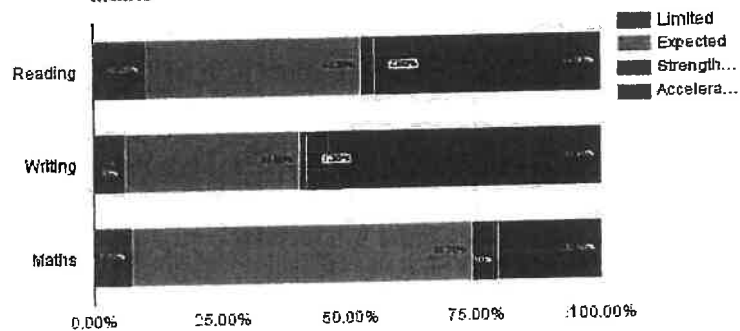
EOY Year 6 Achievement Data Reading N=82



**EOY Year 6
Achievement Data
Reading N=82**

	Well Below	Below	At	Above
Reading	0%	4%	35%	61%
Writing	1%	4%	39%	56%
Maths	1%	12%	33%	54%

Year 6 Progress Data: Reading, Writing and Maths



Class of 2016



2014-2016

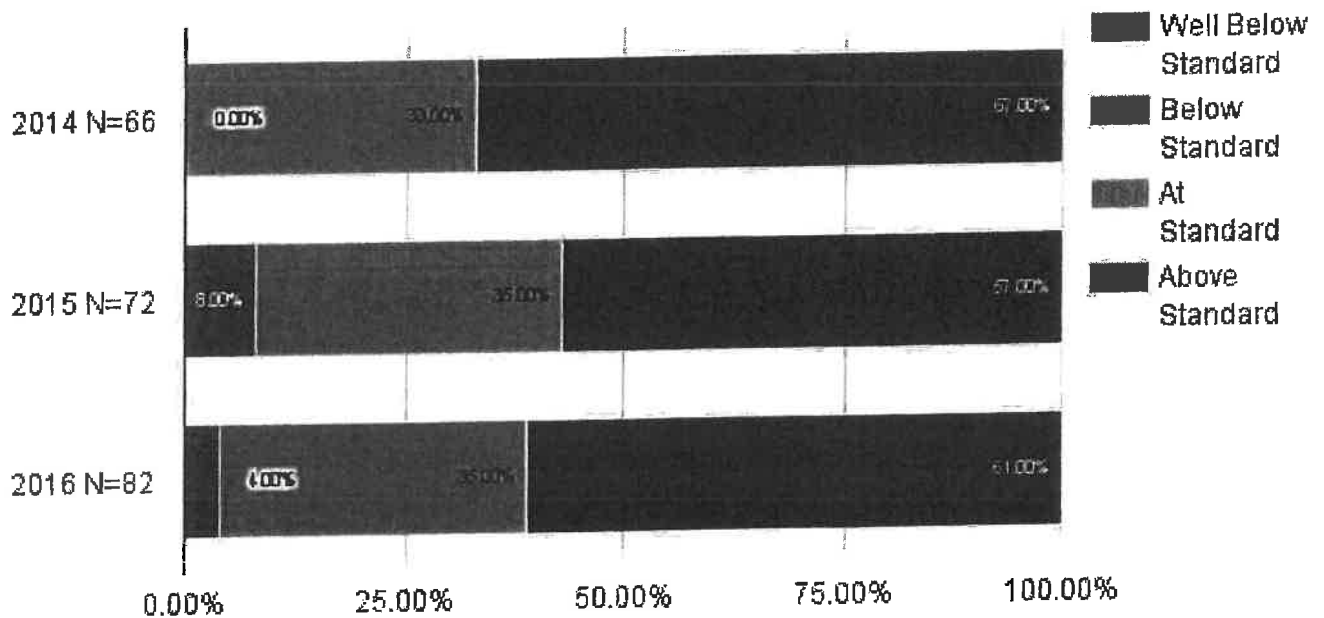
A total 16 students in the cohort have been added in 2016 compared to 2014.

The more a student is transient, the less they achieve academically. The majority of students we received this year in Year 6 have come from countries that do not speak english as their first language.



End of Year 6 Cohort Reading

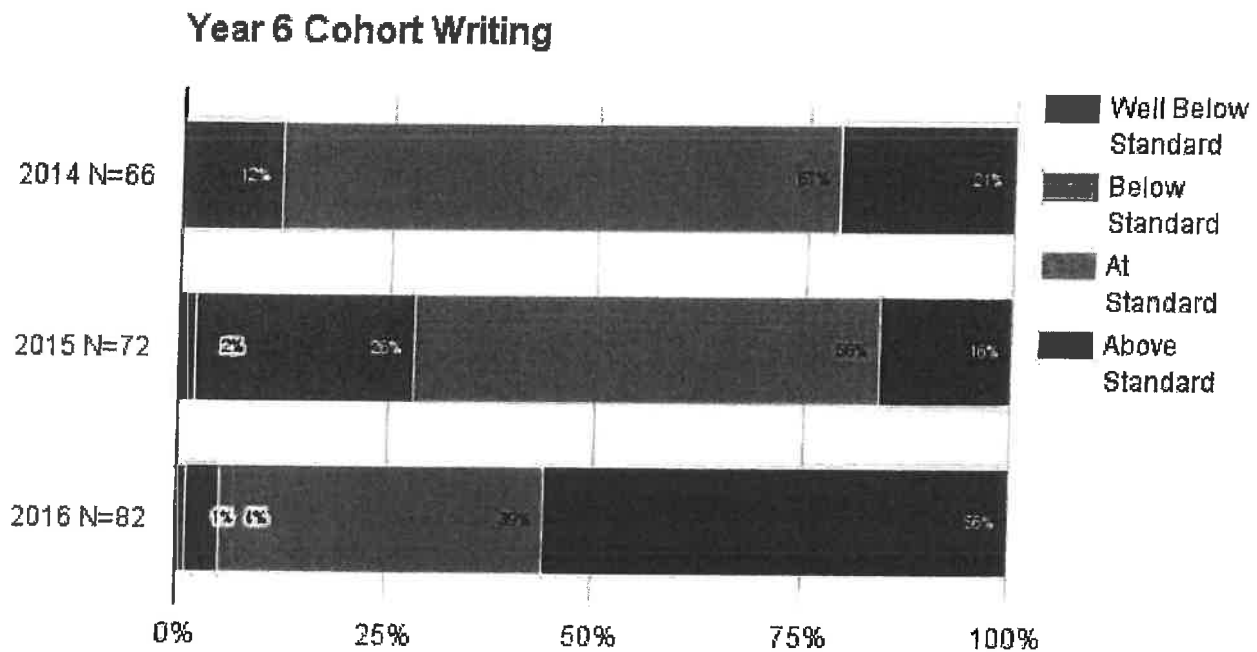
Year 6 Cohort Reading



	2014	2015	2016
Above Standard	44	41	50
At Standard	22	25	29
Below Standard		6	3
Well Below Standard			
Totals	66	72	82



End of Year 6 Cohort Writing

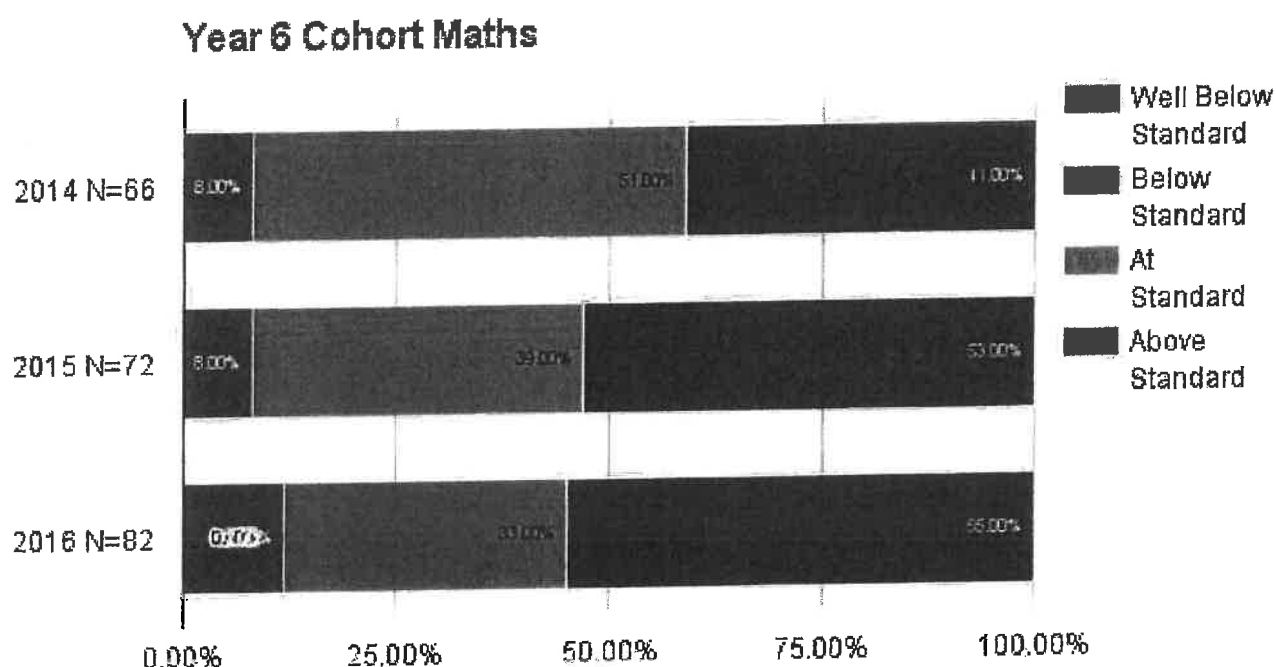


	2014	2015	2016
Above Standard	14	12	46
At Standard	44	40	32
Below Standard	8	19	3
Well Below Standard		1	1
Totals	66	72	82

In 2015, 20 students were performing below standard and this was highlighted to the Board. This year, 4 students are performing below standard.



End of Year 6 Cohort Maths



	2014	2015	2016
Above Standard	27	38	44
At Standard	34	28	27
Below Standard	5	6	10
Well Below Standard			1
Totals	66	72	82

2016 National Standards reporting (Due 1 March 2017)

School Number:	Name	Report name	Excluded >= 1 March	Excluded / No Qty					
1838	Mt Maunganui School	March annual charter update	39						
Reading all levels									
	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	11	2.4%	45	9.7%	149	32.3%	257	55.6%	462
Maori	4	6%	7	10.4%	26	38.8%	30	44.8%	67
Pasifika	1	16.7%			3	50%	2	33.3%	6
Asian	2	8%	5	20%	11	44%	7	28%	25
NZ-European/Pakeha/Other-European	4	1.2%	27	7.8%	101	29.3%	213	61.7%	345
Male	8	3.2%	29	11.6%	81	32.4%	132	52.8%	250
Female	3	1.4%	16	7.5%	68	32.1%	125	59%	212

2016 National Standards reporting (Due 1 March 2017)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTU					
1838	Mt Maunganui School	March annual charter update	39						
Reading by levels									
	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	4	5.1%	19	24.4%	23	29.5%	32	41%	78
After 2 years at school	4	5.3%	7	9.3%	23	30.7%	41	54.7%	75
After 3 years at school	1	1.2%	8	9.8%	20	24.4%	53	64.6%	82
End of year 4	1	1.4%	3	4.1%	22	30.1%	47	64.4%	73
End of year 5	1	1.4%	5	6.9%	32	44.4%	34	47.2%	72
End of year 6			3	3.7%	29	35.4%	50	64%	82

2016 National Standards reporting (Due 1 March 2017)

School Number	Name	Report name	Excluded >= 1 March	Excluded (No Q1)					
1838	Mt Maunganui School	March annual charter update	39						
Writing all levels									
	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
All students	8	1.7%	74	16%	234	50.6%	146	31.6%	462
Maori	3	4.5%	14	20.9%	36	53.7%	14	20.9%	67
Pasifika			1	16.7%	4	66.7%	1	16.7%	6
Asian	1	4%	8	32%	13	52%	3	12%	25
NZ European/Pakeha/Other European	4	1.2%	45	13%	171	49.6%	125	36.2%	345
Male	5	2%	50	20%	131	52.4%	64	25.6%	250
Female	3	1.4%	24	11.3%	103	48.6%	82	38.7%	212

2016 National Standards reporting (Due 1 March 2017)

School Number	Name	Report name	Excluded >= 1 March	Excluded No OTJ
1838	Mt Maunganui School	March annual charter update	39	

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
After 1 year at school	4	5.1%	6	7.7%	50	64.1%	18	23.1%	78
After 2 years at school	1	1.3%	22	29.3%	32	42.7%	20	26.7%	75
After 3 years at school	1	1.2%	21	25.6%	42	51.2%	18	22%	82
End of year 4	1	1.4%	14	15.1%	44	60.3%	17	23.3%	73
End of year 5			11	15.3%	34	47.2%	27	37.5%	72
End of year 6	1	1.2%	3	3.7%	32	39%	46	56.1%	82

2016 National Standards reporting (Due 1 March 2017)

School Number	Name	Report name	Excluded by 1 March	Excluded by No OTJ
1838	Mt Maunganui School	March annual charter update	39	

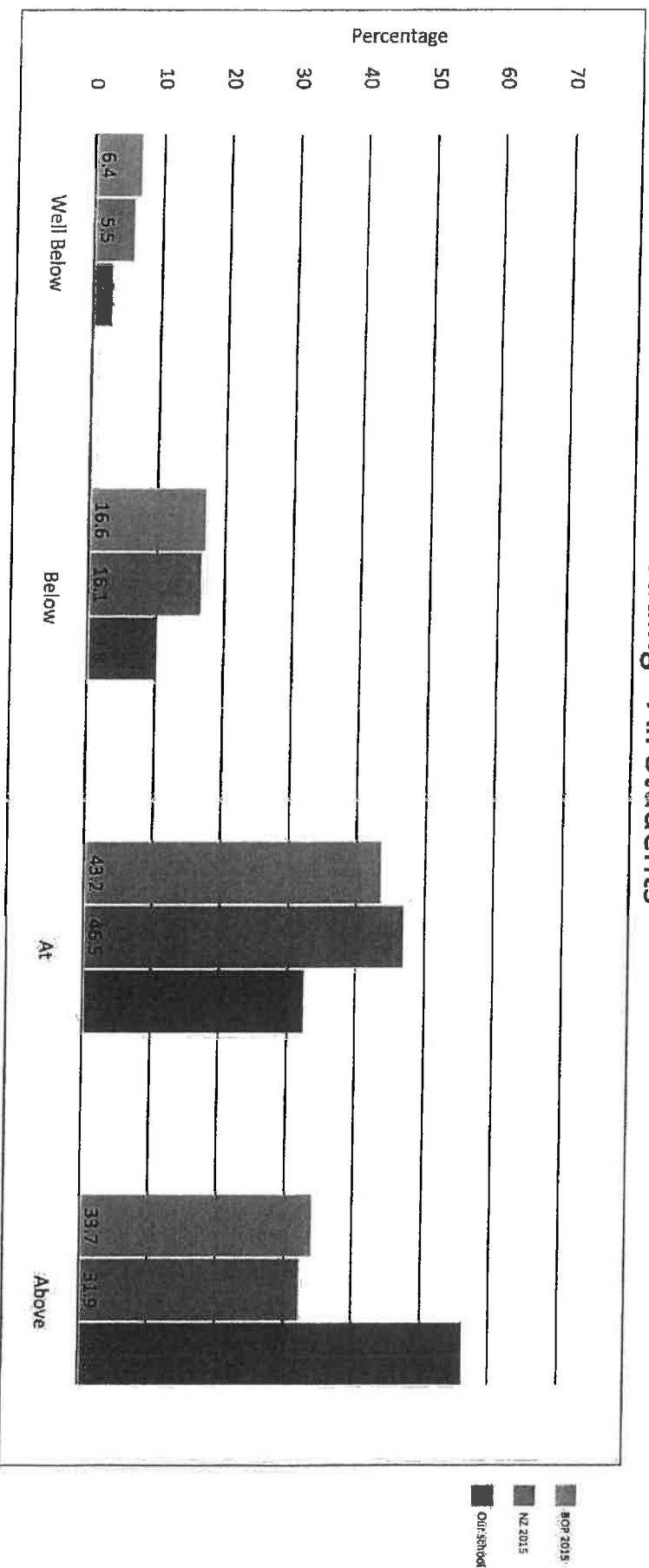
Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	0.9%	70	15.2%	235	50.9%	153	33.1%	462
Maori	1	1.5%	12	17.9%	37	55.2%	17	25.4%	67
Pasifika			1	16.7%	4	66.7%	1	16.7%	6
Asian			7	28%	7	28%	11	44%	25
NZ European/Other European	3	0.9%	45	13%	175	50.7%	122	35.4%	345
Male	3	1.2%	30	12%	122	48.8%	95	38%	250
Female	1	0.5%	40	18.9%	113	53.3%	58	27.4%	212

2016 National Standards reporting (Due 1 March 2017)

School Number:	Name	Report name	Excluded >= 1 March	Excluded No OTJ					
1838	Mt Maunganui School	Maunganui charter update	39						
Mathematics by levels									
	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			17	21%	52	64.2%	12	14.8%	81
After 2 years at school			12	16.7%	40	55.6%	20	27.8%	72
After 3 years at school	2	2.4%	16	19.5%	43	52.4%	21	25.6%	82
End of year 4	1	1.4%	3	4.1%	40	54.8%	29	39.7%	73
End of year 5			12	16.7%	33	45.8%	27	37.5%	72
End of year 6	1	1.2%	10	12.2%	27	32.9%	44	53.7%	82

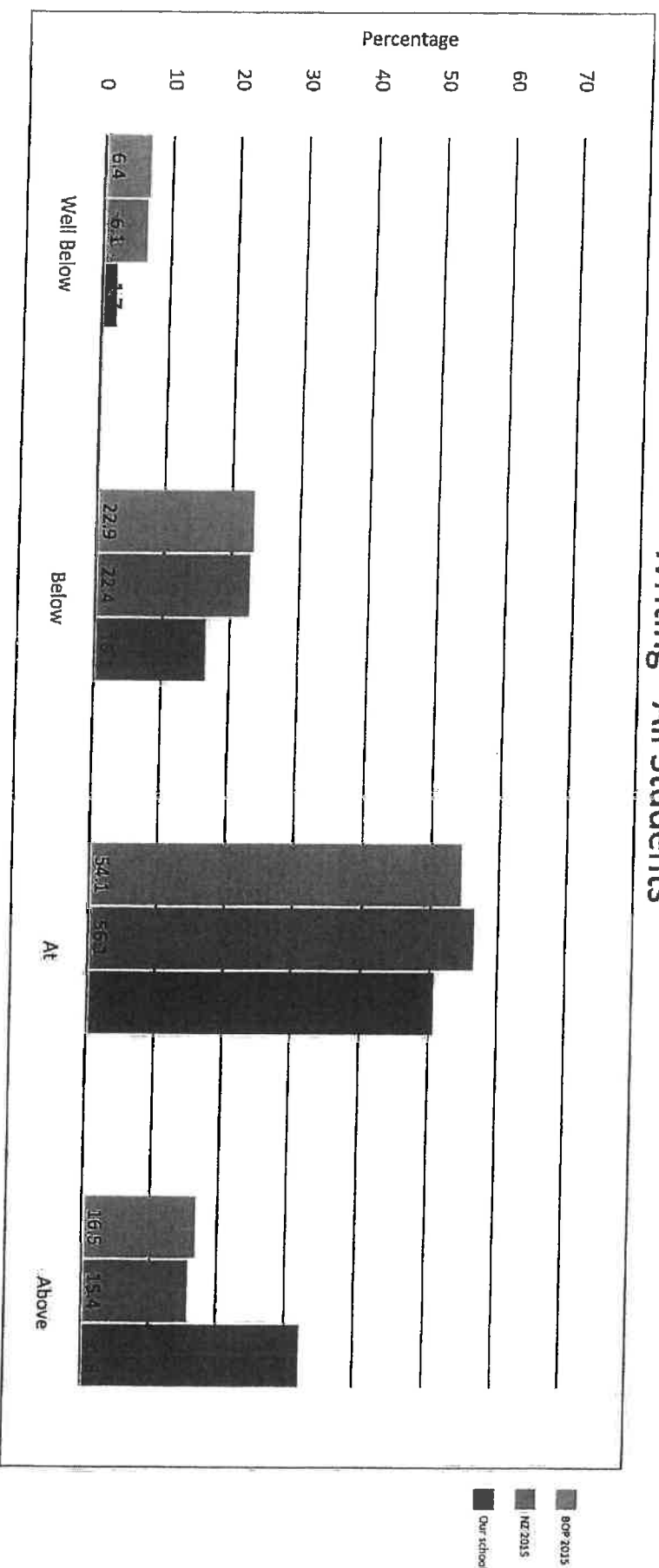
Reading - Mt Maunganui		Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.	
All students	11	2.4%	45	9.8%	147	32%	256	55.8%	459	
Male	8	3.2%	29	11.7%	80	32.3%	131	52.8%	248	
Female	3	1.4%	16	7.6%	67	31.8%	125	59.2%	211	

Reading - All Students



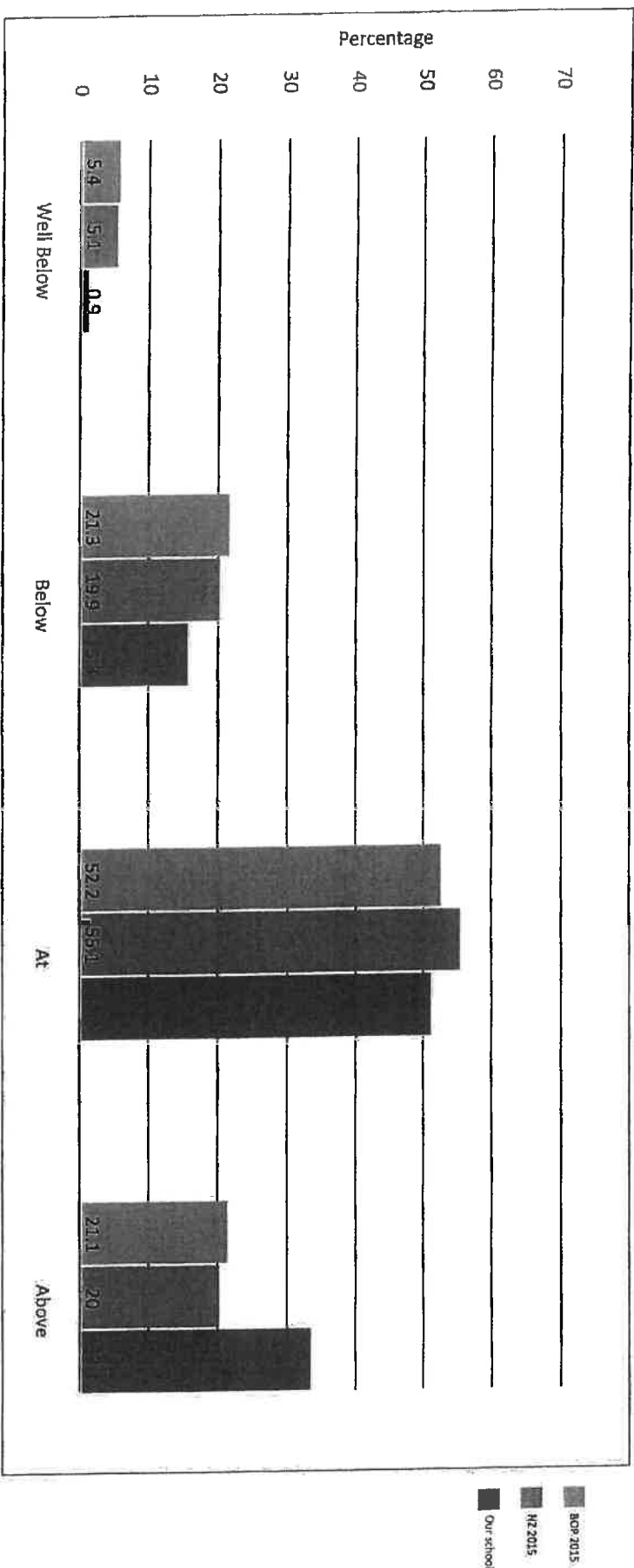
Writing - Mt Maunganui		Well below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	
All students	8	1.7%	74	16.1%	231	50.3%	146	31.8%	459	
Male	5	2%	50	20.2%	129	52%	64	25.8%	248	
Female	3	1.4%	24	11.4%	102	48.3%	82	38.9%	211	

Writing - All Students



Mathematics - Mt Maunganui	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	0.9%	70	15.3%	238	50.8%	152	33.1%	459
Male	3	1.2%	30	12.1%	121	48.8%	94	37.9%	248
Female	1	0.5%	40	19%	112	53.1%	58	27.5%	211

Mathematics - All Students



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MOUNT MAUNGANUI PRIMARY SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of MOUNT MAUNGANUI PRIMARY SCHOOL (the School). The Auditor-General has appointed me, Stephen Nelley, using the staff and resources of Anderson Accounting, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive income and statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2016; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2017. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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 are responsible for the other information. The other information obtained at the date of our report is the Statement of Responsibility, Board of Trustees List, Kiwisport note and the Analysis of Variance 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.



Stephen Nelley
Anderson Accounting
On behalf of the Auditor-General
Cambridge New Zealand