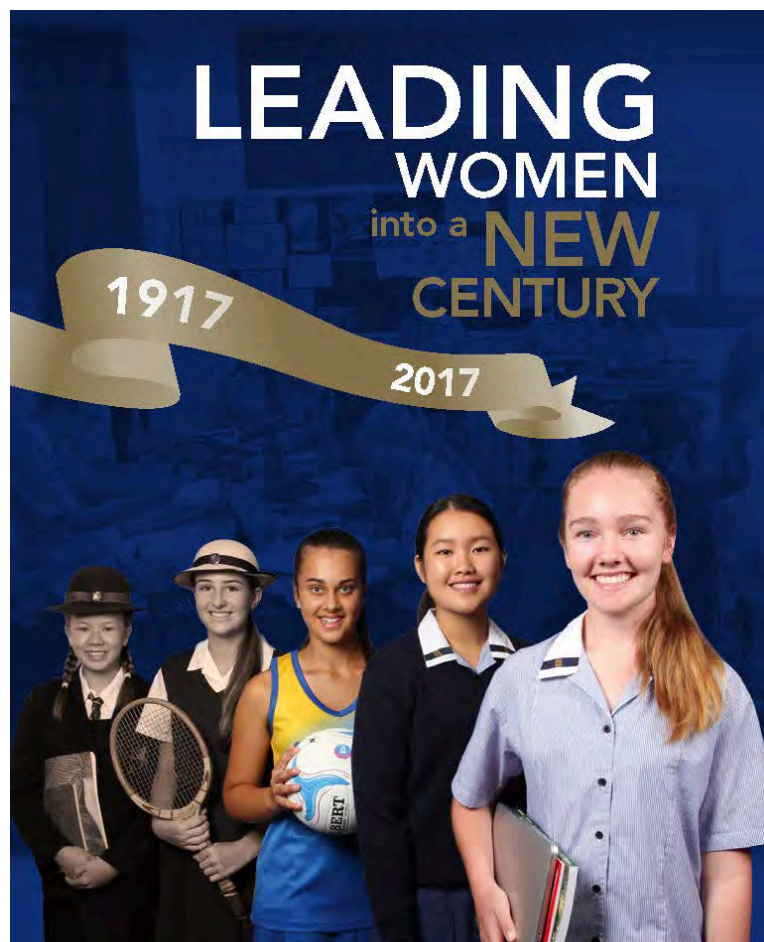




Epsom Girls  
Grammar School



Annual Report

2016

## **Epsom Girls Grammar School Board of Trustees**

### Foreword from the Chair of the Board of Trustees

On behalf of the Board of Trustees I am pleased to report that Epsom Girls Grammar School had a very successful 2016.

Epsom Girls continues to deliver very high levels of achievement and the Board remains committed to support programmes that strive to continually improve the teaching and learning outcomes. The funding model for high decile schools like EGGG remains inadequate and to achieve our level of commitment we are dependent on the support of the EGGG community. We are very grateful for the on-going support that we have from the school community.

As EGGG celebrates its centenary in 2017 it also provides an opportunity to evaluate what education at the school may look like over the coming years. We will focus on the master plan and review the infrastructural needs of an aging school. Recent projects have provided an insight into what can be achieved with the community support and the Joyce Fisher Sports Centre is an example of a project that enriches the students and the community in general.

The 2016 NCEA results demonstrate that EGGG is a high achieving school with high overall pass rates at all NCEA levels. University Entrance acceptance levels are well above levels of similar schools and the number of Scholarships attained was very pleasing. The high performance culture is a credit to the staff and students.

This year was Mrs Lorraine Pound's first as Principal and the Board would like to congratulate Mrs Pound on a very successful first year in charge. The Board and the Senior leadership team look forward to working together to implement what Mrs Pound calls the 'magic paradox' of EGGG; innovation based on strong tradition.

In June 2016 the Board election saw many new faces join the governance framework as a number of existing trustees stepped down. Thank you to all trustees for your time and commitment to ensure that EGGG continues to deliver strong governance protocols.

The annual report shows that the school is financially sound, continues to be well managed and has strong governance practices. A large school, such as EGGG requires a very passionate leadership team and teaching staff. The success achieved is recognition to all whom contribute to make EGGG a great school.

Epsom Girls Grammar School is in a very strong position to meet the challengers of future teaching, learning and the community expectations.

Chris Iles

Board Chair



# Epsom Girls Grammar School

## Board of Trustees 2016

Name	Position	How position on Board gained	Occupation	Term expired/expires
John Bridgman	Member	Elected	Engineer	May 2016
John Dolan	Member	Elected	General Manager	May 2016
Claire Fisher	Member	Co-opted	Lawyer	May 2016
Paul Gestro	Member	Co-opted	BNZ	April 2019
Rachel Heeney	Staff Rep	Elected	Teacher	April 2019
Chris Iles	Member	Elected	Chief Financial Officer	May 2016
Janet Johnson	Member	Elected	Business Adviser	May 2016
Mark Jones	Member	Co-opted	ASB	May 2016
Ian Lambie	Member	Elected	Associate Professor	May 2016
Janeen Love	Member	Co-opted	Auckland Museum	May 2016
Patrick Masani	Member	Co-opted	Legal Aid Officer	May 2016
Lorraine Pound	Principal		EGGS	May 2016
Lynley Sheweiry	Member	Elected	Self Employed	April 2019
Andrew Stevens	Member	Co-opted	Constructions Executive Manager	April 2019
Imogen Wallace	Student Rep	Elected	Student	August 2016
Gerald Young	Chairperson	Elected	Doctor	May 2016
Charles Aiolupotea	Member	Co-opted	Immigration Officer	April 2019
Philip Bradley	Student Rep	Elected	Business Owner	April 2019
Julie Goodyer	Member	Elected	Lawyer	April 2019
Chris Iles	Chairperson	Elected	Chief Financial Officer	April 2019
Kate Smith	Member	Elected	NZ Police	April 2019
Kiri Turketo	Member	Co-opted	Teacher	April 2019
Vivien Whyte	Student Rep	Elected	EGGS	August 2017
Tanya Williams	Member	Co-opted	Legal PA	April 2019

### SPORT:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016 the school received total Kiwisport funding of \$49,528.00 (excluding GST). The funding was spent on supporting participation in sport. The percentage of students participating in organised sport decreased slightly from 49% in 2015 to 48% in 2016.

# Analysis of Variance 2016



Presented in February 2017

# CHARTER TARGETS 2016

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Students should achieve to the best of their ability and achieve results in National Qualifications that match or exceed results from Decile 9 Girls' schools.

## Targets

### Support and promote high levels of academic achievement at all levels:

- pass rate targets set at
    - Level 1 - 90%
    - Level 2 - 90%
    - Level 3 - 85%
  - endorsement rates set at
    - Level 1 - 80%
    - Level 2 - 65%
    - Level 3 - 55%
  - Leavers' target set at 90% of leavers to have NCEA Level 2.
- **Support and promote high levels of academic achievement for Maori and Pasifika students:**
    - Maori student pass rate targets set at
      - Level 1 - 90%
      - Level 2 - 90%
      - Level 3 - 85%
    - Pasifika student pass rate targets set at
      - Level 1 - 90%
      - Level 2 - 90%
      - Level 3 - 85%

In 2016 the first target of high academic achievement at all levels was exceeded at all levels in terms of pass rates.

Endorsement targets were met at all three levels. L2 Students achieved 96.3% pass rate which is the highest ever achieved at EGGG. Leavers' targets were also met.

Māori students met the pass rate target at L2, missed the target by 0.8% at L3 and missed the target for 6.2% at L1. This will continue to be a focus in 2017.

Pasifika students met the pass rate target at L2, missed the target by 18.3% at L3 and missed the target by 7.5% at L1. This will continue to be a focus in 2017.

## OVERALL ACHIEVEMENT

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EGGS students performed to a very high level in the 2016 NCEA qualification at all three year levels. Pass rate targets were met and exceeded at each year level:

Level	Pass rate target %	Actual pass rate %
1	90	92
2	90	96.3
3	85	90.9

### Strategies implemented in 2016 included:

- Continuation of academic goal setting and Term 1 Student/Tutor/Parent Conferences
- Student/Tutor academic tracking Years 11-13 (KAMAR data and web portal data)
- Departmental, The Learning Centre, and Dean identification of senior students at risk of not achieving their level certificate
- Mentoring of identified students at risk of not achieving – Dean, SLT, tutors, classroom teachers
- Continued implementation of blended learning
- Focus on learning conversations with a restorative focus in the classroom
- Supporting students through The Learning Centre and the Learning Skills programme
- Identified learners staff professional development programme and targeted classroom support for individual students including:
  - Māori students
  - Pasifika students
  - Special needs students
  - Gifted and talented students
  - Students at risk of not succeeding
  - Students with ability to excel
  - Epsom House students
  - International students

# EGGS NCEA RESULTS 2010-2016

Year Level	Year	% Pass	L1 Literacy	Numeracy	University Entrance
<b>Level 1</b>	2016	91.1	98.5	96.9	
	2015	93.0	97.8	98.9	
	2014	92.1	99.1	98.7	
	2013	92.3	96.7	96.7	
	2012	91.7	97.7	98.4	
	2011	90.1	97.6	98.7	
	2010	86.0	91.9	99.6	
<b>Level 2</b>	2016	96.3	99.1	99.1	
	2015	95.7	99.1	99.1	
	2014	94.8	98.0	99.8	
	2013	94.6	99.1	99.3	
	2012	91.7	98.4	99.3	
	2011	91.4	80.3	97.5	
	2010	89.2	83.0	98.9	
<b>Level 3</b>	2016	90.8	100.0	100.0	82.9
	2015	91.1	100.0	100.0	85.4
	2014	90.2	99.8	99.8	83.5
	2013	86.7	99.1	99.1	89.2
	2012	84.3	98.9	99.5	84.3
	2011	77.4	93.0	98.8	76.6
	2010	84.6	94.6	99.3	83.8

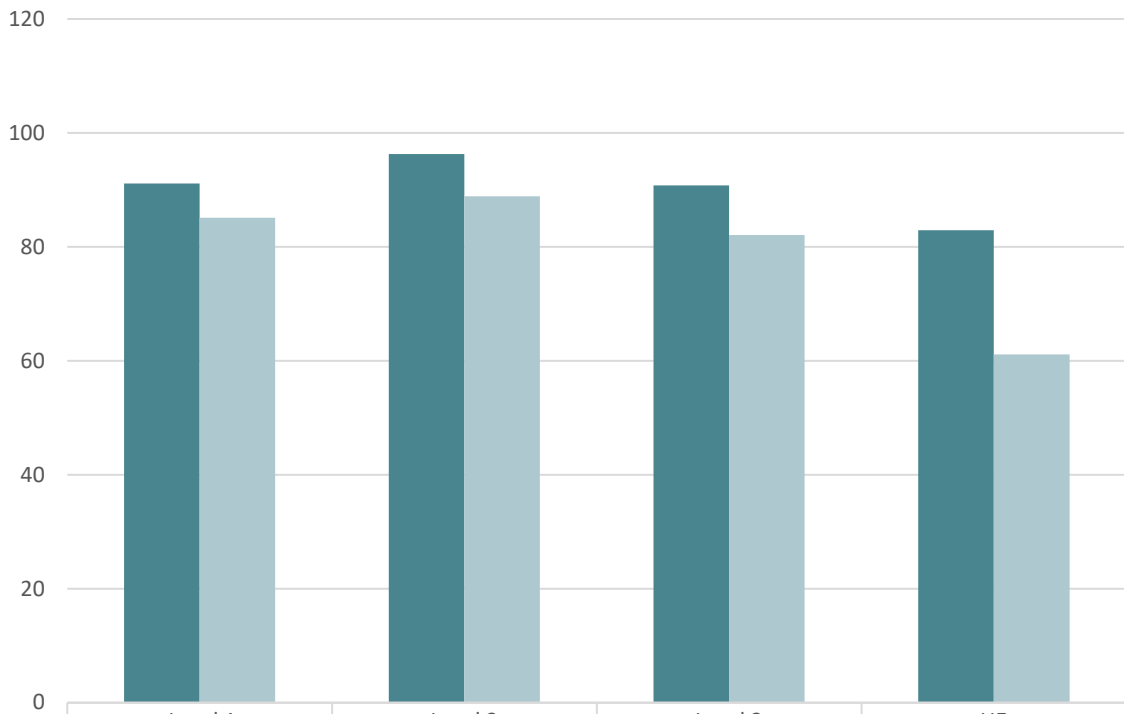
## COMPARATIVE DATA – EGGS AND NATIONAL STATISTICS

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Qualification	EGGS	All NZ Schools
	% pass rate	%pass rate
Level 1	91.1	85.1% (2015 85.6)
Level 2	96.3	88.9% (2015 88.5)
Level 3	90.8	82.1% (2015 82.8)
University Entrance	82.9	61.1% (2015 63.3)



## 2016 NCEA Pass Rates Comparison



	Level 1	Level 2	Level 3	UE
EGGS	91.1	96.3	90.8	82.9
All NZ Schools	85.1	88.9	82.1	61.1

## QUALIFICATION ENDORSEMENTS

EGGS students continue to achieve well in Certificate Level Endorsements. (Excellence – gaining 50 credits at Excellence at the level of the certificate or above. Likewise, for Merit – 50 credits at merit endorsed with Merit)

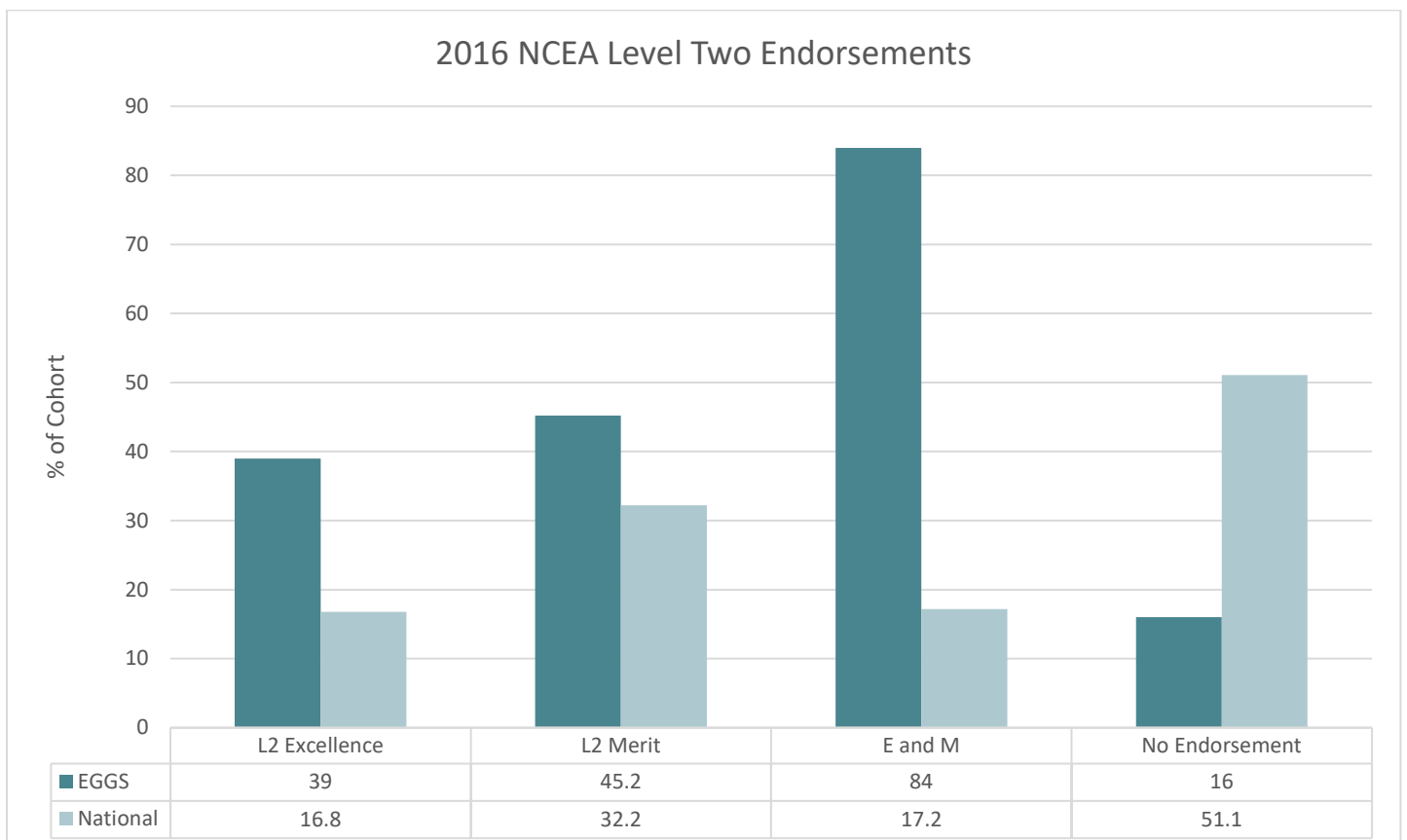
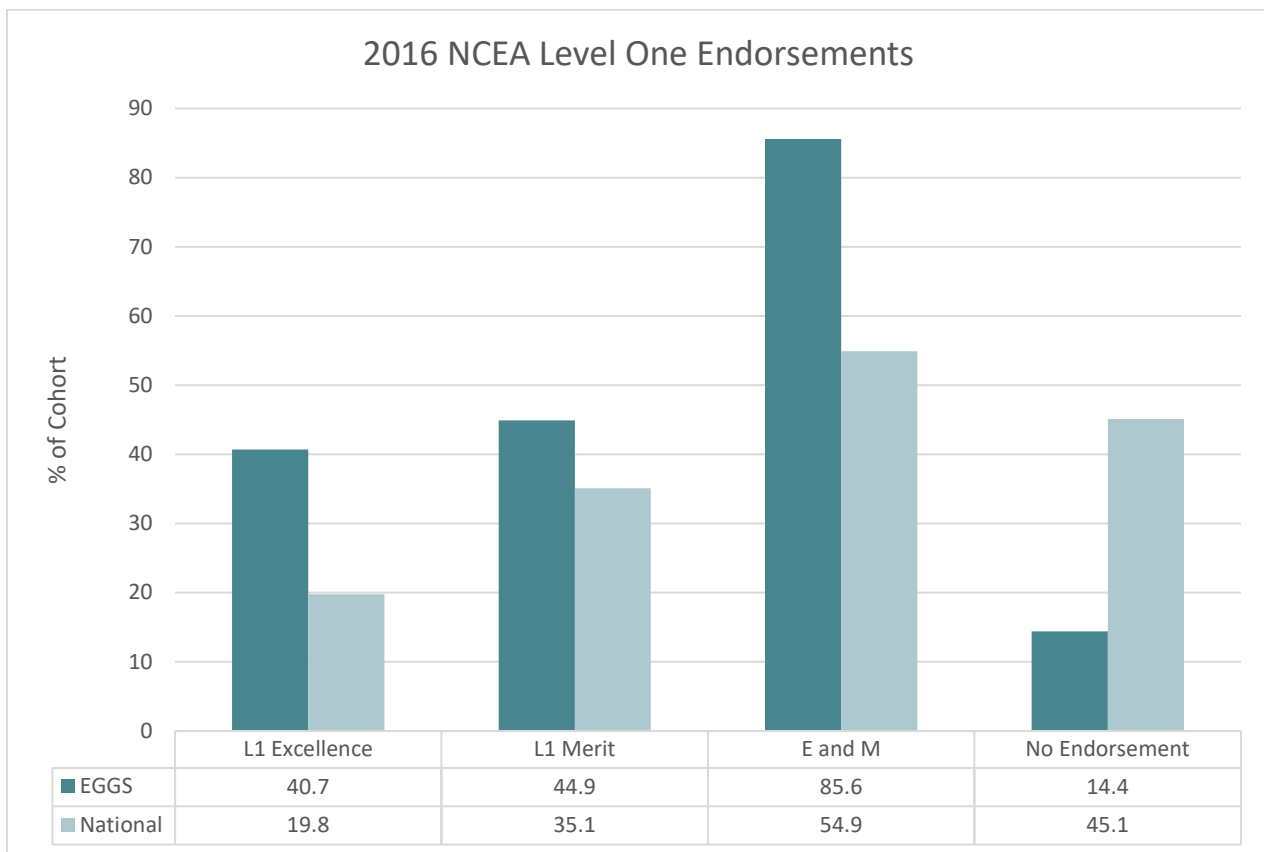
Endorsement targets were set at 80% at Level 1; 65% at Level 2 and 55% at Level 3. These targets were exceeded at all three levels.

Level	Year	Excellence Endorsement %	Merit Endorsement %	M+E Endorsement %
Level 1	2016	40.7	44.9	85.6
	2015	40.5	45	85.5
	2014	36.5	43.2	79.7
	2013	36.7	48.1	84.8
	2012	32.5	51.4	83.9
	2011	36.4	45.2	81.6
	2010	22.3	46.3	68.6
Level 2	2016	39.0	45.2	84.2
	2015	27.4	39.5	66.9
	2014	29.2	43.1	72.3
	2013	20.8	44.7	65.5
	2012	27.9	44.5	72.4
	2011	19.5	35.8	55.3
	2010	17.5	31.7	49.2
Level 3	2016	35.6	41.2	76.8
	2015	19.9	41.9	61.8
	2014	13.9	41.5	55.4
	2013	14.5	43.9	58.4
	2012	16.0	34.8	50.8
	2011	14.1	34.1	48.2
	2010	10.4	41.5	51.9

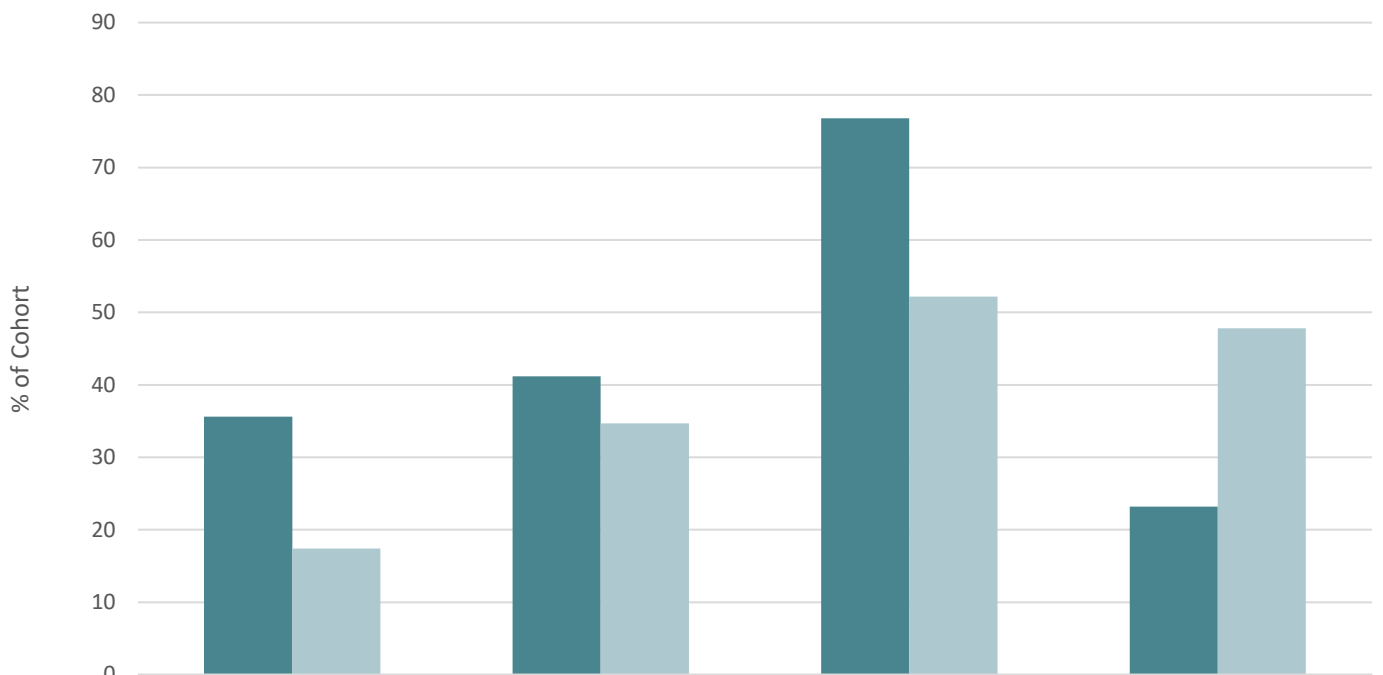
## ENDORSEMENT COMPARATIVE FIGURES FOR 2016

2016 Endorsements	EGGS %	All NZ %
Level 1 Excellence	40.7	19.8
Level 1 Merit	44.9	35.1
L1 E+ M Endorsement	85.6	54.9
Level 1 No Endorsement	14.4	45.1
Level 2 Excellence	39.0	16.8
Level 2 Merit	45.2	32.2
L2 E+ M Endorsement	84.0	49
Level 2 No Endorsement	16.0	51.1
Level 3 Excellence	35.6	17.4
Level 3 Merit	41.2	34.7
L3 E+ M Endorsement	76.8	52.2
Level 3 No Endorsement	23.2	47.8

## ENDORSEMENT GRAPHS



### 2016 NCEA Level Three Endorsements



	L2 Excellence	L2 Merit	E and M	No Endorsement
■ EGGS	35.6	41.2	76.8	23.2
■ National	17.4	34.7	52.2	47.8

## SCHOLARSHIP EXAMINATIONS

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- 2016 saw students achieve 72 Scholarships, with two of those at Outstanding level.
- Scholarships were spread across a total of 23 subjects, showing a depth of achievement at the highest level across a broad range of the curriculum. This is a consistent picture each year.
- Outstanding Scholarships were gained in the following subjects:
- Biology (1) and Statistics (1)
- One student gained four Scholarships.
- Three students gained Scholarships in three subjects.
- Ten students gained two scholarships

Year	Outstanding	Scholarship	Total
2016	2	70	72
2015	4	80	84
2014	6	63	69
2013	6	45	51
2012	14	62	76
2011	9	57	66
2010	9	69	78

## MĀORI AND PASIFIKA STUDENT ACHIEVEMENT

Māori Student Achievement Target			Pasifika Student Achievement Target		
Level	Pass Rate Target %	Actual Pass Rate %	Level	Pass Rate Target %	Actual Pass Rate %
1	90	83.8	1	90	82.5
2	90	92.9	2	90	96.7
3	85	84.2	3	85	66.7

### EGGS % NCEA PASS RATES BY ETHNICITY

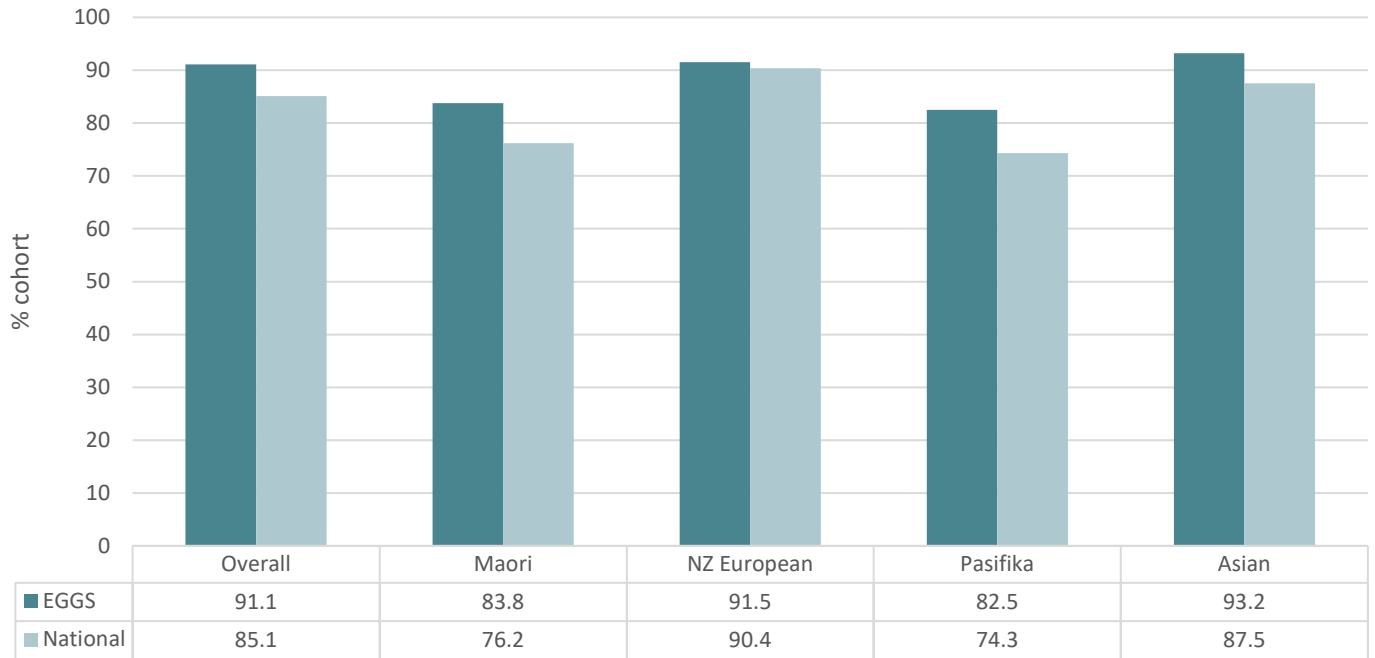
	Level 1	Level 2	Level 3	University Entrance
All EGGS	91.1	96.3	90.8	82.9
Māori	83.8	92.9	84.2	73.7
NZ/European	91.5	94.7	93.5	85.7
Pasifika	82.5	96.7	66.7	33.3
Asian	93.2	98.4	92.7	88.6

### COMPARATIVE MĀORI AND PASIFIKA RESULTS FOR 2016 WITH ALL NZ SCHOOLS

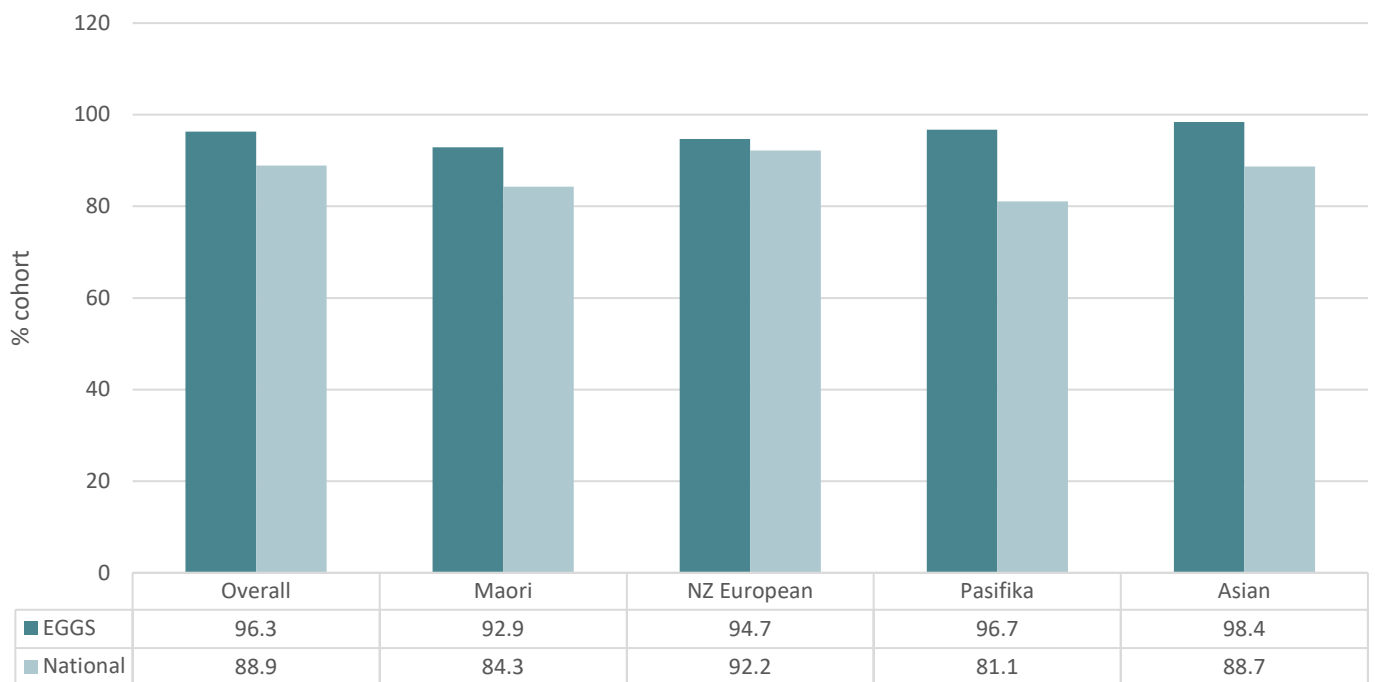
	Level 1	Level 2	Level 3	University Entrance
EGGS Maori	83.8 (31 students)	92.9 (26 Students)	84.2 (16 Students)	73.7
All NZ	76.2	84.3	74.3	41.3
EGGS Pasifika	82.5 (33 Students)	96.7 (29 Students)	66.7 (20 Students)	33.3
All NZ	74.3	81.1	70.1	34.8

# ETHNICITY GRAPHS

## 2016 NCEA Level One Pass Rates By Ethnicity

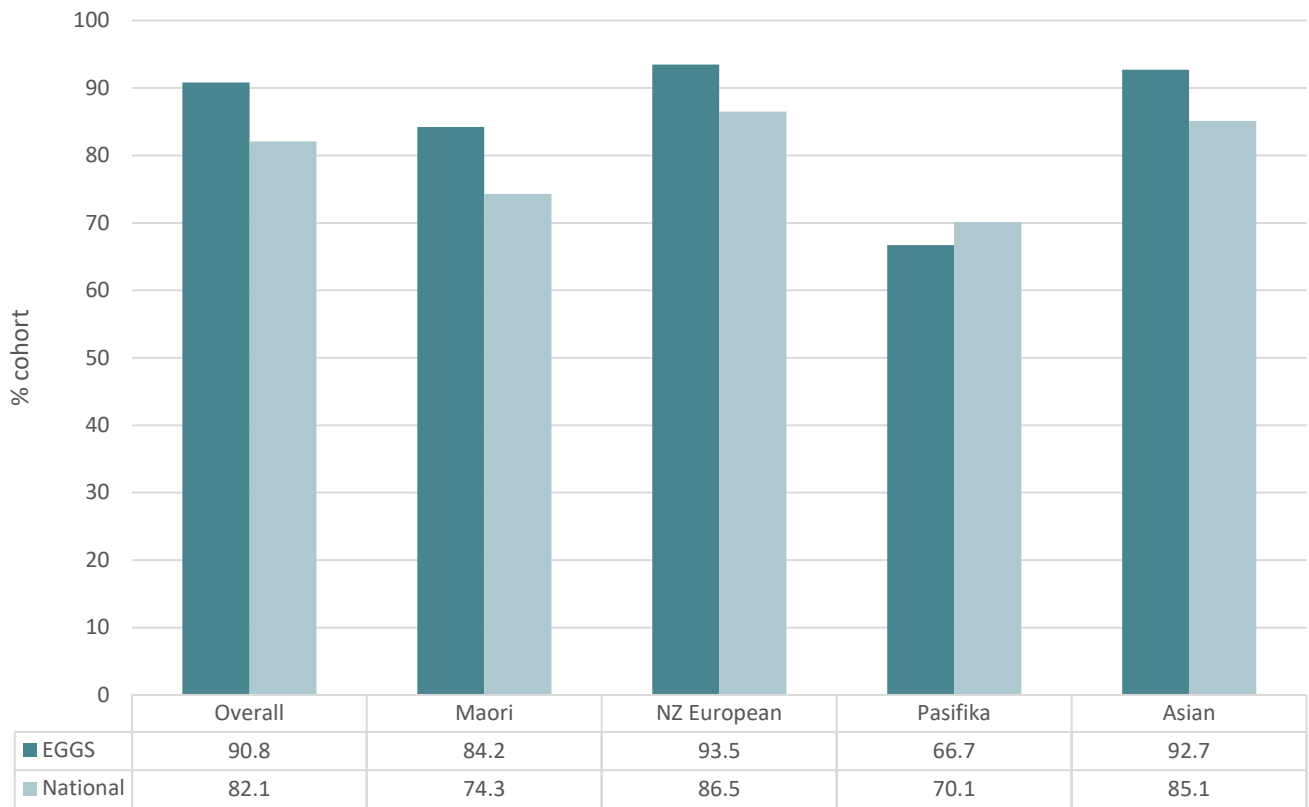


## 2016 NCEA Level Two Pass Rates By Ethnicity

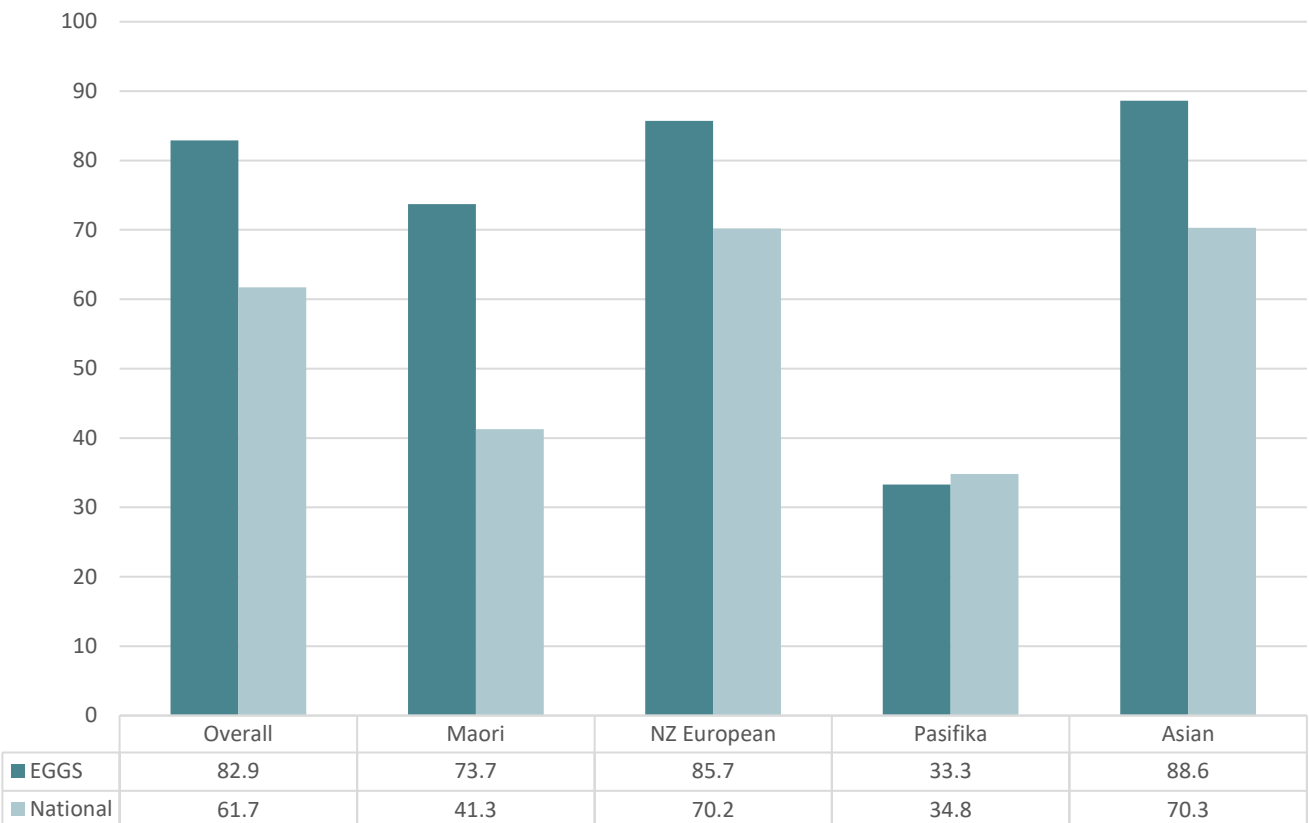




### 2016 NCEA Level Three Pass Rates by Ethnicity



### 2016 University Entrance Rates by Ethnicity



# Achievement in NCEA and UE: Epsom Girls' Grammar School

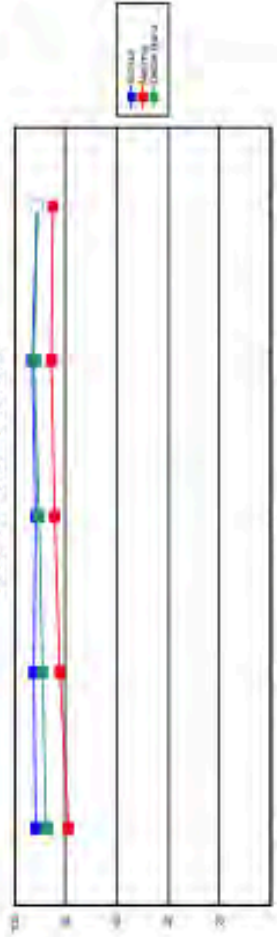
PR1 - Participation-Based Current Overall Results

Generated 7-Feb-2017

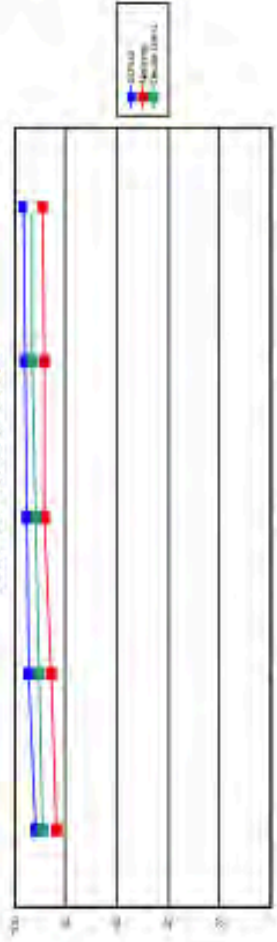
## Epsom Girls' Grammar School

Academic Year	National				Decile 8-10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2012	91.7	91.7	84.3	84.3	78.9	83.6	76.0	67.3
2013	92.3	94.6	86.7	89.2	82.6	85.7	79.2	70.6
2014	92.1	94.8	90.2	83.5	84.2	88.1	80.4	61.3
2015	93.0	95.7	91.1	85.4	85.6	88.5	82.8	63.4
2016	91.1	96.3	90.8	82.9	85.1	88.9	82.1	61.3

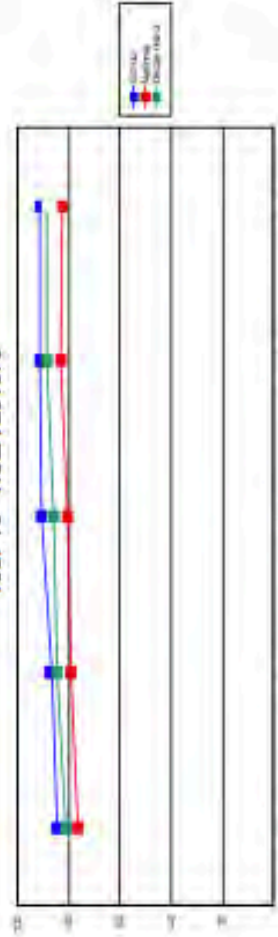
Year 11 - NCEA Level 1



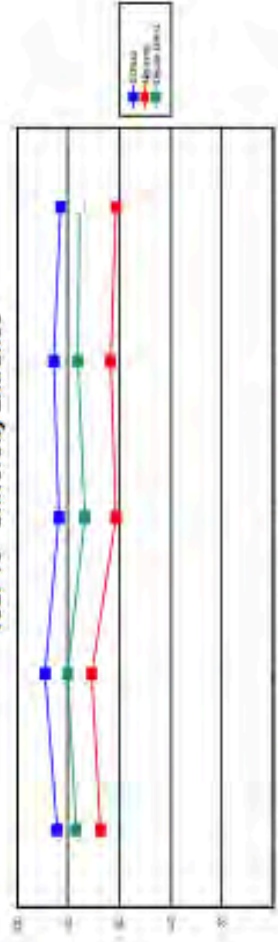
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



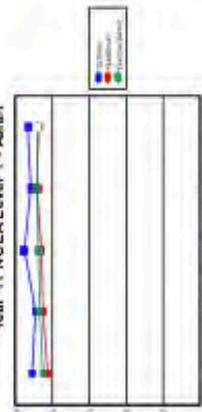
## Achievement in NCEA and UE: Epsom Girls' Grammar School

PR1 - Participation-Based Current Results by Ethnicity

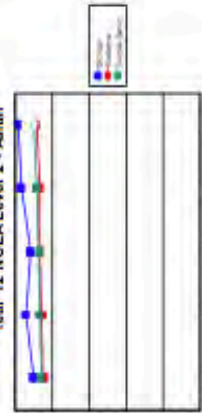
		Epsom Girls' Grammar School						National						Decile 8-10		
Academic Year	NCEA L1	Year 11 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>																
2012	90.9	90.3	87.9	86.7	86.7	82.9	84.7	79.3	75.1	85.1	86.0	82.0	79.7	86.0	82.0	79.7
2013	89.2	94.5	88.6	91.0	83.4	85.3	85.7	82.3	77.8	87.1	86.9	85.4	82.7	86.9	85.4	82.7
2014	95.1	92.0	88.0	83.4	86.7	86.3	86.7	84.7	71.3	87.3	87.1	87.2	76.8	87.1	87.2	76.8
2015	91.7	97.0	88.4	82.6	88.1	88.1	86.9	85.4	72.5	88.6	88.5	89.1	79.8	88.5	89.1	79.8
2016	93.2	98.4	92.7	88.6	87.4	87.4	88.5	84.8	69.9	87.9	90.1	88.0	76.7	90.1	88.0	76.7
<b>NZ European</b>																
2012	94.1	96.0	85.5	87.1	87.1	85.9	88.6	80.6	73.6	90.0	91.6	83.1	78.6	91.6	83.1	78.6
2013	94.7	94.8	89.0	90.7	86.5	88.3	90.0	83.4	77.0	91.8	92.7	86.4	82.6	92.7	86.4	82.6
2014	96.4	98.4	93.6	86.5	89.9	89.9	92.0	84.6	68.7	92.8	93.9	87.9	76.2	93.9	87.9	76.2
2015	96.6	97.4	96.0	90.2	90.3	90.3	92.4	86.8	71.5	94.3	95.0	90.1	78.6	95.0	90.1	78.6
2016	91.5	94.7	93.5	85.7	90.3	90.3	92.1	86.2	69.8	93.8	94.7	90.0	78.4	94.7	90.0	78.4
<b>NZ Maori</b>																
2012	83.3	78.3	85.7	85.7	85.7	65.2	74.8	65.0	48.8	77.7	83.1	70.7	61.1	83.1	70.7	61.1
2013	94.7	92.9	78.9	78.9	72.0	70.5	77.9	69.1	52.8	80.1	85.0	74.0	66.7	85.0	74.0	66.7
2014	78.6	87.2	76.0	83.8	73.7	73.8	81.7	70.1	40.2	82.1	86.1	75.7	57.5	86.1	75.7	57.5
2015	88.6	88.5	86.5	83.8	76.0	76.0	83.0	74.8	43.8	85.4	88.2	80.6	63.1	88.2	80.6	63.1
2016	83.3	92.9	84.2	73.7	76.0	76.0	83.9	73.5	40.9	85.5	90.0	80.0	61.1	90.0	80.0	61.1
<b>Pasifika Peoples</b>																
2012	86.7	87.8	60.5	57.9	57.9	63.2	69.1	59.4	42.9	76.6	76.9	67.5	56.8	76.9	67.5	56.8
2013	92.9	96.9	67.6	76.5	76.5	71.4	75.1	64.6	47.0	79.7	83.2	67.4	56.7	83.2	67.4	56.7
2014	68.3	100.0	92.6	74.1	66.1	71.9	79.7	66.1	36.9	78.3	86.8	72.2	54.3	86.8	72.2	54.3
2015	78.6	82.9	86.7	76.7	69.7	76.9	79.8	69.7	35.4	86.3	85.1	77.1	54.2	85.1	77.1	54.2
2016	82.5	96.7	66.7	33.3	33.3	74.2	81.7	69.8	34.6	83.5	87.9	76.2	54.4	87.9	76.2	54.4

PR1 CHARTS - Participation-Based Current Results by Ethnicity: Epsom Girls' Grammar School

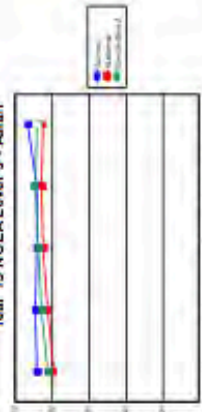
Year 11 NCEA Level 1 - Asian



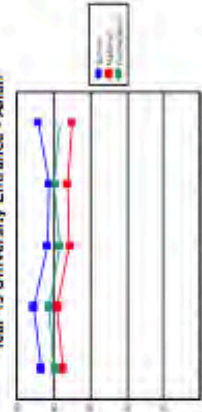
Year 12 NCEA Level 2 - Asian



Year 13 NCEA Level 3 - Asian



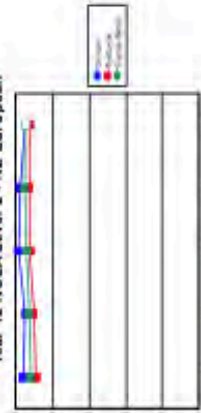
Year 13 University Entrance - Asian



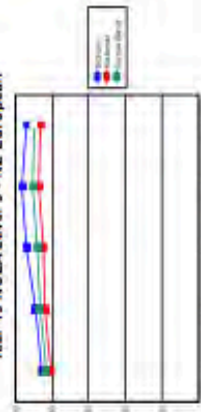
Year 11 NCEA Level 1 - NZ European



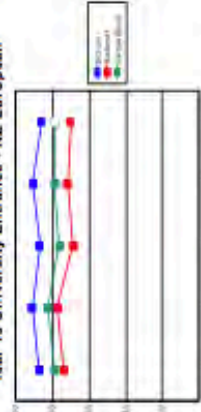
Year 12 NCEA Level 2 - NZ European



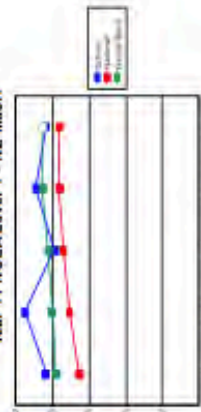
Year 13 NCEA Level 3 - NZ European



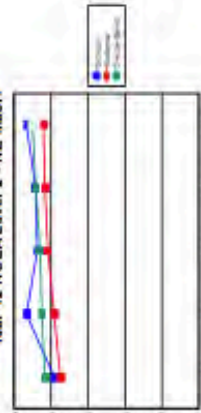
Year 13 University Entrance - NZ European



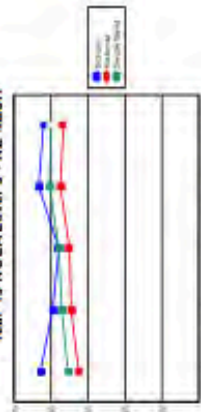
Year 11 NCEA Level 1 - NZ Maori



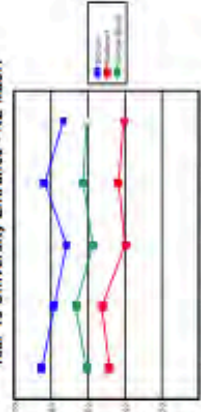
Year 12 NCEA Level 2 - NZ Maori



Year 13 NCEA Level 3 - NZ Maori



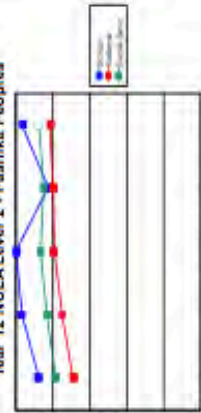
Year 13 University Entrance - NZ Maori



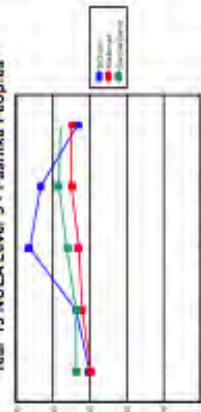
Year 11 NCEA Level 1 - Pasifika Peoples



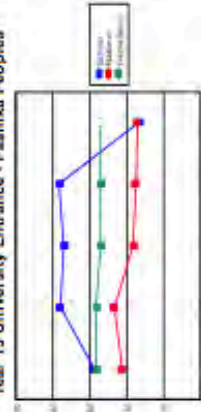
Year 12 NCEA Level 2 - Pasifika Peoples



Year 13 NCEA Level 3 - Pasifika Peoples



Year 13 University Entrance - Pasifika Peoples





AUCKLAND CENTRAL COMMUNITY OF SCHOOLS



# **2016 ACCoS**

# **End of Year Review**

## MOVING FROM 'ME AND MY SCHOOL' TO 'US AND OUR COMMUNITY'

### A little bit about us

ACCoS is the Auckland Central Community of Schools. It was one of the first CoLs established in New Zealand as part of the Investing in Educational Success Initiative. We are in our third year of operation and there is strong sense of community across the network. Relationships continue to be at the heart of all our learning environments and collaboration is strongly embedded in our pedagogical core.

ACCoS is made up of 11 schools and one Early Childhood Education Centre. Six are primary, two are full primaries, two are intermediates and one is a secondary school. There are a total of 8,110 students attending these schools with 567 FTTEs. Our approach is to build teachers individual and collective capacity to improve learning outcomes for all our students. Ten out of the eleven schools have an 8-10 decile rating with one central school rated decile 7. This same school deals with a more transient population and appears to be the centre of migrant migration providing surrounding schools with an indicator of what may be coming.

The CoL has a shifting student population which, while predominantly European/Pākeha at 47.40%, has a fast growing Asian group at 35.60%, with the largest group identified as Chinese. An identifiable dynamic is the growing number of migrant learners needing extra support with English language at 702 (11.8%) of the year 1-8 schools. Both the Maori population and the Pasifika population make up 10.2% of our community and ACCoS continues to highlight priority learners in their achievement challenges.

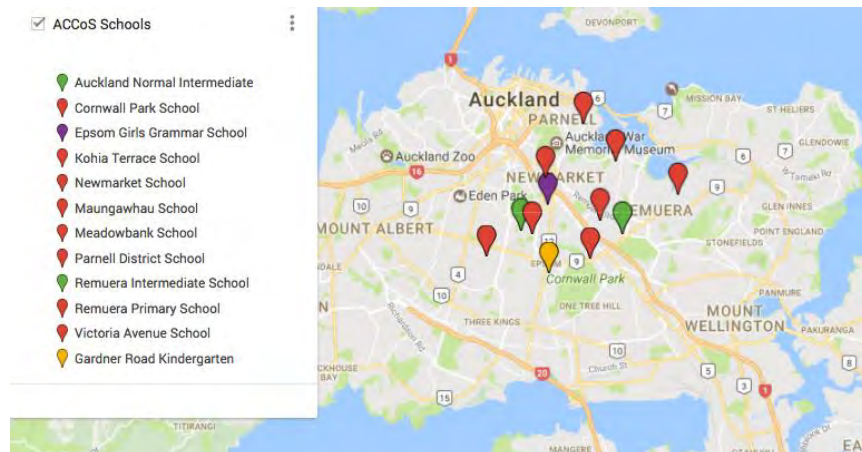
Schools are beginning to dig more deeply into data analysis and are willing to share their current student data with each other in a transparent way using the Google+ community. School leaders are communicating regularly with Across School Leaders (ASL) and a two way channel of communication has been established. In School Leaders and Across School Leaders are beginning to understand themselves as learners and are starting to contribute in a more transparent and cohesive way within the ACCoS community of learning.

Key words coming through strongly in the following report confirm that students are at the centre of every decision we make as a CoL and learning is central. Through horizontal connectedness and collaborative inquiry leaders come to understand themselves as learners and support the collective achievement challenges.

### WHAT NEXT?

**Evaluation** of student learning is beginning to be aligned across ACCoS with many teachers using deep questioning and tried-and-true methods to measure progress. Some year 1 to year 8 schools are just beginning to use tools such as e-asTTle and PaCT to standardise measurement progress.

**Achievement Challenge 5** continues to be highlighted as an area for improvement. In the ACCoS community of learning communication with parents continues to be variable in most schools. The usefulness of the interactions are not yet monitored consistently across ACCoS. The 2017 aim is to extend connections and refocus actions at In-School Leader level so that parents report there is a strategic focus to collaboration.



**Achievement  
Challenge 1  
WRITING**

**WRITING YEAR 0 - YEAR 8**

2014 [Writing data lifted from the Achievement Challenges Document](#)

2015 [Writing data lifted from Education Counts Site](#)

2016 Writing data lifted from National Standards (Nag 2A)

YEARS 1-8	NUMBER OF STUDENTS	AT OR ABOVE	AT OR ABOVE				ESOL FUNDED
			MAORI	PASIFIKA	BOYS	ASIAN (ADDED)	
2014	5782	4540 (78%)	210 (71.9%)	139 (59.9%)	2131 (72.6%)	1376 (76.4%)	
2015	5633	4392 (78%)	207 (71.2%)	159 (65.4%)	2056 (71.7%)	1478 (74.9%)	702 (12%)
2016	5688	4438 (78%)	221 (74.7%)	174 (76.3%)	2072 (71.2%)	1572 (77.5%)	801 (14%)

The 2015 and 2016 National Standards writing data has been collated and compared to the 2014 initial data.

**ANALYSIS AND COMMENTARY**

In 2014 of the 5782 students in Y1- 8 4540 (78%) were achieving at or above National Standard.

In 2015 of the 5633 students Y1 – 8 4392 (78%) were achieving at or above National Standard.

In 2016 of the 5688 students in Y1 – 8 4438 (78%) were achieving at or above National Standard.

- While the overall achievement of students at or above has remained at 78%, data/evidence indicates that our Maori, Pasifika and Asian groups have made good progress with a positive trajectory over three years.
- Of our 5688 students, 698 (12%) are identified as ESOL which accounted for some variance.
- A strong Primary and Secondary/Intermediate teacher focus writing group met regularly to discuss variances in writing.

**Student Agency**

- Student agency groups have been set up in several schools, in some cases focusing on specific targeted groups such as boys or Pasifika learners.
- Staff workshops, professional development and discussion with teachers within the community have supported staff to work more effectively with these targeted groups.

**Teacher Agency**

- Teachers have unpacked current writing pedagogy across the community to identify a common way of assessing using standardised assessment tools and also worked on engagement.
- Most In-School Leaders (ISL) identified strategies to accelerate learning such as establishing tracking systems and mapping progress to standard each term. There were collaborative action plans, lateral observations and inquiries into creative and innovative practices.

**Community Agency**

- Parents/whanau are an integral element for writing success of ACCOS learners. Schools strengthened parents’ knowledge around Learner Agency by sharing views about their child’s achievement.
- Discussion took place around what an active learner looked like in the classroom and strategies that could be promoted at home to support them.

**AREAS FOR IMPROVEMENT AND WHAT NEXT?**

- Continue to build relationships which are at the heart of our learning community and are understood as the pedagogical core.
- Use an agreed NZCER national standard assessment tool to help with the moderation of writing.
- Develop a shared understanding of how parents/ whanau can support their child’s writing.
- Continue exploring creative ways to teach writing that are engaging and motivating for targeted learners.
- Investigate the trend in Pasifika writing and highlight where improvement has taken place and continue to grow this area.
- Establish a student agency group, with representatives from each school attending CoS leader meetings and becoming part of the strategic planning of CoS.
- Unpack the [historic gathering of data](#) to identify trends especially to analyse the dip at Year 3-4.
- Compare National Standards writing data with reading data and identify differences.
- Identify targeted learners longitudinally. (Maori, Pasifika, Boys, ELL)
- Identify students not achieving and use the historic writing data to ensure that a year’s progress happens for targeted students.
- Identify role models who can be brought in to share their writing process.
- Create sharable docs on progress for the 2017 report.

**Achievement  
Challenge 2  
READING**

**READING YEAR 0 - YEAR 8**

2014 [Reading data lifted from the Achievement Challenges Document](#)

2015 [Reading data lifted from Education Counts Site](#)

2016 Writing data lifted from National Standards (Nag 2A)

YEARS 1-8	NUMBER OF STUDENTS	AT OR ABOVE	AT OR ABOVE				ESOL FUNDED
			MAORI	PASIFIKA	BOYS	ASIAN (ADDED)	
2014	5782	4993 (86%)	235 (76.8%)	153 (65.7%)	2468 (84.%)	1457 (80.9%)	
2015	5633	4931 (87.6%)	252 (86.6%)	179 (73.4%)	2443 (84.8%)	1628 (82.4%)	702 (12%)
2016	5689	4880 (85.8%)	261 (87.9%)	190 (83%)	2418 (82.7%)	1688 (83%)	801 (14%)

The 2015 and 2016 National Standards writing data has been collated and compared to the 2014 initial data.

**ANALYSIS AND COMMENTARY**

In 2014 of the 5782 students in Y1 - 8 4993 (86%) were achieving at or above National Standard.

In 2015 of the 5633 students Y1 - 8 4931 (87.6%) were achieving at or above National Standard.

In 2016 of the 5689 students Y1 - 8 4880 (85.8%) were achieving at or above National Standard.

- Positive progress was made by 90 students in 2015. There is also evidence of significant progress for our Pasifika students from 153 students (65.7%) to 179 students (73.4%), at or above the standard Boys 2,468 (84%), to 2,443 (84.8%) at or above and Asian students 1,457 (80.9%), to 1628 (82.4%) at or above the standard.
- Results in 2016 showed a continued upward trend for our Maori, Pasifika and Asian groups with the culturally significant learning strategies we introduced being a contributing factor.

**Action Taken**

- Student-friendly reading pathways provided clear indicators of reading skills at each curriculum level.
- Students were able to see where they currently sat in relation to the curriculum, what they had achieved and what else they needed to do to advance.
- Learning Maps were used to gain greater knowledge and understanding about students who find reading challenging.
- Ability groupings within the classroom allowed teachers to target specific gaps when needed.
- Differentiation within the classroom supported students reading below standard.
- Extra in-class support through the addition of a teacher aid and RTLit support was provided in phonological awareness
- Parents/whanau of priority learners developed a shared understanding of how parents/whanau can support their child's reading and specific goals were set and met. Regular conferences are held with parents.
- Hapara Workspace was used for flipped learning and as a way of students recording their progress in reading.
- Community people came and listened to the students read and there was ESOL in class support.
- At-risk students are identified at the start of year 9 and are put into two literacy classes to help develop their literacy skills.
- Teachers have had discussion around what good reading practice is and the strategies involved. Specific goals are set with both students and parents.
- A peer reading programme for year 9's ran during tutor time and students had access to a software programme called 'Reading Plus'.

**AREAS FOR IMPROVEMENT AND WHAT NEXT?**

- Compare National Standards reading data with writing data and identify differences.
- Identify an agreed national standard assessment tool for the moderation of reading.
- Identify targeted learners longitudinally. (Maori, Pasifika, Boys, ELL)
- Identify the of students not achieving and use [historic reading data](#) to ensure that a year's progress happens for targeted students and identify sharable documents on progress for 2017 report.
- Investigate the trend in Pasifika data, highlight where improvement has taken place, and grow this area.
- Schools share what they have learnt with ACCOS e.g. Mutukaroa, Steps, slowing the holiday slide, learning maps
- Develop shared understanding of how parents/whanau can support their child's reading.
- Identify role models who can be brought in to read to children.
- Identify and highlight national reading days for ACCOS to take part in across the Community of Learners.
- Establish a student agency group, with representatives from each school to attend COS leader meetings and be part of the strategic planning of COS.



**Achievement  
Challenge 3  
NCEA LEVEL 2**

**NCEA LEVEL 2**

[data lifted from Education Counts Site](#)

YEAR	LEAVERS *	NCEA LEVEL 2 **	MERIT ***	EXCELLENCE ***	M/E
2014	420	404 (96.3%)	43.1%	29.2%	72.3%
2015	443	431 (97.3%)	39.5%	27.4%	66.9%
2016	446	440 (98.7%)	45.2%	39.0%	84.2%

\* Number of students in ACCOS who left NZ secondary education after July of that year

\*\* Number of leavers who achieved at least a Level 2 NCEA certificate (all Year 13 leavers, plus Year 12 leavers, with Level 2)

\*\*\* Endorsement rates

### ANALYSIS AND COMMENTARY

- Achievement in 2016 shows an increase of 1.4% in students gaining at last NCEA Level 2.
- There was a significant increase in all Endorsement measures between 2015 and 2016.
- Professional Learning Groups provided opportunities to build teacher capacity in teaching and learning. Cross curricular PLGs encouraged collaboration across subject disciplines.
- Using an action research model of inquiry the PLGs trialed strategies that encouraged a joint supportive enterprise of teaching and learning (Swaffield, 2011) to embed deeper critical thinking and self-regulation competencies.
- Strategies included Assessment for Learning (Afl) and Philosophy for children (p4c) with the hunch that higher order thinking would increase critical engagement with positive outcomes for students (see endorsement figures above).
- Students set goals relating to their individual assessment programs, which enabled them to reflect and then focus on next steps.

### STUDENT VOICE

"The community of inquiry helped me organise my ideas for my speech and I had a clearer idea of where I was going with my speech."

"Community of Inquiry helped me have a deeper understanding of the novel, as we all showed our opinions."

"Community of Inquiry - I was able to use a collective of ideas from class discussion to help my understanding of [the] novel allowing myself to have confidence and enjoyment in my learning."

"Feeling supported with other people's ideas."

### AREAS FOR IMPROVEMENT AND WHAT NEXT?

The following will be reflected on in plgs:

- How do we know that an innovation has improved student outcomes?
- What data could be collected for this purpose?
- How would data be collected?
- How will we know that teaching practices have improved?
- How will the process be recorded and shared with ACCOS?
- Use data from previous classes/schools and student-presented information to know students' learning profiles.

**Achievement  
Challenge 4  
NCEA LEVEL 3 &  
TERTIARY**

**NCEA LEVEL 3 & TERTIARY**

Data from NZQA

YEAR	LEAVERS *	NCEA LEVEL 3 **	MERIT ***	EXCELLENCE ***	M/E
2014	415	373 (90.2%)	41.5%	13.9%	55.4%
2015	429	391 (91.1%)	41.9%	19.9%	61.8%
2016	429	390 (90.8%)	41.2%	35.6%	76.8%

\* Number of students in ACCOS who left Year 13 that year

\*\* Number of leavers who achieved a Level 3 NCEA certificate

\*\*\* Endorsement rates

### ANALYSIS AND COMMENTARY

- ACCOS and school-wide targets of 85% of leavers with Level 3, has been met.
- ACCOS and school-wide targets of 55% of leavers with Endorsement has been met.
- There was a drop of 0.3% in the Level 3 pass rate from 2015 to 2016.
- There has been a significant increase in Excellence endorsements,

#### Teacher Agency

- The collaboration of staff within cross curricular working groups encouraged positive relationships and built energy from sharing practice. Middle leadership skills developed within the In School leader team as a result of the PLG framework.
- Several initiatives involved building teacher capacity around how to build student agency, critical thinking and student support
- Developing pedagogical awareness in the areas of student agency, engagement, curiosity, questioning and critical thinking skills with Level 3 students across the curriculum was a positive outcome.
- Teachers shared practice, surveyed students and trialled strategies to deepen engagement and excellence/scholarship level thinking in their classrooms.
- Teachers explored the benefits of mindfulness in building student resilience, student agency and wellbeing. Restorative practice was also explored.

#### Student Agency

- Critical thinking and philosophy workshops were run for students in Y13 with the aim of developing student agency, self-knowledge and excellence/scholarship level questioning and thinking skills (see endorsement figures above).
- Tertiary preparation workshops was another initiative with a focus on the specific skills required in the tertiary sector.
- Student feedback indicated that that learners developed their listening skills and awareness of difference through the community of inquiry approach and were more confident about transitioning to University.
- A growing understanding, high engagement and the extension of critical questioning skills across the curriculum is developing (see endorsement figures above).
- In conjunction with the mindfulness awareness sessions for teachers, workshops were offered to Y13 students to assist with managing stress and building self-awareness.

### AREAS FOR IMPROVEMENT AND WHAT NEXT?

- Focus on Level 3 NCEA pass rate
- Include Philosophy workshop within a full day Student learning conference for Year 13 Students in 2017.
- Continue Professional Learning Groups focused on philosophy, inquiry, critical thinking strategies and tertiary preparation.
- Work with ACCoS Primary and Intermediate schools to develop Philosophy Inquiry methods.
- Continue to focus on scholarship level thinking, from the junior to senior years.
- Develop Science of Learning: research learning and memory and the influences on it – i.e. timing, sleep, diet.
- Encourage a cross-curricular approach to creative thinking.
- Expansion of mindfulness with Year 9 tutor groups as well as other tutor group levels.
- Potential to grow mindfulness and restorative approaches across the ACCoS and offer PD for teachers.

**Achievement  
Challenge 5  
PARENT ENGAGEMENT  
& PARTICIPATION**

**PARENT ENGAGEMENT AND PARTICIPATION**

This summary of approaches to parent engagement and participation gives examples of what is currently happening within the ACCOS with some examples. This narrative is not intended to be a fully comprehensive list of what every school does.

<b>2014</b>	Parental communication is: - variable - one way - not monitored across the community
<b>2015</b>	Parental communication is beginning to be monitored across the community

**ACTIVE LEARNING PARTNERS**

Schools within the community provided many opportunities for parents to be involved as active learning partners. In these situations students had opportunities to explain where they were with their learning and discuss their next steps with family members.

Developing additional lines of communication with families of target students proved effective, with increased support for learning as a result. Tools such as the Mutukaroa project require specific goals setting for students and consistent contact with Parents/whanau. The concept of learning maps where students identify those who support them with learning and plan next steps, was explored by a number of schools; the map design was adapted to suit different learning environments and students.

In response to the challenge of building engagement with a changing demographic, another school developed a parent handbook which clarified how parents could be involved in the school. The booklet was published in English, Korean and Mandarin.

In general, parents were regularly consulted about curriculum areas and broader school issues through surveys. There were also informative parent evenings with positive feedback from the school communities.

**ONLINE FEEDBACK**

The use of online tools such as blogging or google docs is commonplace; parents were able to access shared student content and give feedback. Seesaw was another software context which was explored through which parents could respond to published work shared by their children.

**COMMUNITY GROUPS AND EVENTS**

Many schools hold meetings for particular sectors of their community; hui, fono, Indian and Chinese community for example. Students and parents have the opportunity to gather together, seek advice on common interests such as career information or establish effective communication tools within particular language formats. Regular meeting times for Pasifika students, supported by parents and offering home learning support and cultural opportunities have been positive in some situations. Involvement in cultural groups was a successful way of encouraging parents to contribute to school life; for example many schools had parents teaching and helping with kapa haka and other dance groups, they support Polyfest performances and other cultural festivals.

**SPORTING/TRIPS**

Sports coaching and support for zone competitions was another arena for parent involvement across the community. Parents were invited to provide transport and supervision as well as support for the team. School trips always required parent helpers who were encouraged to interact with their group and facilitate the learning experiences for the students involved.

**AREAS FOR IMPROVEMENT AND WHAT NEXT?**

- By 2017 we will have extended our connections and refocused actions so that 90% of our parents report there is a strategic focus to the collaboration.
- Ensure parental communication is two way and track interactions.
- Explore creative ways to share students learning which enables parents to contribute/feedback.
- Involve students in decisions about how to involve parents.
- Arrange a meeting for parents, leaders, students to establish a strategy and direction of CoL with a specific focus on community agency.
- Actively monitor and track parental communication areas the community and across all achievement challenges.

# **Epsom Girls Grammar School**

## **Financial Statements for the year ended 31 December 2016**

<b>School Address:</b>	Silver Road, Epsom
<b>School Postal Address:</b>	Silver Road, Epsom, 1023
<b>School Phone:</b>	09 630 5963
<b>School Email:</b>	<a href="mailto:bowers@eggs.school.nz">bowers@eggs.school.nz</a>
<b>Ministry Number:</b>	64

# Epsom Girls Grammar School

## Financial Statements

For the year ended 31 December 2016

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2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
6 - 10	Statement of Accounting Policies
	Other Notes and Disclosures

**Epsom Girls Grammar 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.

CHRIS ILES

Full Name of Board Chairperson

Signature of Board Chairperson

Date:

23/05/2017

Lorraine Ann Pound

Full Name of Principal

Signature of Principal

Date:

18/05/2017

Epsom Girls Grammar School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	PARENT			GROUP		
		2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>							
Government Grants	2	23,066,993	17,950,636	18,331,661	23,066,993	17,950,636	18,331,661
Locally Raised Funds	3	2,783,790	3,166,396	2,738,738	2,863,379	3,166,396	2,852,629
Interest Earned		187,792	150,000	242,260	209,675	150,000	261,057
Hostel	4	1,776,351	1,818,009	1,785,973	1,776,351	1,818,009	1,785,973
International Students	5	2,302,139	2,412,900	2,139,793	2,302,139	2,412,900	2,139,793
Other Revenue		-	-	-	36,913	-	8,000
		<u>30,117,065</u>	<u>25,497,941</u>	<u>25,238,425</u>	<u>30,255,450</u>	<u>25,497,941</u>	<u>25,379,113</u>
<b>Expenses</b>							
Locally Raised Funds	3	1,028,023	929,262	959,404	1,030,848	929,262	987,143
Hostel	4	1,366,803	1,500,550	1,290,686	1,366,603	1,500,550	1,290,686
International Students	5	1,033,506	1,111,654	974,204	1,033,506	1,111,654	974,204
Learning Resources	6	14,438,001	13,800,918	13,408,482	14,438,001	13,800,918	13,408,482
Administration	7	1,130,612	1,283,771	1,345,878	1,146,086	1,283,771	1,427,595
Finance Costs		32,843	-	-	32,843	-	-
Property	8	9,788,397	5,428,946	5,632,004	9,788,397	5,428,946	5,632,004
Depreciation	9	852,299	996,000	823,956	852,299	996,000	823,956
Loss on Disposal of Property, Plant and Equipment		6,308	-	11,682	6,308	-	11,682
		<u>29,676,792</u>	<u>25,051,101</u>	<u>24,446,296</u>	<u>29,695,091</u>	<u>25,051,101</u>	<u>24,555,752</u>
<b>Net Surplus / (Deficit)</b>		<b>440,273</b>	<b>446,840</b>	<b>792,129</b>	<b>560,359</b>	<b>446,840</b>	<b>823,361</b>
Other Comprehensive Revenue and Expenses		-	-	-	-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>440,273</b></u>	<u><b>446,840</b></u>	<u><b>792,129</b></u>	<u><b>560,359</b></u>	<u><b>446,840</b></u>	<u><b>823,361</b></u>

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

Epsom Girls Grammar School

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	PARENT			GROUP		
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Balance at 1 January	15,986,872	15,986,872	15,083,726	16,159,426	16,114,495	15,225,048
Total comprehensive revenue and expense for the year	440,273	446,840	792,129	560,359	446,840	823,361
Capital Contributions from the Ministry of Education	-	-	111,017	-	-	111,017
Contribution - Furniture and Equipment Grant	37,949	-	-	37,949	-	-
Contribution - WSNUP	-	-	-	-	-	-
Equity at 31 December	16,465,094	16,433,712	15,986,872	16,757,734	16,561,335	16,159,426
Retained Earnings	16,465,094	16,433,712	15,986,872	16,757,734	16,561,335	16,159,426
Reserves	-	-	-	521,423	-	521,423
Equity at 31 December	16,465,094	16,433,712	15,986,872	17,279,157	16,561,335	16,680,849

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



**Epsom Girls Grammar School**  
**Statement of Financial Position**  
As at 31 December 2016

	Notes	PARENT			GROUP		
		2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	10	2,552,563	2,386,060	1,889,863	2,911,539	2,513,683	2,017,506
Accounts Receivable	11	1,161,384	1,480,000	1,200,368	1,144,772	1,480,000	1,203,553
GST Receivable		-	230,000	228,080	2,545	230,000	241,314
Prepayments		251,917	120,000	103,762	251,917	120,000	103,762
Inventories	12	108,858	85,000	85,335	108,858	85,000	85,335
Investments	13	4,100,000	4,286,116	5,147,062	4,100,000	4,286,116	5,147,062
		<u>8,174,722</u>	<u>8,587,176</u>	<u>8,654,490</u>	<u>8,519,631</u>	<u>8,714,799</u>	<u>8,796,532</u>
<b>Current Liabilities</b>							
GST Payable		4,953	-	-	4,953	-	-
Accounts Payable	15	1,243,451	1,940,000	2,102,064	1,245,303	1,940,000	2,098,983
Revenue Received In Advance	16	2,985,097	2,760,000	2,770,070	3,273,431	2,760,000	2,831,096
Provision for Cyclical Maintenance	17	301,912	225,000	45,644	301,912	225,000	45,644
Finance Lease Liability - Current Portion	18	115,412	-	-	115,412	-	-
Funds held In Trust	19	1,181,273	960,000	960,981	1,181,273	960,000	960,981
		<u>5,832,098</u>	<u>5,905,000</u>	<u>5,878,699</u>	<u>6,122,284</u>	<u>5,905,000</u>	<u>5,936,704</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>2,342,624</u>	<u>2,682,176</u>	<u>2,775,791</u>	<u>2,397,347</u>	<u>2,809,799</u>	<u>2,861,828</u>
<b>Non-current Assets</b>							
Investments (more than 12 months)	13	-	-	-	759,340	-	607,940
Property, Plant and Equipment	14	12,390,187	8,861,536	9,027,925	12,390,187	8,861,536	9,027,925
Capital Works In Progress		2,290,935	5,100,000	4,580,540	2,290,935	5,100,000	4,580,540
		<u>14,681,122</u>	<u>13,961,536</u>	<u>13,608,465</u>	<u>15,440,462</u>	<u>13,961,536</u>	<u>14,216,405</u>
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	17	235,658	210,000	397,384	235,658	210,000	397,384
Finance Lease Liability	18	322,994	-	-	322,994	-	-
		<u>558,652</u>	<u>210,000</u>	<u>397,384</u>	<u>558,652</u>	<u>210,000</u>	<u>397,384</u>
<b>Net Assets</b>		<u>16,465,094</u>	<u>16,433,712</u>	<u>15,986,872</u>	<u>17,279,157</u>	<u>16,561,335</u>	<u>16,680,849</u>
<b>Equity</b>		<u>16,465,094</u>	<u>16,433,712</u>	<u>15,586,872</u>	<u>17,279,157</u>	<u>16,561,335</u>	<u>16,680,849</u>

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

Epsom Girls Grammar School  
**Statement of Cash Flows**  
For the year ended 31 December 2016

Note	PARENT			GNQUP		
	2016	2016	2015	2016	2016	2015
	Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>						
Government Grants	3,773,905	3,466,751	3,559,941	3,773,805	3,466,751	3,559,941
Locally Raised Funds	2,589,358	3,190,396	2,753,033	3,066,496	3,190,396	2,820,492
Hostel	1,839,766	1,898,009	1,746,891	1,839,766	1,898,009	1,746,891
International Students	2,298,819	2,355,900	2,083,532	2,298,819	2,355,900	2,083,532
Goods and Services Tax (net)	233,033	(230,000)	(262,990)	243,722	(230,000)	(262,990)
Payments to Employees	(4,152,614)	(4,509,072)	(4,166,710)	(4,162,869)	(4,509,072)	(4,166,710)
Payments to Suppliers	(5,508,104)	(6,152,286)	(6,291,004)	(7,024,806)	(6,152,286)	(6,372,721)
Interest Paid	(32,843)	-	(128,077)	(32,843)	-	(128,077)
Interest Received	156,322	151,000	252,385	178,205	151,000	271,102
<b>Net cash from / (to) the Operating Activities</b>	<b>1,197,642</b>	<b>170,698</b>	<b>(452,939)</b>	<b>160,395</b>	<b>170,698</b>	<b>(448,460)</b>
<b>Cash flows from Investing Activities</b>						
Proceeds from Sale of PPE (and Intangibles)	(6,308)	-	(11,682)	(6,308)	-	(11,682)
Purchase of PPE (and Intangibles)	(1,732,640)	(2,398,405)	(719,308)	(1,732,640)	(2,398,405)	(719,308)
Purchase of Investments	1,047,062	2,530,884	1,983,391	2,295,662	2,530,884	1,744,851
<b>Net cash from / (to) the Investing Activities</b>	<b>(691,886)</b>	<b>132,479</b>	<b>1,252,401</b>	<b>556,714</b>	<b>132,479</b>	<b>1,013,861</b>
<b>Cash flows from Financing Activities</b>						
Contribution from MDE	37,949	-	111,017	37,949	-	111,017
Finance Lease Payments	(101,317)	-	-	(101,317)	-	-
Funds Administered on Behalf of Third Parties	220,292	193,000	-	220,292	193,000	-
<b>Net cash from Financing Activities</b>	<b>156,924</b>	<b>193,000</b>	<b>111,017</b>	<b>156,924</b>	<b>193,000</b>	<b>111,017</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>662,680</b>	<b>496,177</b>	<b>910,419</b>	<b>894,033</b>	<b>496,177</b>	<b>676,418</b>
Cash and cash equivalents at the beginning of the year	1,889,883	1,889,883	979,464	2,017,506	2,017,506	1,341,088
Cash and cash equivalents at the end of the year	2,552,563	2,386,060	1,889,883	2,911,539	2,513,683	2,017,506

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.

## Epsom Girls Grammar School

# Notes to the Financial Statements

For the year ended 31 December 2016

### 1. Statement of Accounting Policies

#### Reporting Entity

Epsom Girls Grammar 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.

#### 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.

##### Consolidation

The group financial statements comprise the financial statements of Epsom Girls Grammar School together with its 100% controlled entity Epsom Girls Grammar School Foundation (from its deemed date of acquisition of control, 1 April 2008). Both entities have a 31 December year end and all Inter entity transactions have been eliminated on consolidation.

##### 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 14.

## Epsom Girls Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### *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 18.

#### *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.

### **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.

#### **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.

#### **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.

#### **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.

#### **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.

## Epsom Girls Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### 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.

### 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.

### Investments

Bank term deposits 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.

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.

### 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.

## Epsom Girls Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### *Leased Assets*

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

### *Depreciation*

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

The estimated useful lives of the assets are:

Building Improvements – Crown	40 years
Furniture and equipment	5-40 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

### **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.

### **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.

### **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.

## Epsom Girls Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

### *Long-term employee entitlements*

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

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

### **Revenue Received in Advance**

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

### **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.

### **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).

### **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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### **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.

### **Budget Figures**

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

### **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.

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

2 Government Grants	PARENT			GROUP		
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	3,435,972	3,422,751	3,420,823	3,435,972	3,422,751	3,420,823
Teachers' salaries grants	10,703,143	10,033,853	10,077,291	10,703,143	10,033,853	10,077,291
Use of Land and Buildings grants	8,625,943	4,350,032	4,569,583	8,625,943	4,350,032	4,569,583
Other MoE Grants	242,166	100,000	204,195	242,166	100,000	204,195
Other government grants	59,769	44,000	59,769	59,769	44,000	59,769
	<u>23,086,993</u>	<u>17,950,636</u>	<u>18,331,661</u>	<u>23,066,999</u>	<u>17,950,636</u>	<u>18,331,661</u>

3 Locally Raised Funds	PARENT			GROUP		
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Local funds raised within the School's community are made up of:						
<b>Revenue</b>						
Donations	1,042,540	1,655,000	1,238,679	1,117,659	1,655,000	1,348,583
Fundraising	90,654	128,612	103,925	95,124	128,612	107,912
Aquatic Centre	298,788	260,000	261,193	298,788	260,000	261,193
Raye Freedman Centre	243,696	228,200	241,528	243,696	228,200	241,528
Trading	729,870	679,000	673,132	729,870	679,000	673,132
Activities	89,195	-	-	89,195	-	-
Curriculum Recoveries	289,047	215,584	220,281	289,047	215,584	220,281
	<u>2,783,790</u>	<u>3,166,396</u>	<u>2,738,738</u>	<u>2,863,379</u>	<u>3,166,396</u>	<u>2,852,629</u>
<b>Expenses</b>						
Raye Freedman Art Centre	231,030	227,562	235,244	231,030	227,562	235,244
Trading	482,182	480,500	426,830	482,182	480,500	426,830
Fundraising (costs of raising funds)	46,824	-	23,127	49,749	-	50,866
Aquatic Centre	267,887	221,200	274,203	267,887	221,200	274,203
	<u>1,028,023</u>	<u>929,262</u>	<u>959,404</u>	<u>1,030,848</u>	<u>929,262</u>	<u>987,143</u>
<b>Surplus for the year Locally Raised Funds</b>	<u>1,755,767</u>	<u>2,237,134</u>	<u>1,779,334</u>	<u>1,832,531</u>	<u>2,237,134</u>	<u>1,865,486</u>

4 Hostel Revenue and Expenses	PARENT			GROUP		
	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
<b>Hostel Financial Performance</b>						
Hostel Full Boarders	138	140	118	138	140	118
<b>Revenue</b>						
Hostel Fees	1,492,282	1,571,487	1,450,533	1,492,282	1,571,487	1,450,533
Other Revenue	284,069	246,522	335,440	284,069	246,522	335,440
	<u>1,776,351</u>	<u>1,818,009</u>	<u>1,785,973</u>	<u>1,776,351</u>	<u>1,818,009</u>	<u>1,785,973</u>
<b>Expenses</b>						
Kitchen	248,894	337,000	258,488	248,894	337,000	258,488
Extra curricular/activities	6,685	2,000	15,753	6,685	2,000	15,753
Administration	139,315	124,800	70,119	139,315	124,800	70,119
Property	202,606	291,750	200,301	202,606	291,750	200,301
Employee Benefit - Salaries	769,303	745,000	746,025	769,303	745,000	746,025
	<u>1,366,803</u>	<u>1,500,550</u>	<u>1,290,686</u>	<u>1,366,803</u>	<u>1,500,550</u>	<u>1,290,686</u>
<b>Surplus for the year Hostel</b>	<u>409,548</u>	<u>317,459</u>	<u>495,287</u>	<u>409,548</u>	<u>317,459</u>	<u>495,287</u>



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

5 International Student Revenue and Expenses	PARENT			GROUP		
	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
International Student Roll	136	127	127	136	127	127
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<i>Revenue</i>						
International student fees	2,302,139	2,412,900	2,139,793	2,302,139	2,412,900	2,139,793
<i>Expenses</i>						
Advertising	90,102	98,000	79,823	90,102	98,000	79,823
Commissions	169,732	271,624	165,840	169,732	271,624	165,840
International student levy	69,632	50,000	32,653	69,632	50,000	32,653
Employee Benefit - Salaries	665,615	661,780	675,436	665,615	661,780	675,436
Other Expenses	38,425	30,250	20,452	38,425	30,250	20,452
	<u>1,033,506</u>	<u>1,111,654</u>	<u>974,204</u>	<u>1,033,506</u>	<u>1,111,654</u>	<u>974,204</u>
<i>Surplus for the year International Students'</i>	<u>1,268,633</u>	<u>1,301,246</u>	<u>1,165,589</u>	<u>1,268,633</u>	<u>1,301,246</u>	<u>1,165,589</u>
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>6 Learning Resources</b>						
Curricular	940,316	1,027,222	972,454	940,316	1,027,222	972,454
Equipment repairs	29,510	9,800	4,708	29,510	9,800	4,708
Information and communication technology	652,835	602,408	504,695	652,835	602,408	504,695
Extra-curricular activities	80,711	78,718	139,486	80,711	78,718	139,486
Library resources	139,850	146,157	141,294	139,850	146,157	141,294
Employee benefits - salaries	12,506,685	11,815,313	11,550,014	12,506,685	11,815,313	11,550,014
Staff development	88,094	121,300	95,831	88,094	121,300	95,831
	<u>14,438,001</u>	<u>13,800,918</u>	<u>13,408,482</u>	<u>14,438,001</u>	<u>13,800,918</u>	<u>13,408,482</u>
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>7 Administration</b>						
Audit Fee	11,155	12,000	10,899	13,757	12,000	12,631
Board of Trustees Fees	2,585	2,000	2,530	2,585	2,000	2,530
Board of Trustees Expenses	33,452	26,000	33,560	33,452	26,000	33,560
Communication	88,188	68,100	116,754	90,494	68,100	116,783
Consumables	(34,986)	42,000	22,228	(34,986)	42,000	22,228
Operating Lease	133,905	139,980	187,373	133,905	139,980	187,373
Other	123,579	151,250	108,812	124,933	151,250	113,924
Employee Benefits - Salaries	707,225	796,941	815,682	713,245	796,941	887,421
Insurance	48,493	30,000	31,545	48,493	30,000	31,545
Service Providers, Contractors and Consultancy	17,016	15,500	16,495	20,208	15,500	19,600
	<u>1,130,612</u>	<u>1,283,771</u>	<u>1,345,878</u>	<u>1,146,086</u>	<u>1,283,771</u>	<u>1,427,595</u>

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

8 Property	PARENT			GROUP		
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	297,709	291,873	295,165	297,709	291,873	295,165
Consultancy and Contract Services	12,442	15,000	886	12,442	15,000	886
Cyclical Maintenance Provision	160,772	82,650	106,524	160,772	82,650	106,524
Grounds	34,727	45,000	28,979	34,727	45,000	28,979
Heat, Light and Water	227,634	189,000	209,273	227,634	189,000	209,273
Rates	401	500	387	401	500	387
Repairs and Maintenance	175,545	183,000	169,689	175,545	183,000	169,689
Use of Land and Buildings	8,625,943	4,350,032	4,569,583	8,625,943	4,350,032	4,569,583
Security	42,068	41,000	33,883	42,068	41,000	33,883
Employee Benefits - Salaries	211,156	230,891	217,635	211,156	230,891	217,635
	<u>9,788,397</u>	<u>5,428,946</u>	<u>5,632,004</u>	<u>9,708,397</u>	<u>5,428,946</u>	<u>5,632,004</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. For the 30 June 2016 valuation the Ministry of Education continued to revise its valuation methodology, which has improved the accuracy of the valuations of school land and buildings. This has resulted in a significant movement in the use of land and buildings charge for the 2016 year. The improvements in the valuation methodology will be carried forward into future revaluations.

9 Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Building Improvements - Crown	198,369	196,000	190,704	198,369	196,000	190,704
Furniture and Equipment	285,352	412,400	325,343	285,352	412,400	325,343
Information and Communication Technology	318,201	372,100	292,664	318,201	372,100	292,664
Leased Assets	35,184	-	-	35,184	-	-
Library Resources	15,193	15,500	15,245	15,193	15,500	15,245
	<u>852,299</u>	<u>996,000</u>	<u>823,956</u>	<u>852,299</u>	<u>996,000</u>	<u>823,956</u>

10 Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash on Hand	2,550	2,550	2,550	2,550	2,550	2,550
Bank Current Account	149,269	169,626	579,798	153,029	169,626	583,094
Bank Call Account	744	1,250,000	707,535	98,939	1,250,000	831,862
Short-term Bank Deposits	2,400,000	963,884	600,000	2,657,021	1,091,507	600,000
Net cash and cash equivalents and bank overdraft for	<u>2,552,563</u>	<u>2,386,060</u>	<u>1,889,883</u>	<u>2,911,539</u>	<u>2,513,683</u>	<u>2,017,506</u>

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

11 Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	349,367	110,000	102,351	332,755	110,000	105,536
Receivables from the Ministry of Education ( Note20)	94,855	100,000	130,853	94,855	100,000	130,853
Interest Receivable	92,059	70,000	60,589	92,059	70,000	60,589
Teacher Salaries Grant Receivable	625,103	1,200,000	906,575	625,103	1,200,000	906,575
	<u>1,161,384</u>	<u>1,480,000</u>	<u>1,200,368</u>	<u>1,144,772</u>	<u>1,480,000</u>	<u>1,203,553</u>
Receivables from Exchange Transactions	441,426	180,000	162,940	424,814	180,000	166,125
Receivables from Non-Exchange Transactions	719,958	1,300,000	1,037,428	719,958	1,300,000	1,037,428
	<u>1,161,384</u>	<u>1,480,000</u>	<u>1,200,368</u>	<u>1,144,772</u>	<u>1,480,000</u>	<u>1,203,553</u>

Epsom Girls Grammar School

**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2016

12 Inventories	PARENT			GROUP		
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Stationery	24,465	20,000	21,315	24,465	20,000	21,315
School Uniforms	84,393	65,000	64,020	84,393	65,000	64,020
	<u>108,858</u>	<u>85,000</u>	<u>85,335</u>	<u>108,858</u>	<u>85,000</u>	<u>85,335</u>

**13 Investments**

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset						
Short-term Bank Deposits	4,100,000	4,286,116	5,147,062	4,100,000	4,286,116	5,147,062
Non-current Asset						
Investments	-	-	-	759,340	-	607,940

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

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

PARENT						
14 Property, Plant and Equipment	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	6,098,195	2,907,330	-	-	(198,359)	8,807,156
Furniture and Equipment	2,036,648	520,557	-	-	(285,352)	2,271,853
Information and Communication Technology	786,367	579,527	-	-	(318,201)	1,047,693
Leased Assets	-	192,316	-	-	(35,184)	157,132
Library Resources	106,715	21,136	(6,305)	-	(15,193)	106,353
Balance at 31 December 2016	<u>9,027,925</u>	<u>4,220,866</u>	<u>(6,305)</u>	<u>-</u>	<u>(852,299)</u>	<u>12,390,187</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	10,586,254	(1,779,098)	8,807,156
Furniture and Equipment	5,617,266	(3,345,413)	2,271,853
Information and Communication Technology	3,074,935	(2,027,242)	1,047,693
Leased Assets	192,316	(35,184)	157,132
Library Resources	269,800	(163,447)	106,353
Balance at 31 December 2016	<u>19,740,571</u>	<u>(7,350,384)</u>	<u>12,390,187</u>

The net carrying value of equipment held under a finance lease is \$192,316.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	\$	\$	\$	\$	\$	\$
Building Improvements	5,227,837	61,084	-	-	(190,704)	5,098,197
Furniture and Equipment	2,033,799	330,346	(2,154)	-	(325,343)	2,036,648
Information and Communication Technology	763,502	315,529	-	-	(292,664)	786,367
Library Resources	107,437	24,051	(9,528)	-	(15,245)	106,715
Balance at 31 December 2015	<u>9,132,575</u>	<u>730,990</u>	<u>(11,682)</u>	<u>-</u>	<u>(823,956)</u>	<u>9,027,925</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2015	\$	\$	\$
Building Improvements	7,678,923	(1,580,728)	6,098,195
Furniture and Equipment	5,096,711	(3,060,063)	2,036,648
Information and Communication Technology	2,495,408	(1,709,041)	786,367
Library Resources	264,282	(157,567)	106,715
Balance at 31 December 2015	<u>15,535,324</u>	<u>(6,507,399)</u>	<u>9,027,925</u>

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

GROUP						
Property, Plant and Equipment	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	6,098,195	2,907,330	-	-	(198,369)	8,807,156
Furniture and Equipment	2,036,648	520,557	-	-	(285,352)	2,271,853
Information and Communication Technology	786,367	579,527	-	-	(318,201)	1,047,693
Leased Assets	-	192,316	-	-	(35,184)	157,132
Library Resources	106,715	21,136	(6,305)	-	(15,193)	106,353
<b>Balance at 31 December 2016</b>	<b>9,027,925</b>	<b>4,220,866</b>	<b>(6,305)</b>	<b>-</b>	<b>(852,299)</b>	<b>12,390,187</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	10,586,254	(1,779,098)	8,807,156
Furniture and Equipment	5,617,266	(3,345,413)	2,271,853
Information and Communication Technology	3,074,935	(2,027,242)	1,047,693
Leased Assets	192,316	(35,184)	157,132
Library Resources	269,800	(163,447)	106,353
<b>Balance at 31 December 2016</b>	<b>19,740,571</b>	<b>(7,350,384)</b>	<b>12,390,187</b>

The net carrying value of equipment held under a finance lease is \$192,316.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Building Improvements	6,227,837	61,064	-	-	(190,704)	6,098,197
Furniture and Equipment	2,033,799	330,346	(2,154)	-	(325,343)	2,036,648
Information and Communication Technology	763,502	315,529	-	-	(292,664)	786,367
Library Resources	107,437	24,051	(9,528)	-	(15,245)	106,715
<b>Balance at 31 December 2015</b>	<b>9,132,575</b>	<b>730,990</b>	<b>(11,682)</b>	<b>-</b>	<b>(823,956)</b>	<b>9,027,927</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Building Improvements	7,678,923	(1,580,728)	6,098,195
Furniture and Equipment	5,096,711	(3,060,063)	2,036,648
Information and Communication Technology	2,495,408	(1,709,041)	786,367
Library Resources	264,282	(157,567)	106,715
<b>Balance at 31 December 2015</b>	<b>15,535,324</b>	<b>(6,507,399)</b>	<b>9,027,925</b>

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

15 Accounts Payable	PARENT			GROUP		
	2016	2016	2015	2016	2016	2015
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Operating creditors	375,934	550,000	894,136	375,934	550,000	889,136
Accruals	110,107	150,000	173,213	111,959	150,000	175,192
Employee Entitlements - salaries	725,039	1,200,000	996,410	725,039	1,200,000	996,410
Employee Entitlements - leave accrual	32,371	40,000	38,245	32,371	40,000	38,245
	<u>1,243,451</u>	<u>1,940,000</u>	<u>2,102,004</u>	<u>1,245,303</u>	<u>1,940,000</u>	<u>2,098,983</u>
Payables for Exchange Transactions	1,243,451	1,940,000	2,102,004	1,245,303	1,940,000	2,098,983
	<u>1,243,451</u>	<u>1,940,000</u>	<u>2,102,004</u>	<u>1,245,303</u>	<u>1,940,000</u>	<u>2,098,983</u>

The carrying value of payables approximates their fair value.

16 Revenue Received in Advance	2016	2016	2015	2016	2016	2015
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
International Student Fees	1,927,450	1,930,000	1,930,770	1,927,450	1,930,000	1,930,770
Hostel Fees	447,519	380,000	384,104	447,519	380,000	384,104
Other	610,128	450,000	455,196	898,462	450,000	516,222
	<u>2,985,097</u>	<u>2,760,000</u>	<u>2,770,070</u>	<u>3,273,431</u>	<u>2,760,000</u>	<u>2,831,096</u>

17 Provision for Cyclical Maintenance	2016	2016	2015	2016	2016	2015
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Provision at the Start of the Year	443,028	443,028	420,966	443,028	443,028	420,966
Increase to the Provision During the Year	160,772	82,650	106,524	160,772	82,650	106,524
Use of the Provision During the Year	(66,230)	(90,678)	(84,462)	(66,230)	(90,678)	(84,462)
Provision at the End of the Year	<u>537,570</u>	<u>435,000</u>	<u>443,028</u>	<u>537,570</u>	<u>435,000</u>	<u>443,028</u>
Cyclical Maintenance - Current	301,912	225,000	45,644	301,912	225,000	45,644
Cyclical Maintenance - Term	235,658	210,000	397,384	235,658	210,000	397,384
	<u>537,570</u>	<u>435,000</u>	<u>443,028</u>	<u>537,570</u>	<u>435,000</u>	<u>443,028</u>

18 Finance Lease Liability	The school has entered into a number of finance lease agreements for laptops and photocopiers					
	Minimum lease payments payable:					
	2016	2016	2015	2016	2016	2015
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
No Later than One Year	115,412	-	-	115,412	-	-
Later than One Year and no Later than Five Years	322,944	-	-	322,944	-	-
Later than Five Years	-	-	-	-	-	-
	<u>438,356</u>	<u>-</u>	<u>-</u>	<u>438,356</u>	<u>-</u>	<u>-</u>

19 Funds held in Trust	2016	2016	2015	2016	2016	2015
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Funds Held In Trust on Behalf of Third Parties - Current	1,181,273	980,000	960,981	1,181,273	980,000	960,981
	<u>1,181,273</u>	<u>980,000</u>	<u>960,981</u>	<u>1,181,273</u>	<u>980,000</u>	<u>960,981</u>

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

PARENT					
20 Funds Held for Capital Works Projects					
During the year the school received and applied funding from the Ministry of Education for the following capital works projects:					
2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Sports Centre Stage 3	<i>in progress</i>	(139,338)	-	-	(140,847)
Breezway Toilets	<i>Completed</i>	10,781	-	1,509	-
L Block	<i>in progress</i>	(2,000)	-	10,781	-
Air Con Repairs	<i>in progress</i>	(296)	-	3,000	(5,000)
Hall Lobby Maintenance	<i>in progress</i>	-	62,946	-	-
Total (Receivables)/Payables		<u>(130,853)</u>	<u>62,946</u>	<u>25,735</u>	<u>(94,855)</u>
				<u>1,213</u>	
2015	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Sports Centre Stage 3	<i>in progress</i>	(1,040)	81,000	219,298	(139,338)
Breezway Toilets	<i>in progress</i>	180,603	82,940	252,762	10,781
Senior Common Rm	<i>completed</i>	7,256	602	7,858	-
Pipes Replacement	<i>completed</i>	(3,112)	-	3,112	-
RFAC Sewage	<i>completed</i>	(7,870)	-	7,870	-
L Block	<i>in progress</i>	(2,000)	-	-	(2,000)
Air Con Repairs	<i>in progress</i>	-	13,399	13,695	(296)
Total (Receivables)/Payables		<u>173,837</u>	<u>177,941</u>	<u>504,595</u>	<u>(130,853)</u>
				<u>-</u>	
GROUP					
2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Sports Centre Stage 3	<i>in progress</i>	(139,338)	-	-	(140,847)
Breezway Toilets	<i>Completed</i>	10,781	-	1,509	-
L Block	<i>in progress</i>	(2,000)	-	10,781	-
Air Con Repairs	<i>Completed</i>	(296)	-	3,000	(5,000)
Hall Lobby Maintenance	<i>in progress</i>	-	62,946	-	-
Total (Receivables)/Payables		<u>(130,853)</u>	<u>62,946</u>	<u>25,735</u>	<u>(94,855)</u>
				<u>1,213</u>	
2015	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Sports Centre Stage 3	<i>in progress</i>	(1,040)	81,000	219,298	(139,338)
Breezway Toilets	<i>in progress</i>	180,603	82,940	252,762	10,781
Senior Common Rm	<i>completed</i>	7,256	602	7,858	-
Pipes Replacement	<i>completed</i>	(3,112)	-	3,112	-
RFAC Sewage	<i>completed</i>	(7,870)	-	7,870	-
L Block	<i>in progress</i>	(2,000)	-	-	(2,000)
Air Con Repairs	<i>in progress</i>	-	13,399	13,695	(296)
Total (Receivables)/Payables		<u>173,837</u>	<u>177,941</u>	<u>504,595</u>	<u>(130,853)</u>
				<u>-</u>	

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

	PARENT	GROUP
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**21 Related Party Transactions**

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

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

**22 Remuneration***Key management personnel compensation*

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

	2016 Actual \$	2015 Actual \$	2016 Actual \$	2015 Actual \$
<i>Board Members</i>				
Remuneration	2,585	2,530	2,585	2,530
Full-time equivalent members	-	-	-	-
<i>Leadership Team</i>				
Remuneration	747,008	738,245	747,008	738,245
Full-time equivalent members	6.00	5.00	6.00	5.00
<b>Total key management personnel remuneration</b>	<b>749,593</b>	<b>740,775</b>	<b>749,593</b>	<b>740,775</b>
<b>Total full-time equivalent personnel</b>	<b>6.00</b>	<b>5.00</b>	<b>6.00</b>	<b>5.00</b>

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	2016 Actual \$000	2015 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>				
Salary and Other Payments	200-210	210-220	200-210	210-220
Benefits and Other Emoluments	20	7	20	7
Termination Benefits	-	-	-	-

*Other Employees*

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

	2016 FTE Number	2015 FTE Number	2016 FTE Number	2015 FTE Number
110-120	1	-	1	-
100-110	4	5	4	5
	5	5	5	5

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

**23 Compensation and Other Benefits Upon Leaving**

There were no compensation or other benefits paid or payable to persons upon leaving.



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

	PARENT	GROUP
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24 Contingencies

There are no contingent assets as at 31 December 2016.

In the 2014 year the Board were involved in a legal matter with three employees relating to the quantum of sleepover claim's. At present this is still ongoing and the outcome of these proceedings is unknown. The expected costs is estimated to be \$30,000 to cover settlement and outstanding liability from the remaining two claims.

25 Commitments

(a) Capital Commitments

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

(i) Completion of stage 2 of the sports centre, final retention monies outstanding of \$43,398

(ii) \$773,921 contract to have the sports courts facility to be developed. This project is fully funded by the school and has been approved by the Ministry.

(b) Operating Commitments

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

- Operating lease for Server and other Equipment

	PARENT		GROUP	
	2016 Actual \$	2015 Actual \$	2016 Actual \$	2015 Actual \$
No later than One Year	76,121	118,094	76,121	22,228
Later than One Year and No Later than Five Years	14,996	91,117	14,996	187,373
Later than Five Years	-	-	-	-
	<u>91,117</u>	<u>209,211</u>	<u>91,117</u>	<u>209,601</u>

26 Managing Capital

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

27 Financial Instruments

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
	<b>Loans and receivables</b>					
Cash and Cash Equivalents	2,552,563	2,386,060	1,889,883	2,911,539	2,513,683	2,017,506
Receivables	1,161,384	1,480,000	1,200,368	1,144,772	1,480,000	1,203,553
Investments - Term Deposits	4,100,000	4,286,116	5,147,062	4,859,340	4,286,116	5,755,002
<b>Total Loans and Receivables</b>	<u>7,813,947</u>	<u>8,152,176</u>	<u>8,237,313</u>	<u>8,915,651</u>	<u>8,279,799</u>	<u>8,976,061</u>
<b>Financial liabilities measured at amortised cost</b>						
Payables	1,243,451	1,940,000	2,102,004	1,245,303	1,940,000	2,098,983
Finance Leases	438,406	-	-	438,406	-	-
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<u>1,681,857</u>	<u>1,940,000</u>	<u>2,102,004</u>	<u>1,683,709</u>	<u>1,940,000</u>	<u>2,098,983</u>

28 Events After Balance Date

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

29 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2015. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2016.

Epsom Girls Grammar School

**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2016

**30 Transition to International Public Sector Accounting Standards**

During the year the Trust transitioned to the International Public Sector Accounting Standards (IPSAS). As a result of this transition there were adjustments required to the Opening Balances for the group as at 1 January 2015 to ensure compliance with the new Accounting Framework. The effect of these adjustments are noted below.

	GROUP		
	2015 Actual \$	Adjustment \$	2015 Adjusted \$
<b>Income Statement</b>			
Locally Raised Funds	2,852,629	21,648	2,830,981
Other Revenue	-	8,000	8,000
Net Surplus	793,713	29,648	823,361
<b>Balance Sheet</b>			
Revenue Received in Advance	3,382,167	(551,071)	2,831,096
Equity Reserves	-	551,071	551,071

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

Name	Position	How position on Board gained	Occupation	Term expired/expires
John Bridgman	Member	Elected	Engineer	May 2016
John Dolan	Member	Elected	General Manager	May 2016
Claire Fisher	Member	Co-opted	Lawyer	May 2016
Paul Gestro	Member	Co-opted	BNZ	April 2019
Rachel Heeney	Staff Rep	Elected	Teacher	April 2019
Chris Iles	Member	Elected	Chief Financial Officer	May 2016
Janet Johnson	Member	Elected	Business Adviser	May 2016
Mark Jones	Member	Co-opted	ASB	May 2016
Ian Lambie	Member	Elected	Associate Professor	May 2016
Janeen Love	Member	Co-opted	Auckland Museum	May 2016
Patrick Masani	Member	Co-opted	Legal Aid Officer	May 2016
Lorraine Pound	Principal	-	EGGS	-
Lynley Sheweiry	Member	Elected	Self Employed	April 2019
Andrew Stevens	Member	Co-opted	Construction Executive Manager	April 2019
Imogen Wallace	Student Rep	Elected	Student	August 2016
Gerald Young	Chairperson	Elected	Doctor	May 2016
Charles Aiolupotea	Member	Co-opted	Immigration Officer	April 2019
Philip Bradley	Member	Elected	Business Owner	April 2019
Julie Goodyer	Member	Elected	Lawyer	April 2019
Chris Iles	Chairperson	Elected	Chief Financial Officer	April 2019
Kate Smith	Member	Elected	NZ Police	April 2019
Kiri Turketo	Member	Co-opted	Teacher	April 2019
Vivien Whyte	Student Rep	Elected	EGGS	August 2017
Tanya Williams	Member	Co-opted	Legal PA	April 2019

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF EPSOM GIRLS GRAMMAR SCHOOL'S GROUP  
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Epsom Girls Grammar School and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe Horwath New Zealand Audit partnership, to carry out the audit of the financial statements of the Group on his behalf.

**Opinion**

We have audited the financial statements of the Group on pages 2 to 21, that comprise the statement of financial position as at 31 December 2016, 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 Group:

- 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 23 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 Group 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 Group for assessing the Group'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 Group, 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 Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees are responsible for the other information. The other information obtained at the date of our report is the Principal's report, Arts and Cultural report, Learning Centre report, Student Achievement report, Auckland Central community of schools report and List of Trustees 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 Group 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 Group.



Richard Currie  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand