

MURRAYS BAY INTERMEDIATE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: 37 Sunrise Ave, Murrays Bay, Northshore

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Ministry Number: 1386

MURRAYS BAY INTERMEDIATE

Financial Statements - For the year ended 31 December 2017

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Murrays Bay Intermediate

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.

DARREN TOLMIE
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

16 May 2018

Date:

Melinda Bennett
Full Name of Principal

[Signature]
Signature of Principal

16 May 2018

Date:

Murrays Bay Intermediate

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	9,780,587	6,883,209	9,024,033
Locally Raised Funds	3	1,701,802	638,350	1,628,922
Interest Earned		61,731	31,000	48,876
Gain on Sale of Property, Plant and Equipment		-	-	217
International Students	4	669,977	425,000	565,336
		<u>12,214,097</u>	<u>7,977,559</u>	<u>11,267,384</u>
Expenses				
Locally Raised Funds	3	1,084,549	347,000	1,118,008
International Students	4	121,477	100,000	97,547
Learning Resources	5	5,129,215	4,769,419	4,973,912
Administration	6	457,160	406,795	419,536
Finance Costs		1,308	-	814
Property	7	4,623,042	2,330,694	4,010,165
Depreciation	8	288,004	200,000	252,975
Amortisation of Intangible Assets		493	-	234
		<u>11,705,248</u>	<u>8,153,908</u>	<u>10,873,191</u>
Net Surplus / (Deficit)		508,849	(176,349)	394,193
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>508,849</u>	<u>(176,349)</u>	<u>394,193</u>

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

Murrays Bay Intermediate**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	3,269,382	3,269,382	2,873,556
Total comprehensive revenue and expense for the year	508,849	(176,349)	394,193
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,633
Equity at 31 December	3,778,231	3,093,033	3,269,382
 Retained Earnings	 3,778,231	 3,093,033	 3,269,382
Equity at 31 December	3,778,231	3,093,033	3,269,382

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

Murrays Bay Intermediate Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	595,952	257,924	393,365
Accounts Receivable	10	338,403	415,646	314,820
Prepayments		38,301	27,023	31,523
Inventories	11	104,319	86,165	89,000
Investments	12	1,204,512	750,000	1,276,703
		<u>2,281,487</u>	<u>1,536,758</u>	<u>2,105,411</u>
Current Liabilities				
GST Payable		4,409	19,219	1,321
Accounts Payable	14	470,646	473,951	494,842
Revenue Received in Advance	15	386,012	310,624	447,211
Provision for Cyclical Maintenance	16	1,313	83,000	75,046
Finance Lease Liability - Current Portion	17	9,229	-	5,944
		<u>871,609</u>	<u>886,794</u>	<u>1,024,364</u>
Working Capital Surplus/(Deficit)		1,409,878	649,964	1,081,047
Non-current Assets				
Property, Plant and Equipment	13	2,528,030	2,548,181	2,279,394
Intangible Assets		-	259	493
		<u>2,528,030</u>	<u>2,548,440</u>	<u>2,279,887</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	151,352	105,371	82,154
Finance Lease Liability	17	8,325	-	9,398
		<u>159,677</u>	<u>105,371</u>	<u>91,552</u>
Net Assets		<u>3,778,231</u>	<u>3,093,033</u>	<u>3,269,382</u>
Equity		<u>3,778,231</u>	<u>3,093,033</u>	<u>3,269,382</u>

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

Murrays Bay Intermediate
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		1,490,101	1,218,194	1,449,354
Locally Raised Funds		1,615,836	515,850	1,657,062
International Students		677,160	425,000	681,019
Goods and Services Tax (net)		3,088	-	(17,898)
Payments to Employees		(971,771)	(1,011,300)	(1,049,705)
Payments to Suppliers		(2,155,605)	(635,023)	(1,922,377)
Cyclical Maintenance Payments in the year		(49,257)	-	(27,275)
Interest Paid		(1,308)	-	(814)
Interest Received		56,412	31,000	44,770
Net cash from / (to) the Operating Activities		664,656	543,721	814,136
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	217
Purchase of PPE (and Intangibles)		(530,322)	(383,200)	(228,177)
Purchase of Investments		-	-	(1,200,000)
Proceeds from Sale of Investments		72,191	-	750,000
Net cash from / (to) the Investing Activities		(458,131)	(383,200)	(677,960)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,633
Finance Lease Payments		(3,938)	-	(2,373)
Net cash from Financing Activities		(3,938)	-	(740)
Net increase/(decrease) in cash and cash equivalents		202,587	160,521	135,436
Cash and cash equivalents at the beginning of the year	9	393,365	97,403	257,929
Cash and cash equivalents at the end of the year	9	595,952	257,924	393,365

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.

Murrays Bay Intermediate

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

The School has met the requirements under section 28 of schedule 6 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	10-20 years
Building Improvements	5-40 years
Furniture and Equipment	3-20 years
Information and Communication	3-5 years
Motor Vehicles	5 years
Textbooks	3-10 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

	2017	2017 Budget (Unaudited)	2016
	Actual \$	Budget \$	Actual \$
Operational grants	1,307,029	1,006,235	1,295,652
Teachers' salaries grants	4,257,700	3,734,869	4,004,753
Use of Land and Buildings grants	4,026,480	1,930,146	3,609,651
Other MoE Grants	181,148	210,159	110,799
Other government grants	8,230	1,800	3,178
	<u>9,780,587</u>	<u>6,883,209</u>	<u>9,024,033</u>

3. Locally Raised Funds

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

	2017	2017 Budget (Unaudited)	2016
	Actual \$	Budget \$	Actual \$
Revenue			
Donations	327,030	194,000	235,137
Fundraising	62,431	4,000	74,506
Trading	302,462	252,000	313,025
Activities	1,009,879	188,350	1,006,254
	<u>1,701,802</u>	<u>638,350</u>	<u>1,628,922</u>
Expenses			
Activities	798,643	122,500	829,980
Trading	244,884	224,500	244,293
Fundraising (costs of raising funds)	41,022	-	43,735
	<u>1,084,549</u>	<u>347,000</u>	<u>1,118,008</u>
<i>Surplus for the year Locally raised funds</i>	<u>617,253</u>	<u>291,350</u>	<u>510,914</u>

4. International Student Revenue and Expenses

	2017	2017 Budget (Unaudited)	2016
	Actual Number	Budget Number	Actual Number
International Student Roll	55	30	46
	2017	2017 Budget (Unaudited)	2016
	Actual \$	Budget \$	Actual \$
Revenue			
International student fees	669,977	425,000	565,336
Expenses			
International student levy	14,500	-	11,850
Employee Benefit - Salaries	37,785	35,000	28,327
Other Expenses	69,192	65,000	57,370
	<u>121,477</u>	<u>100,000</u>	<u>97,547</u>
<i>Surplus for the year International Students'</i>	<u>548,500</u>	<u>325,000</u>	<u>467,789</u>

5. Learning Resources

	2017	2017 Budget (Unaudited)	2016
	Actual \$	Budget \$	Actual \$
Curricular	164,894	217,200	181,394
Library resources	4,476	4,600	9,954
Employee benefits - salaries	4,916,831	4,472,169	4,714,490
Staff development	40,809	69,900	65,352
Classroom Expenditure	2,205	5,550	2,722
	<u>5,129,215</u>	<u>4,769,419</u>	<u>4,973,912</u>

6. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,290	6,500	7,160
Board of Trustees Fees	6,553	3,800	3,515
Board of Trustees Expenses	10,941	8,400	21,122
Communication	3,369	8,745	7,919
Consumables	50,481	20,700	54,604
Operating Lease	5,274	4,500	7,261
Other	122,237	103,150	76,283
Employee Benefits - Salaries	209,728	193,000	212,560
Insurance	27,287	44,000	26,112
Service Providers, Contractors and Consultancy	12,000	14,000	3,000
	<u>457,160</u>	<u>406,795</u>	<u>419,536</u>

7. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	28,155	22,300	25,929
Cyclical Maintenance Expense	44,722	30,000	41,195
Grounds	70,904	22,000	16,330
Heat, Light and Water	68,638	75,500	76,274
Rates	382	300	60
Repairs and Maintenance	170,898	51,448	56,743
Use of Land and Buildings	4,026,480	1,930,146	3,609,651
Security	14,381	15,000	14,400
Employee Benefits - Salaries	99,504	81,000	74,274
Van	3,263	4,000	3,549
Consultancy And Contract Services	95,715	99,000	91,760
	<u>4,623,042</u>	<u>2,330,694</u>	<u>4,010,165</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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	109,661	89,618	113,356
Building Improvements	10,367	8,323	10,527
Furniture and Equipment	113,044	55,881	70,683
Information and Communication Technology	27,174	26,909	34,037
Motor Vehicles	9,060	7,163	9,060
Textbooks	2,364	1,884	2,383
Leased Assets	7,407	3,049	3,856
Library Resources	8,927	7,173	9,073
	<u>288,004</u>	<u>200,000</u>	<u>252,975</u>

9. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Bank Current Account	504,120	257,924	49,622
Bank Call Account	91,832	-	343,743
Cash equivalents and bank overdraft for Cash Flow Statement	<u>595,952</u>	<u>257,924</u>	<u>393,365</u>

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

10. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	26,774	62,420	9,388
Receivables from the Ministry of Education	-	-	14,994
Interest Receivable	12,421	2,996	7,102
Teacher Salaries Grant Receivable	299,208	350,230	283,336
	<u>338,403</u>	<u>415,646</u>	<u>314,820</u>
Receivables from Exchange Transactions	39,195	65,416	16,490
Receivables from Non-Exchange Transactions	299,208	350,230	298,330
	<u>338,403</u>	<u>415,646</u>	<u>314,820</u>

11. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	340	682	400
Uniform	102,118	84,260	87,227
Lunchroom	1,861	1,223	1,373
	<u>104,319</u>	<u>86,165</u>	<u>89,000</u>

12. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	1,204,512	750,000	1,276,703

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Buildings	1,593,504	-	-	-	(109,661)	1,483,843
Building Improvements	76,442	-	(2,300)	-	(10,367)	63,775
Furniture and Equipment	438,919	507,757	-	-	(113,044)	833,632
Information and Communication Technology	73,355	13,665	-	-	(27,174)	59,846
Motor Vehicles	11,437	-	-	-	(9,060)	2,377
Textbooks	4,614	-	-	-	(2,364)	2,250
Leased Assets	14,673	8,840	-	-	(7,407)	16,106
Library Resources	66,450	8,678	-	-	(8,927)	66,201
Balance at 31 December 2017	2,279,394	538,940	(2,300)	-	(288,004)	2,528,030

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Buildings	2,979,656	(1,495,813)	1,483,843
Building Improvements	374,972	(311,197)	63,775
Furniture and Equipment	2,353,150	(1,519,518)	833,632
Information and Communication Technology	1,355,193	(1,295,347)	59,846
Motor Vehicles	62,058	(59,681)	2,377
Textbooks	62,451	(60,201)	2,250
Leased Assets	27,370	(11,264)	16,106
Library Resources	180,540	(114,339)	66,201
Balance at 31 December 2017	7,395,390	(4,867,360)	2,528,030

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Buildings	1,706,860	-	-	-	(113,356)	1,593,504
Building Improvements	63,405	23,564	-	-	(10,527)	76,442
Furniture and Equipment	347,565	162,037	-	-	(70,683)	438,919
Information and Communication Technology	69,170	38,222	-	-	(34,037)	73,355
Motor Vehicles	20,497	-	-	-	(9,060)	11,437
Textbooks	6,997	-	-	-	(2,383)	4,614
Leased Assets	-	18,529	-	-	(3,856)	14,673
Library Resources	68,646	6,877	-	-	(9,073)	66,450
Balance at 31 December 2016	2,283,140	249,229	-	-	(252,975)	2,279,394

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Buildings	2,979,657	(1,386,153)	1,593,504
Building Improvements	377,272	(300,830)	76,442
Furniture and Equipment	1,845,392	(1,406,473)	438,919
Information and Communication Technology	1,341,529	(1,268,174)	73,355
Motor Vehicles	62,058	(50,621)	11,437
Textbooks	62,451	(57,837)	4,614
Leased Assets	18,529	(3,856)	14,673
Library Resources	171,863	(105,413)	66,450
Balance at 31 December 2016	6,858,751	(4,579,357)	2,279,394

14. Accounts Payable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	96,053	123,721	166,686
Accruals	22,937	-	22,827
Capital accruals for PPE items	-	-	2,882
Banking staffing overuse	27,880	-	-
Employee Entitlements - salaries	299,208	350,230	283,336
Employee Entitlements - leave accrual	24,568	-	19,111
	<u>470,646</u>	<u>473,951</u>	<u>494,842</u>
Payables for Exchange Transactions	442,766	473,951	494,742
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	27,880	-	-
	<u>470,646</u>	<u>473,951</u>	<u>494,742</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue Received in Advance	319	310,624	99,652
Revenue in Advance - Mid Bays	55,372	-	24,419
International Students In Advance	330,321	-	323,140
	<u>386,012</u>	<u>310,624</u>	<u>447,211</u>

16. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	157,200	241,371	143,280
Increase to the Provision During the Year	44,722	30,000	41,195
Use of the Provision During the Year	(49,257)	(83,000)	(27,275)
Provision at the End of the Year	<u>152,665</u>	<u>188,371</u>	<u>157,200</u>
Cyclical Maintenance - Current	1,313	83,000	75,046
Cyclical Maintenance - Term	151,352	105,371	82,154
	<u>152,665</u>	<u>188,371</u>	<u>157,200</u>

17. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	9,229	-	5,944
Later than One Year and no Later than Five Years	8,325	-	9,398
	<u>17,554</u>	<u>-</u>	<u>15,342</u>

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	6,553	3,515
Full-time equivalent members	0.13	0.06
<i>Leadership Team</i>		
Remuneration	583,623	637,253
Full-time equivalent members	4.74	6.00
Total key management personnel remuneration	590,176	640,768
Total full-time equivalent personnel	4.87	6.06

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	20 - 30	170 - 180
Benefits and Other Emoluments	0 - 1	17 - 18
Termination Benefits	-	-
Principal B		
Salary and Other Payments	90 - 100	-
Benefits and Other Emoluments	9 - 10	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
140 - 150	1.00	-
100 - 110	1.00	1.00
	2.00	1.00

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

20. 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	-	-
Number of People	-	-

21. Contingencies

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (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 laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	338	2,697
Later than One Year and No Later than Five Years	-	736
Later than Five Years	-	-
	<u>338</u>	<u>3,433</u>

23. 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.

Members of the Board of Trustees 2017

Name	Position Held	Elected / Co-opted	Occupation	Term Expires
Darren Tolmie	Chairperson	Elected June-2017	University Student / Self Employed	Jun-19
Denise Buckley	Parent Rep	Elected June-2017	Company Director	Jun-19
Richard Green	Parent Rep	Elected June-2017	House Executive	Jun-19
Hayley Fraser-Mackenzie	Parent Rep	Elected June-2017	Customer Manager, New Zealand Trade and Enterprise	Jun-19
Holly Fang	Parent Rep	Elected June-2017	Mairangi Bay Executive Officer	Jun-19
Jo Blakey	Parent Rep	Co-opted Jul-2017	Self employed GP/business owner	Jun-19
Hamish McIntosh	Parent Rep	Co-opted 1/07/2016	Business Owner	Jun-19
Marcel Hollis	Staff Rep		Teacher	Jun-19
Colin Dale	Principal		Principal	Jul-17
Shannon Robinson	Acting Principal		Acting Principal	Dec-17
Melinda Bennett	Principal		Principal	

Murrays Bay Intermediate (1386)

2017 Analysis of Variance Report



Strategic Aim #1:	To accelerate achievement, especially for our priority learners (students below or well below National Standard and all Maori and Pacific Island students)																																							
Annual Aim:	For all students to be AT or ABOVE National Standard in Maths and Writing.																																							
Target:	All Year 7 and 8 students who are below standard at the beginning of the 2017 school year will be AT or ABOVE standard by the end of the school year.																																							
Baseline Data:	<table><tr><th colspan="5">Below National Standards 2017</th></tr><tr><th></th><th>Start of Year</th><th>End of Year</th><th>Difference</th><th>Comment</th></tr><tr><td>Year 7 Reading</td><td>69/488 students 14%</td><td>84/510 students 16%</td><td>Increase 2%</td><td rowspan="8">Not all Priority Learners targeted by TAI. TAI focus was on writing and writing has shown a small improvement in achievement. Increase in enrolment of ELIP students</td></tr><tr><td>Year 7 Writing</td><td>113/486 students 23%</td><td>105/508 students 21%</td><td>Decrease 2%</td></tr><tr><td>Year 7 Maths</td><td>60/484 students 12%</td><td>90/510 students 18%</td><td>Increase 6%</td></tr><tr><td>Year 8 Reading</td><td>78/542 students 12%</td><td>103/554 students 19%</td><td>Increase 7%</td></tr><tr><td>Year 8 Writing</td><td>142/542 students 26%</td><td>126/554 students 23%</td><td>Decrease 3%</td></tr><tr><td>Year 8 Maths</td><td>91/544 students 15%</td><td>97/555 students 17%</td><td>No change %</td></tr></table>					Below National Standards 2017						Start of Year	End of Year	Difference	Comment	Year 7 Reading	69/488 students 14%	84/510 students 16%	Increase 2%	Not all Priority Learners targeted by TAI. TAI focus was on writing and writing has shown a small improvement in achievement. Increase in enrolment of ELIP students	Year 7 Writing	113/486 students 23%	105/508 students 21%	Decrease 2%	Year 7 Maths	60/484 students 12%	90/510 students 18%	Increase 6%	Year 8 Reading	78/542 students 12%	103/554 students 19%	Increase 7%	Year 8 Writing	142/542 students 26%	126/554 students 23%	Decrease 3%	Year 8 Maths	91/544 students 15%	97/555 students 17%	No change %
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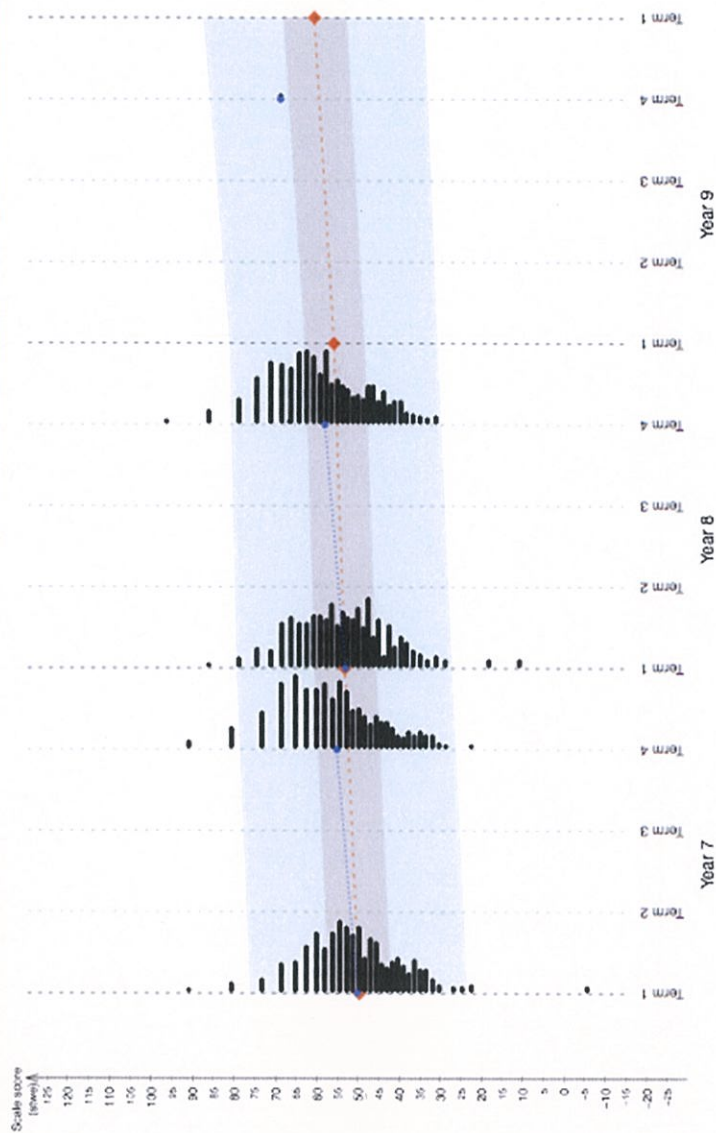
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Three whole staff meetings (June / July) with Team Solutions (Jenny Thompson) to unpack the Literacy and Maths Progressions, incorporating them into practice to inform OTJs.</p> <p>Creation of wall displays in classes to highlight for students steps in their learning that could be matched, and next steps. Descriptors and exemplars were developed to enable students to self reflect on their progress and future goals.</p> <p>Engagement with the Spiral of Inquiry (Helen Timperley's Model). Identifying the need, the hunch, new learning and the action.</p> <p>Professional readings to enhance knowledge to incorporate new learning.</p>	<p>Staff participated with varying degrees of enthusiasm within staff meetings.</p> <p>It allowed staff to become familiar with the documents and to use these both when planning and assessing class programmes to target needs.</p> <p>A variety of wall displays showing progression were incorporated across the school, where students could articulate their level of attainment and the next steps in the learning process.</p> <p>Each staff member developed TAls for core curriculum areas. This was reinforced with COL sharing and discussion, along with expectations from staff within staff and Mini School meetings.- "Show us an example of your TAl". "Let's discuss the journey, interventions, successes."</p>	<p>Our Writing results in both Year 7 and 8 have decreased by 2 and 3% for those students below standard, hence a marginal increase for students AT STANDARD. In Maths our Year 7 results indicate an increase of 6% of our students now BELOW STANDARD.</p> <p>In summary, Writing results for students AT or ABOVE STANDARD for 2017 is Year 7- 79% Year 8- 77%</p> <p>For Maths in Y7, 82% of students are AT or ABOVE National Standard, and in Year 8 83% are AT or ABOVE Standard.</p> <p>The difficulty is moving the students who are just below standard, although results</p>	<p>Cohesive use of the Progressions to moderate and inform both students and teachers about next steps in learning. Staff and Mini School meeting revisits. Moderation discussions.</p> <p>Professional Development with use of the PACT tool to support consistency across the school (and COL) with forming an OTJ.</p> <p>To share robust and deep examples of TAl with staff both within the COL and MBI. COL ISL to lead this (Aaron and Nicole).</p> <p>To model a TAl with staff with the development of a schoolwide initiative. This will be the professional learning vehicle within the school.</p> <p>Targeting our Special Need learners with Teacher Aide</p>

Through our Quality Learning Conversations (QTCs) and Coaching, teachers identified readings, observations and other PD they have undertaken to inform their "Actions" within their TAI's.	<p>indicate movement forward within this area as the demands get greater within the level.</p> <p>We feel teachers have established clearer guidelines for monitoring their practice and pedagogy in Writing and Maths. They have improved their understanding of forming an OTJ that helps identify priority learners. Students too are identifying their strengths and next areas for development.</p>	<p>support in classrooms and withdrawal programmes Fast Forward and intensive ELIP intervention.</p> <p>Exploration of further apps and e-tools to support reluctant writers and mathematicians and those below standard.</p> <p>Involving parents more actively through Home Learning tasks.</p>
Planning for next year: <p>Teachers require further support to collect and articulate baseline data, identify the needs of priority learners (PACT tool PD) and to create a robust, deep inquiry.</p> <p>PD on data analysis and use of this information.</p> <p>Teaching as Inquiry to be embedded within the school. Teachers to engage in regular self reviews of their professional learning.</p> <p>QTC development which captures evidence that relates to student achievement.</p>		

Strategic Aim #2:	<p>Introduce a new framework of curriculum delivery – an available possibility of learning experiences which will be developed by students.</p> <p>Science and social sciences will be studied all year concurrently rather on a term by term basis; programme structures will become dynamic, not periods of work with finite end points. Science will be a major focus with Gareth supporting staff to upskill science pedagogy.</p> <p>To upskill all teachers to become more confident in teaching Science independently and to a high level.</p>																																								
Annual Aim:																																									
Target:	Engaging and upskilling all teachers and students, along with specific focus on Priority learners.																																								
Baseline Data:	<table><tr><th colspan="5">Beginning of the Year Science Achievement Levels</th></tr><tr><td></td><td>Working within Level 3</td><td>Working within Level 4</td><td colspan="2">Working within Level 5</td></tr><tr><td>Year 7</td><td>52%</td><td>42%</td><td colspan="2">0%</td></tr><tr><td>Year 8</td><td>18%</td><td>76%</td><td colspan="2">5%</td></tr></table> <table><tr><th colspan="5">End of the Year Science Achievement Levels</th></tr><tr><td></td><td>Working within Level 3</td><td>Working within Level 4</td><td colspan="2">Working within Level 5</td></tr><tr><td>Year 7</td><td>35%</td><td>59%</td><td colspan="2">3%</td></tr><tr><td>Year 8</td><td>12%</td><td>74%</td><td colspan="2">13%</td></tr></table>	Beginning of the Year Science Achievement Levels						Working within Level 3	Working within Level 4	Working within Level 5		Year 7	52%	42%	0%		Year 8	18%	76%	5%		End of the Year Science Achievement Levels						Working within Level 3	Working within Level 4	Working within Level 5		Year 7	35%	59%	3%		Year 8	12%	74%	13%	
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School Report (2017 data)
Science: Thinking with Evidence
Murrays Bay Intermediate, Years 7 to 9

- ◆ Norms
- Year group progress
- Individual students
- Middle 50% (Norm reference)
- Upper & lower quartile groups (Norm reference)



© NZCER 2017

See next page for data in tabular form

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teacher Gareth Krueyen, after professional development with the Royal Society of Science in 2017, has worked alongside staff this year in a mentoring and coaching capacity. In staff meetings and snapshots (Wednesday mornings) he has focused on developing a knowledge with staff on the five science capabilities.</p> <p>The North Harbour Science Fair has been resurrected with a new direction.</p> <p>We have run two evenings for parents which have included science activities and practical investigations.</p> <p>Science kits have been created for easy classroom use, along with PowerPoint. We have purchased new microscopes and glassware.</p> <p>The Science Roadshow and EPRO 8 Challenges have been integral to the</p>	<p>Teachers have felt supported and affirmed with the teaching of science this year. It is happening regularly and organically.</p> <p>Whilst Gareth was originally in classrooms modelling sessions and creating resource kits, Gareth is now observing teachers with pleasing results with improved confidence, knowledge and pedagogy. Lesson sequences reflect learning intentions, interactive experimentation and discovery, and sheer enjoyment and engagement by staff and students alike.</p>	<p>This has been extremely successful. Teachers have selected when they teach these areas, and have gone deeper. Authentic learning tasks and community engagement have been a focus and development.</p>	<p>Teachers Alex and Gareth will continue mentoring staff with .4 allocated for 2018.</p> <p>The local intermediate, North Harbour cluster will attract new members and will meet regularly to moderate science at this level and organise events to promote science of which we will actively partake.</p> <p>We will have another Open Evening for parents of which Science will be demonstrated and they invited to participate in.</p> <p>Gareth and Alex will be guided by the Royal Society and school based on need, to inform our Professional Development for 2018.</p>

programme to promote engagement. We have had field trips and guest speakers, and cascaded science teaching to our primary school.			
The Royal Society funded \$12,000 which we matched.			
Planning for next year:			
A second staff member, Alex Tava has been training as Gareth did the year before with the Royal Society. Together next year both teachers will be released one day per week to continue working alongside staff. The Royal Society have funded \$8000 for 2018 which we have supplemented with a further \$14,000.			

Strategic Aim #3:	Te Reo Maori and tikanga practised and embedded throughout the school.
Annual Aim:	To professionally develop teachers and students to become confident with incorporating Te Reo into their daily programmes and having a knowledge of tikanga.
Target:	To increase both teacher and student knowledge of Te Reo and Tikanga with Teacher Professional Development and more robust teaching across the school. All students at MBI will be exposed to Te Reo in their everyday classroom experience as well as twice over a six day period having an intense Te Reo session during Session 5 with skilled teacher.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Staff have had PD with Te Reo TuaTahi after school on a Monday with facilitator. Six sessions 3.45-4.45pm. Strategic Planning team of Maori and Pasifika students a great initiative with students leading the language, assembly waiata and powhiri. Whole school teacher and student assemblies learning and understanding powhiri protocol, and learning waiata and haka. Resources created on Virtual	Te Reo is starting to be incorporated on a daily basis naturally in classes. A team of staff members passionate about this goal have taken the lead here. Teresa Aporo and Amanda Uenuku have provided staff with resources that are topical- eg-Matariki, Waitangi Day, and intense practice of waiata and protocol for a powhiri. 12 staff initially trained for a six week period with Te Reo Tuatahi.	On a daily basis we have seen an increase in enthusiasm and ability to "give it a go" among staff, not only to pronounce words correctly but to incorporate new ones too. Signage in classes is becoming apparent-greetings, dates, numbers, accolades. This number dwindled as the weeks progressed unfortunately with about eight of this group completing all six	An opportunity to continue to work with Te Reo Tuatahi with students or staff or COL initiatives and support. Student voice-a new group formed with our new cohort of students who are willing to lead this with key teachers. Staff analysis-where are we at? Where are our gaps? Regular opportunities to practise skills-class introductions with pepeha and mihi, powhiri, marae trip... Year 8's welcome Year 7's

<p>Staffroom for staff to access.</p> <p>Links to You Tube clips to support. Modelled dates in the staffroom.</p> <p>Powhiri to welcome our new principal in November.</p> <p>Modelling from key staff use of everyday language incorporated into conversation.</p> <p>Te Reo staff meeting with follow up resources on pronunciation.</p> <p>Kapa Haka group gathering weekly.</p> <p>Teresa became our COL representative with a Te Reo focus.</p>	<p>sessions.</p> <p>The nature of the time of the year (Nov/Dec) had an impact.</p> <p>Powhiri very successful. Staff and student engagement grew with deepening understanding. A genuine and important reason to learn and practise to a high standard.</p>	<p>with a powhiri Day 1?</p> <p>Planning shared with staff regarding Waitangi Day.</p>
<p>Planning for next year:</p> <p>Continued emphasis and growing consistency across the school.</p> <p>Potential COL involvement with language facilitators at Rangitoto College.</p>		

Strategic Aim #4:	The development of learning and pedagogical organisation in our new emerging Innovative Learning Environments.
Annual Aim:	To have a smooth transition for teachers and students into our new Quads (three Innovative Learning Environments of four classes in each) along with a cohesive team of teachers who create a positive and active learning environment for students.
Target:	For all students to have an amazing opportunity to work with four teachers and 120 students where they feel safe, welcomed, engaged and excited about their learning.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Staff visited Campbells Bay School, Hobsonville, Northcross Intermediate, Murrays Bay Primary...</p> <p>DPs went to Adelaide and Melbourne (2016 / 2017) to view six examples of Australian ILE's.</p> <p>Survey done with students and staff-PMI. Regular adaptations with structures and planning.</p> <p>Staff Survey Results</p> <p>The survey above was done in Term 3, and the results were enlightening in regards to how unprepared staff felt.</p>	<p>We successfully opened three Quads, each with their own distinctive organisation.</p> <p>One Quad had a shared sound philosophy and brought parents on board quickly, but didn't have a 'home class' which caused some students and parents to feel overwhelmed.</p> <p>Another Quad lost a staff member at the end of Term 1 meaning a replacement needed to come on board very quickly with new philosophy.</p> <p>The third Quad started in Term</p>	<p>One Quad started the year before in a shared area, and this cascaded across their Quad successfully.</p> <p>Two Quads had a lack of understanding about the importance of a shared philosophy before starting.</p> <p>Parent feedback that they preferred one teacher to relate to rather than four.</p> <p>Student feedback that the start of the year with four teachers was overwhelming.</p>	<p>Think carefully about relationships of staff - similar work ethic and pedagogical practice when creating a Quad. We have negotiated staff placements very carefully for 2018.</p> <p>Time taken before the year begins to strategically plan within teaching teams to create the philosophy and agree on organisation based on best practice.</p> <p>Ongoing monitoring of effectiveness with pre and post data across the Quads.</p>

Two CORE Education staff meetings with James Hopkins, and early breakfast meetings focused on ILEs. Information shared with staff. Professional Readings shared.	Two. They had a single cell experience and so continued this philosophy in the beginning, and then as the year continued they slowly developed their ILE philosophy where planning and students were shared. A realisation amongst teachers developed that they needed to further develop their pedagogical understanding of learning in an ILE environment. They visited other schools and each other in action. MANY robust discussion within and across teams.	Conversations with teachers about research backed philosophies on the importance of having a connection with a teacher for students.
Planning for next year:		
ILE teams meeting in 2017 to form relationships and philosophies. Ongoing PD with CORE Education and Readings. Observations within and across our COL (and beyond).		

Strategic Aim #5:	A review of our Coaching ideology within the school, inclusive of student to student coaching.
Outcomes:	Staff were not opting into coaching sessions. The structure was completely reworked with allocation of those in the coaching role and choices of who will coach. Coaching times were then allocated for the term.\)

Strategic Aim #6:	The inclusion of Music within the <i>Community of Learning</i> .
Outcomes:	<p>The Music team at MBI and Rangitoto College met several times to plan for 2018. We had a combined event with our Rock Bands and Choirs.</p> <p>Col Music Vision - To create a platform that allows every student to fulfil their potential, regardless of the discipline/style of the performing arts activity; it recognises the need to interweave curricular and co-curricular activities and the highest degree of collegiality both between students as well as staff.</p> <p>Draft Vision: <i>To create a vibrant and thriving Performing Arts culture within the Mid-Bays Community of Learning that effectively supports student agency, enables students to transition smoothly between primary, intermediate and secondary school, build lasting relationships with teachers and students through collaboration, and empower students reach their Performing Arts dreams.</i></p> <p>Goals How best to collaborate. We agreed that we should do ONE main collaborative event (Mid-Bays Performing Arts Festival) that includes all COL schools within the disciplines of Dance, Drama and Music.</p> <p>Additionally, Rangitoto/MBI would do more regular but smaller workshops throughout the year e.g. Rock Bands, Concert Band, Strings, Orchestra, Dance troupes. This would allow a continuous collaboration between students and staff from both schools as well as providing leadership opportunities for students.</p> <p>PD Opportunities. We would all like opportunities for professional development together. Possible options raised were a Big Band PD or conducting PD. Linking curriculum between Rangitoto/MBI.</p> <p>Release time for teachers involved in events.</p> <p>Establishing separate budgets for P.A. activities (curricular & co-curricular) in order to reach some financial independence in regards to goal-oriented spending.</p> <p>Action Plan Term 1, 2 and 3: small collaborations between MBI and Rangitoto ensembles. Term 4 Mid-Bays Performing Arts Festival.</p> <p>Increased communication between the departments from now on, incl. sharing of resources, questions etc.</p>

Strategic Aim #7:	New ways of measuring Quality Assurance and the creation of a cohesive appraisal system, our QTC's will encompass Professional Standards with evidence, PD, observations and our Job Descriptions.
Outcomes:	<p>This was implemented across the school, with the old PTC's for the first semester and new Professional Standards for the second. Staff made aware of the importance of appraisal documentation as an annual requirement and for registration purposes.</p> <p>We need consistency among staff. The provision of quality exemplars. Mini School consistency with robustness of TAI with deep learning and acceleration that has occurred.</p> <p>Reference and PD in relation to latest Teachers Council guidelines for implementing the new Professional Standards.</p>

Strategic Aim #8:	Pacific Nations development-a review of how we relate and teach our people and have an active agency within the school.
Outcomes:	<p>This kicked off with a hiss and a roar with an RTL B staff meeting.</p> <p>In Term 1 we had a focus with the RTL B with staff meetings. The key liaison person left RTL B to go back into the classroom. We lost our contact and impetus. This is potentially not a priority for 2018.</p> <p>Helen Varney, principal of Target Rd School a contact to speak to staff about Cultural Appreciation next year?</p> <p>Digital storytelling with our Polynesian boys-great orators as a prerequisite for then writing text. (Sue Cattell contact at Milford School)</p>

Murrays Bay Intermediate School

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21 May 2018

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, Murrays Bay Intermediate School received total Kiwisport funding of \$13,481.51 (excluding GST).

The funding was used to employ specialist coaches from North Harbour Sport, who worked with classes across the school to broaden the sports experience that students had, in areas that teachers that teachers were not able to provide coaching.

Melinda Bennett

Principal

Murrays Bay Intermediate School

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Murrays Bay Intermediate School's Financial statements For the year ended 31 December 2017

The Auditor-General is the auditor of Murrays Bay Intermediate School (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19 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 Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 16 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 of 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 includes the statement of responsibility, board member list, analysis of variance and kiwisports 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 Murrays Bay Intermediate School.



Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand