

DEVON INTERMEDIATE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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DEVON INTERMEDIATE

Financial Statements - For the year ended 31 December 2017

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Devon Intermediate

Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Nicola Dale Muddock
Full Name of Board Chairperson

N Muddock
Signature of Board Chairperson

31 May 2018
Date:

Jennifer Kay Gellen
Full Name of Principal

J Gellen
Signature of Principal

31 May 2018
Date:

Devon Intermediate**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,649,481	2,115,323	2,360,875
Locally Raised Funds	3	192,359	136,750	365,664
Interest Earned		14,900	11,000	9,771
Gain on Sale of Property, Plant and Equipment		1,304	-	-
International Students	4	-	7,500	6,957
		<u>2,858,044</u>	<u>2,270,573</u>	<u>2,743,267</u>
Expenses				
Locally Raised Funds	3	61,777	26,000	222,988
Learning Resources	5	1,594,912	1,520,159	1,510,732
Administration	6	135,732	139,300	171,204
Finance Costs		7,959	-	12,298
Property	7	815,431	567,706	769,067
Depreciation	8	126,938	72,500	121,213
		<u>2,742,749</u>	<u>2,325,665</u>	<u>2,807,502</u>
Net Surplus / (Deficit)		115,295	(55,092)	(64,235)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>115,295</u>	<u>(55,092)</u>	<u>(64,235)</u>

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

Devon Intermediate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	447,673	447,673	511,908
Total comprehensive revenue and expense for the year	115,295	(55,092)	(64,235)
Capital Contributions from the Ministry of Education			
Equity at 31 December	562,968	392,581	447,673
 Retained Earnings	562,968	392,581	447,673
Equity at 31 December	562,968	392,581	447,673

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

Devon Intermediate
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	62,526	169,403	57,679
Accounts Receivable	10	101,227	208,020	60,638
GST Receivable		-	10,876	10,274
Prepayments		2,187	1,304	-
Inventories	11	2,270	-	-
Investments	12	497,000	155,000	265,000
		665,210	544,603	393,591
Current Liabilities				
GST Payable		2,835	-	-
Accounts Payable	14	127,881	195,404	92,441
Revenue Received in Advance	15	3,020	24,935	-
Provision for Cyclical Maintenance	16	155,769	139,500	32,674
Finance Lease Liability - Current Portion	17	61,758	75,474	64,788
Funds held for Capital Works Projects	18	150,185	-	-
		501,448	435,313	189,903
Working Capital Surplus/(Deficit)		163,762	109,290	203,688
Non-current Assets				
Property, Plant and Equipment	13	443,220	368,812	457,160
		443,220	368,812	457,160
Non-current Liabilities				
Provision for Cyclical Maintenance	16	22,550	14,369	131,336
Finance Lease Liability	17	21,464	71,152	81,839
		44,014	85,521	213,175
Net Assets		562,968	392,581	447,673
Equity		562,968	392,581	447,673

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

Devon Intermediate
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		644,562	612,900	626,798
Locally Raised Funds		175,814	136,750	251,219
International Students		-	7,500	-
Goods and Services Tax (net)		13,109	-	702
Payments to Employees		(279,936)	(342,542)	(367,380)
Payments to Suppliers		(283,322)	(369,470)	(424,167)
Interest Paid		(7,959)	-	-
Interest Received		10,581	11,000	9,771
Net cash from / (to) the Operating Activities		272,849	56,138	96,943
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,304	-	-
Purchase of PPE (and Intangibles)		(111,616)	(12,500)	(92,560)
Purchase of Investments		(232,000)	-	(110,000)
Net cash from / (to) the Investing Activities		(342,312)	(12,500)	(202,560)
Cash flows from Financing Activities				
Finance Lease Payments		(75,875)	(116,106)	(73,137)
Funds Held for Capital Works Projects		150,185	-	-
Net cash from Financing Activities		74,310	(116,106)	(73,137)
Net increase/(decrease) in cash and cash equivalents		4,847	(72,468)	(178,754)
Cash and cash equivalents at the beginning of the year	9	57,679	241,871	236,433
Cash and cash equivalents at the end of the year	9	62,526	169,403	57,679

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

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

Devon Intermediate

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

Improvements to buildings owned by the 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 \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 Years
Furniture and Equipment	5 - 10 Years
Information and Communication	5 Years
Library Resources	8 Years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	548,596	530,000	482,376
Teachers' salaries grants	1,402,519	1,211,217	1,192,449
Use of Land and Buildings grants	594,102	291,206	541,628
Resource teachers learning and behaviour grants	17,895	14,000	11,012
Other MoE Grants	84,721	68,900	125,884
Other government grants	1,648	-	7,526
	<u>2,649,481</u>	<u>2,115,323</u>	<u>2,360,875</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	87,961	104,800	24,290
Fundraising	11,102	-	186,497
Trading	230	-	286
Activities	93,066	31,950	154,591
	<u>192,359</u>	<u>136,750</u>	<u>365,664</u>
Expenses			
Activities	57,759	26,000	134,186
Trading	(2,270)	-	-
Fundraising (costs of raising funds)	6,288	-	88,802
	<u>61,777</u>	<u>26,000</u>	<u>222,988</u>
<i>Surplus for the year Locally raised funds</i>	<u>130,582</u>	<u>110,750</u>	<u>142,676</u>

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	0	1	1
	<u>2017 Actual \$</u>	<u>2017 Budget (Unaudited) \$</u>	<u>2016 Actual \$</u>
Revenue			
International student fees	-	7,500	6,957
<i>Surplus for the year International Students'</i>	<u>-</u>	<u>7,500</u>	<u>6,957</u>

5. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	51,060	80,900	67,519
Employee benefits - salaries	1,540,805	1,419,259	1,436,766
Staff development	3,047	20,000	6,447
	<u>1,594,912</u>	<u>1,520,159</u>	<u>1,510,732</u>

6. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,830	8,000	5,750
Board of Trustees Fees	3,160	4,100	3,380
Board of Trustees Expenses	3,182	3,000	10,505
Communication	4,821	7,500	7,148
Consumables	5,770	23,500	5,766
Operating Lease	20,885	-	4,114
Other	20,057	19,400	19,009
Employee Benefits - Salaries	60,531	60,000	60,195
Insurance	3,686	1,000	346
Service Providers, Contractors and Consultancy	7,810	12,800	10,800
Doubtful Debt Provision	-	-	44,191
	<u>135,732</u>	<u>139,300</u>	<u>171,204</u>

7. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	62,726	64,500	65,138
Cyclical Maintenance Expense	14,309	60,000	20,812
Grounds	7,953	15,000	10,216
Heat, Light and Water	31,111	30,000	25,587
Rates	4,589	7,000	7,276
Repairs and Maintenance	13,268	19,500	18,846
Use of Land and Buildings	594,102	291,206	541,628
Security	6,688	6,000	5,988
Employee Benefits - Salaries	80,685	74,500	73,576
	<u>815,431</u>	<u>567,706</u>	<u>769,067</u>

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

8. Depreciation of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	18,721	9,809	16,399
Furniture and Equipment	33,247	18,508	30,944
Information and Communication Technology	21,809	12,800	21,400
Motor Vehicles	1,100	-	-
Leased Assets	48,502	29,039	48,551
Library Resources	3,559	2,344	3,919
	<u>126,938</u>	<u>72,500</u>	<u>121,213</u>

9. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Bank Call Account TSB 0276221-80	60,198	169,403	55,698
Bank Current Account TSB 0276621-01 BOT	2,328	-	1,981
Cash equivalents and bank overdraft for Cash Flow Statement	62,526	169,403	57,679

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

Of the \$62,526 Cash and Cash Equivalents, \$150,185 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	47,026	208,020	44,191
Provision for Uncollectibility	(44,191)	-	(44,191)
Interest Receivable	4,319	-	-
Teacher Salaries Grant Receivable	94,073	-	60,638
	101,227	208,020	60,638
Receivables from Exchange Transactions	7,154	208,020	-
Receivables from Non-Exchange Transactions	94,073	-	60,638
	101,227	208,020	60,638

11. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Hat A/c	2,270	-	-
	2,270	-	-

12. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	497,000	155,000	265,000

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	208,002	-	-	-	(18,721)	189,281
Furniture and Equipment	99,104	31,264	-	-	(33,247)	97,121
Information and Communication Tech	25,518	27,867	-	-	(21,809)	31,576
Motor Vehicles	-	52,810	-	-	(1,100)	51,710
Leased Assets	97,101	-	-	-	(48,502)	48,599
Library Resources	27,435	1,057	-	-	(3,559)	24,933
Balance at 31 December 2017	457,160	112,998	-	-	(126,938)	443,220

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	411,028	(221,747)	189,281
Furniture and Equipment	436,528	(339,407)	97,121
Information and Communication	190,154	(158,578)	31,576
Motor Vehicles	52,811	(1,101)	51,710
Leased Assets	145,652	(97,053)	48,599
Library Resources	40,682	(15,749)	24,933
Balance at 31 December 2017	1,276,855	(833,635)	443,220

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	140,051	84,350	-	-	(16,399)	208,002
Furniture and Equipment	121,838	8,210	-	-	(30,944)	99,104
Information and Communication Tech	46,918	-	-	-	(21,400)	25,518
Leased Assets	145,651	-	-	-	(48,551)	97,101
Library Resources	31,354	-	-	-	(3,919)	27,435
Balance at 31 December 2016	485,812	92,560	-	-	(121,213)	457,160

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	411,028	(203,026)	208,002
Furniture and Equipment	429,541	(330,437)	99,104
Information and Communication	162,287	(136,769)	25,518
Leased Assets	145,652	(48,551)	97,101
Library Resources	39,625	(12,190)	27,435
Balance at 31 December 2016	1,188,133	(730,973)	457,160

14. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	16,443	195,404	14,085
Accruals	5,830	-	5,750
Employee Entitlements - salaries	94,073	-	60,638
Employee Entitlements - leave accrual	11,535	-	11,968
	<u>127,881</u>	<u>195,404</u>	<u>92,441</u>
Payables for Exchange Transactions	127,881	195,404	92,441
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>127,881</u>	<u>195,404</u>	<u>92,441</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income in Advance	-	24,935	-
Family A/cs in Credit	3,020	-	-
	<u>3,020</u>	<u>24,935</u>	<u>-</u>

16. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	164,010	93,869	143,198
Increase to the Provision During the Year	14,309	60,000	20,812
Provision at the End of the Year	<u>178,319</u>	<u>153,869</u>	<u>164,010</u>
Cyclical Maintenance - Current	155,769	139,500	32,674
Cyclical Maintenance - Term	22,550	14,369	131,336
	<u>178,319</u>	<u>153,869</u>	<u>164,010</u>

17. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	61,758	75,474	64,788
Later than One Year and no Later than Five Years	21,464	71,152	81,839
	<u>83,222</u>	<u>146,626</u>	<u>146,627</u>

18. 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:

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Caretakers Shed	<i>in progress</i>	-	22,441	21,488	-	953
Stormwater Upgrade	<i>in progress</i>	-	149,232	-	-	149,232
Totals		-	171,673	21,488	-	150,185
Represented by:						
Funds Held on Behalf of the Ministry of Education						150,185
Funds Due from the Ministry of Education						-
						150,185

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals		-	-	-	-	-

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,160	3,380
Full-time equivalent members	0.13	0.19
<i>Leadership Team</i>		
Remuneration	322,672	275,614
Full-time equivalent members	3.00	2.48
Total key management personnel remuneration	325,832	278,994
Total full-time equivalent personnel	3.13	2.67

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130-140
Benefits and Other Emoluments	3 - 4	7-8
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	-	-
	0.00	0.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

22. Contingencies

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

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	9,075	7,428
Later than One Year and No Later than Five Years	3,588	11,926
Later than Five Years	-	-
	12,663	19,354

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	62,526	169,403	57,679
Receivables	101,227	208,020	60,638
Investments - Term Deposits	497,000	155,000	265,000
Total Loans and Receivables	660,753	532,423	383,317

Financial liabilities measured at amortised cost

Payables	127,881	195,404	92,441
Borrowings - Loans	-	-	-
Finance Leases	83,222	146,626	146,627
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	211,103	342,030	239,068

26. Events After Balance Date

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

Analysis of Variance Reporting

School Name:	Devon Intermediate	School Number:	2161
Strategic Aim:	Focus: Literacy-writing		
	To raise the achievement of all students with a particular focus on writing.		
Annual Aim:	To accelerate the progress of students achieving at the Below national standard level in writing using e AsTTle data to assess acceleration		
Target:	Current data indicates Year 8 NS Writing results have 37% achieving at "Below" level. We aim to have only 17% achieving at the Below stage by the end of the year this by focusing on improvement in basic writing skills.		
Baseline Data:	<p>Year 7: Feb Writing Data Well Below – 24% Below- 39% At- 37% Above- 15%</p> <p>Year 8: Feb Writing Data Well Below – 21% Below- 14% At – 11% Above – 38%</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. We consulted with whanau, teachers, students and leaders and developed an initial action plan to prioritise pedagogy and practice that would lead to long term achievement gains for priority learners.</p> <p>2. We used a range of tools/ approaches to do this including teacher observations, teacher self report, student interviews and whanau voice and analysis of student achievement data from National standards OTJ's.</p> <p>3. Professional development focused on aspects of motivation, engagement and learner agency as a basis for future development.</p> <p>4. Staff have been engaged in co planning and co teaching in order to improve practice and confidence in teaching writing.</p> <p>5. Resources have been purchased to support the improvement required in staff skill level in order for student achievement to improve.</p> <p>6 A team of two literacy leaders has been established and they have been working closely with the</p>	<p>Year 7 EOY Writing</p> <p>Well Below- 15% Below- 39% At- 37% Above- 22%</p> <p>Year 8 EOY Writing</p> <p>Well Below – 16% Below – 6% At- 11% Above- 63%</p> <p>Analysis of Maori target students e-astle data from time one to time two show that 82%9 (9/11) have made accelerated gains. 55% (6 students) have made more than one year's progress, 18% (2) have made more than 2 years and 9% (1) has made more than three years progress.</p> <p>Students have shown positive shifts in achievement, and leaders have reported a significant growth in teacher confidence, knowledge of effective literacy practices and pedagogy and commitment to professional learning.</p> <p>Unpacking and the application of the LLP's has provided a basis for</p>	<p>Improvements occurred as a result of:</p> <ul style="list-style-type: none"> • Intensive professional development programme throughout the school year. • Literacy lead teachers driving improved knowledge and understanding of both assessment and practice in the classroom. • Gap analysis and identification of strengths and weaknesses in staff knowledge and skills • BOT providing a budget which allowed for teacher release, purchase of both classroom and teacher resources. • The staff focused on improving practice and engaging with the professional development 	<p>Teachers need to deeply inquire into their assessment practices, and implement actions which will refine, develop and strengthen their individual and collective evaluative capabilities. This includes developing knowledge and expertise in administering, analysing and evaluating summative assessments and further developing formative assessment practices in writing, transferring this knowledge to writing across the curriculum.</p> <p>We seek to refine and further develop:</p> <ul style="list-style-type: none"> -teachers' and leaders' capability to analyse, interpret and respond to a wide range of data in order to make valid and reliable OTJs -tracking and monitoring to evaluate the impact of our teaching on students through the spiral of inquiry -knowledge and understanding of a range of assessment tools, using these diagnostically to develop next steps for students' learning -systems in the school that will support acceleration of student achievement through ongoing internal self-review -effective formative assessment

<p>PD facilitators and year level teams to drive improvement as well as formulate a further action plan.</p>	<p>the teachers to work from in a more consistent manner.</p> <p>Teacher's reported improved confidence and knowledge of effective writing practices as a result of PD.</p> <p>They have acknowledged the value of co planning and co teaching opportunities that were provided throughout the year. The feedback from observations and co teaching provided valuable next steps which were implemented by teachers.</p> <p>Strengthened evaluative capabilities resulted from unpacking the LLP's and developing knowledge of data triangulation.</p> <p>Teachers also reported the value of collaboration, sharing and moderation of writing.</p> <p>Formative assessment practices were also strengthened.</p> <p>Through teacher self-review, next steps for PD were developed with a further focus on developing student and teacher assessment capability, formative assessment practices and metacognition.</p>	<p>-student agency in writing</p> <p>-increased professional collaboration, reflection and shared understanding of teaching, learning and assessment best practice in writing</p> <p>-to develop and foster metacognitive strategies within our students to strengthen self - regulation and autonomy in learning</p>
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Planning for next year:

1. PDLP application for further in depth work on assessment understanding and upskilling teachers understanding of literacy strategies to accelerate progress.
2. To gather student voice from students within the priority group - Maori learners and Maori boys. Used to explore learning in response to student agency, motivation, engagement and culturally responsive pedagogies. Gathered regularly and used to gauge impact of shifts in teacher practice on Maori learners, inform future PLD, share learning between teacher and students and monitor impact of student achievement
3. Reviewing school progress from 2017 and goals for acceleration. Revisiting cultural competences embedded in this work - in particular the 2017 work stream focusing on AKO - students learning to lead their own learning - having control over their learning - what is metacognitive teaching and learning practice looking like now- what do we know from student voice - what is working and for whom? How embedded are formative assessment practices with particular focus on learning goals, success criteria and feedback as determined in 2017 work programme. Data analysis and fine-tuning teaching as inquiry cycle 1 (March - July)
4. 1-1 coaching and mentoring of teachers in response to teaching inquiries -strong teaching, motivation and engagement principles - self efficacy, self-concept, agency.

Devon Intermediate Annual Report 2017

School Number: 2016

General Notes

Devon Intermediate had a good year in 2017 with a stable staff who were focused and purposely with regard to improving their classroom practice and actively engaged in the professional development opportunities the Senior Leadership team and Board offered.

New school leaders in the roles of Deputy Principal and SENCO have brought a skills and knowledge which has helped support staff and students and has assisted with the improved academic results of the school.

The concentrated focus of professional development in the area of writing has had a positive effect as evidenced in the Analysis of Variance results. Improved practice by teachers is now transferring to other curriculum areas.


The student roll was above what the Ministry expected and has moved the school from a U4 to a U5. This increase is expected to continue in the future.

The Board of Trustees held interim elections and two more parents have joined the Board widening the skills set. The Board Chair was re-elected to the position as was the Deputy Board Chair ensuring stability around the Board table.

The Ministry of Education still have control of the schools 10YP and 5YA and this should revert back to the Boards control in 2019. Property work undertaken included the repair of the Caretakers shed under Health and Safety grounds and major drainage work to ensure previous flooding issues were addressed.

Kiwisport

Kiwisport funding to the value of \$3508.89 was used to support a lunchtime boxing programme targeting at risk boys and girls, to purchase sporting resources for staff to use and increase our gym equipment with gym equipment more suitable to girls, encouraging them to become more physically active.



Jenny Gellen
Principal

Trustees Register

Approved Number of Elected Parent Representatives =

Mid-term election cycle Yes/No Date the board meeting where change was made:

Name	Phone/email	Position on board	Type of member	Start date	Left the board date	Current term expires
Nicola Murdock	Nicola.Murdock001@msd.govt.nz Hm: 7510224, Cell: 0274442755	CH	EL	April 2010		Mid-term 2017 re-elected mid-term 2014
Andrew Pepper	Andrew@pepperconstruction.co.nz Hm: 7572914, Cell: 0274084493	T	EL	June 2013		Re-elected June 2016 - 2019
Jenny Gellen	principal@devonint.school.nz Hm 7536883 Wk 7585266 Cell: 0277536338	Principal	P	October 2016		
Dian Brooks	dbrookes@devonint.school.nz Cell: 0276709338	Staff Trustee	selected	March 2016		
Shane Cassidy	mokopuna2009@gmail.com	Maori Cultural Advisor/Ngati Te Whiti Hapu Rep	Co-opt	Feb 2017		
Richard Butler	Richard.butler@xtra.co.nz Cell: 0212297073, Hm: 7515035		Co-opt	Feb 2017		
Cathie Askew	caskew@devonint.school.nz Hm: 7584527, Cell: 0278146638	Minute Secretary/Treasurer				

Note 1 : Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal
 Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised
 Note 3: Complete form (Appendix F) for informing MoE and NZSTA



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF DEVON INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 31 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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



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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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



Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'M. John Dixon'.

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