

FRASER HIGH SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

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FRASER HIGH SCHOOL

Financial Statements - For the year ended 31 December 2016

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FRASER HIGH 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.

JEFFERY RAYMOND GREEN

Full Name of Board Chairperson



Signature of Board Chairperson

8/5/17

Date:

Virginia Crawford

Full Name of Principal



Signature of Principal

8/05/2017

Date:

FRASER HIGH SCHOOL
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	13,280,076	3,737,780	13,105,619
Locally Raised Funds	3	836,785	626,000	808,194
Interest Earned		9,081	20,000	18,994
International Students	4	2,978	-	181,785
		<u>14,128,920</u>	<u>4,383,780</u>	<u>14,114,592</u>
Expenses				
Locally Raised Funds	3	623,890	558,843	566,535
International Students	4	2,925	-	152,260
Learning Resources	5	8,910,502	1,582,222	8,888,271
Administration	6	1,003,737	1,095,334	1,171,153
Property	7	3,160,323	747,000	3,174,275
Depreciation	8	393,939	306,800	307,242
Amortisation of Intangible Assets	13	46,908	49,400	49,387
		<u>14,142,225</u>	<u>4,339,599</u>	<u>14,309,123</u>
Net Surplus / (Deficit)		(13,305)	44,181	(194,531)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(13,305)</u>	<u>44,181</u>	<u>(194,531)</u>

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

FRASER HIGH SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	<u>1,369,723</u>	<u>1,369,723</u>	<u>1,564,254</u>
Total comprehensive revenue and expense for the year	(13,305)	44,181	(194,531)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	64,821	-	-
Equity at 31 December	<u>1,421,239</u>	<u>1,413,904</u>	<u>1,369,723</u>
Retained Earnings	1,421,239	1,413,904	1,369,723
Equity at 31 December	<u>1,421,239</u>	<u>1,413,904</u>	<u>1,369,723</u>

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

FRASER HIGH SCHOOL

Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	9	179,568	111,821	17,472
Accounts Receivable	10	461,458	612,500	662,933
MOE Capital Works Projects	19	35,713	-	-
GST Receivable		15,878	20,000	21,572
Prepayments		5,044	15,000	3,811
Inventories	11	52,822	51,359	52,454
		<u>750,482</u>	<u>810,680</u>	<u>758,242</u>
Current Liabilities				
Accounts Payable	14	529,579	649,000	782,590
Borrowings - Due in one year	15	28,584	28,584	28,584
Revenue Received in Advance		28,135	25,000	32,212
Provision for Cyclical Maintenance	16	-	-	14,727
Painting Contract Liability - Current Portion	17	47,196	47,000	47,196
Finance Lease Liability - Current Portion	18	153,360	150,000	153,360
Funds held for Teen Parent Unit	20	-	-	32,753
		<u>786,854</u>	<u>899,584</u>	<u>1,091,422</u>
Working Capital Surplus/(Deficit)		(36,372)	(88,904)	(333,180)
Non-current Assets				
Property, Plant and Equipment	12	1,933,443	1,972,464	2,203,577
Intangible Assets	13	9,699	13,600	33,271
		<u>1,943,142</u>	<u>1,986,064</u>	<u>2,236,848</u>
Non-current Liabilities				
Borrowings - Due beyond one year	15	85,798	83,416	114,336
Provision for Cyclical Maintenance	16	319,840	319,840	213,660
Painting Contract Liability	17	3,785	4,000	27,029
Finance Lease Liability	18	76,109	76,000	178,920
		<u>485,532</u>	<u>483,256</u>	<u>533,945</u>
Net Assets		<u>1,421,239</u>	<u>1,413,904</u>	<u>1,369,723</u>
Equity		<u>1,421,239</u>	<u>1,413,904</u>	<u>1,369,723</u>

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

FRASER HIGH SCHOOL Statement of Cash Flows

For the year ended 31 December 2016

	2016	2016	2015
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	3,756,866	3,750,000	3,825,050
Locally Raised Funds	839,092	840,000	808,194
International Students	2,978	3,000	37,627
Goods and Services Tax (net)	4,243	4,000	(86,128)
Payments to Employees	(2,546,704)	(2,540,000)	(2,421,125)
Payments to Suppliers	(1,598,081)	(1,633,414)	(1,993,562)
Interest Received	9,081	10,000	18,994
Net cash from / (to) the Operating Activities	467,475	433,586	189,050
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(147,141)	(176,520)	(378,033)
Net cash from / (to) the Investing Activities	(147,141)	(176,520)	(378,033)
Cash flows from Financing Activities			
Furniture and Equipment Grant	64,821	64,821	-
Finance Lease Payments	(102,811)	(105,000)	-
Painting contract payments	(23,244)	(24,000)	(56,955)
Loans Received/ Repayment of Loans	(28,538)	(28,538)	686
Funds Administered on Behalf of Third Parties	(68,466)	(70,000)	76,815
Net cash from Financing Activities	(158,238)	(162,717)	20,546
Net increase/(decrease) in cash and cash equivalents	162,096	94,349	(168,438)
Cash and cash equivalents at the beginning of the year	9 17,472	17,472	185,910
Cash and cash equivalents at the end of the year	9 179,568	111,821	17,472

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.

FRASER HIGH SCHOOL

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

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) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the School is 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.

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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).

s) 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.

t) 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.

u) 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.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants			
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	3,169,753	3,258,580	3,243,010
Teachers' salaries grants	7,181,536	-	7,021,381
Use of Land and Buildings grants	2,341,673	-	2,259,188
Resource teachers learning and behaviour grants	-	-	-
Other MoE Grants	56,183	26,500	-
Transport grants	-	-	-
Other government grants	530,930	452,700	582,040
	<u>13,280,076</u>	<u>3,737,780</u>	<u>13,105,619</u>

3. Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	39,841	35,000	37,331
Fundraising	-	-	-
Bequests	-	-	-
Other revenue	51,001	10,000	46,177
Transport Revenue	-	-	-
Trading	184,773	190,000	193,848
Activities	464,131	391,000	422,333
Curriculum Recoveries	97,039	-	108,505
	<u>836,785</u>	<u>626,000</u>	<u>808,194</u>
Expenses			
Activities	505,232	448,843	456,723
Trading	118,658	110,000	109,812
Fundraising (costs of raising funds)	-	-	-
Transport (local)	-	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<u>623,890</u>	<u>558,843</u>	<u>566,535</u>
<i>Surplus for the year Locally raised funds</i>	<u>212,895</u>	<u>67,157</u>	<u>241,659</u>

4. International Student Revenue and Expenses

	2016	2016	2015
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	0	0	15
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	2,978	-	181,785
Expenses			
Advertising	-	-	-
Commissions	-	-	9,133
Recruitment	304	-	3,699
International student levy	-	-	-
Employee Benefit - Salaries	-	-	39,591
Other Expenses	2,620	-	99,837
	<u>2,925</u>	<u>-</u>	<u>152,260</u>
<i>Surplus for the year International Students'</i>	<u>53</u>	<u>-</u>	<u>29,525</u>

5. Learning Resources			
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	120,824	94,200	302,872
Information and communication technology	18,609	5,000	18,122
Extra-curricular activities	206,042	283,572	197,687
Library resources	4,394	9,250	9,999
Employee benefits - salaries	8,500,543	1,112,200	8,295,742
Staff development	60,090	78,000	63,849
	<u>8,910,502</u>	<u>1,582,222</u>	<u>8,888,271</u>

6. Administration			
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	9,589	9,000	19,745
Board of Trustees Fees	5,112	6,000	6,132
Board of Trustees Expenses	6,423	5,800	3,173
Communication	50,753	52,000	49,894
Consumables	20,231	101,200	8,647
Legal Fees	(2,609)	7,500	60,000
Other	135,080	110,650	132,822
Employee Benefits - Salaries	762,787	772,100	867,154
Insurance	16,371	31,084	23,586
	<u>1,003,737</u>	<u>1,095,334</u>	<u>1,171,153</u>

7. Property			
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	34,655	15,200	20,449
Consultancy and Contract Services	121,587	169,000	193,725
Cyclical Maintenance Provision	91,453	30,000	91,453
Grounds	33,862	37,000	45,295
Heat, Light and Water	182,353	163,000	208,643
Rates	4,887	5,000	4,963
Repairs and Maintenance	132,687	170,800	203,171
Use of Land and Buildings	2,341,673	-	2,259,188
Employee Benefits - Salaries	217,167	157,000	147,388
	<u>3,160,323</u>	<u>747,000</u>	<u>3,174,275</u>

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

8. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	22,553	22,500	22,553
Building Improvements - Crown	12,263	16,000	16,687
Furniture and Equipment	99,416	113,600	112,691
Information and Communication Technology	118,485	117,000	117,500
Motor Vehicles	17,017	13,800	13,877
Textbooks	17,322	17,300	17,297
Leased Assets	102,811	-	-
Library Resources	4,074	6,600	6,637
	<u>393,939</u>	<u>306,800</u>	<u>307,242</u>

9. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	800	800	800
Bank Current Account	168,517	11,021	16,490
Bank Call Account	10,250	100,000	182
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>179,568</u>	<u>111,821</u>	<u>17,472</u>

Of the \$179,568 Cash and Cash Equivalents, \$0.00 is held by the School on behalf of the Ministry of Education.

Of the \$179,568 Cash and Cash Equivalents, \$0.00 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

10. Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,274	12,500	12,456
Teacher Salaries Grant Receivable	458,184	600,000	650,477
	<u>461,458</u>	<u>612,500</u>	<u>662,933</u>
Receivables from Exchange Transactions	3,274	12,500	12,456
Receivables from Non-Exchange Transactions	458,184	600,000	650,477
	<u>461,458</u>	<u>612,500</u>	<u>662,933</u>

11. Inventories			
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	13,386	12,000	11,915
School Uniforms	30,077	30,000	31,180
Canteen	9,359	9,359	9,359
	<u>52,822</u>	<u>51,359</u>	<u>52,454</u>

12. Property, Plant and Equipment						
--	--	--	--	--	--	--

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	Balance (NBV)					
	\$	\$	\$	\$	\$	\$
Land	85,932				(7,534)	78,399
Buildings	533,156				(15,019)	518,137
Building Improvements	37,398				(12,263)	25,135
Furniture and Equipment	659,512	24,805			(99,416)	584,902
Information and Communication	341,773	95,412			(118,485)	318,700
Motor Vehicles	140,686	-			(17,017)	123,669
Textbooks	48,040	707			(17,322)	31,425
Leased Assets	332,280				(102,811)	229,469
Library Resources	24,800	2,881			(4,074)	23,607
Balance at 31 December 2016	<u>2,203,577</u>	<u>123,806</u>	<u>-</u>	<u>-</u>	<u>(393,939)</u>	<u>1,933,443</u>

	Cost or	Accumulated	Net Book
2016	Valuation	Depreciation	Value
	\$	\$	\$
Land	150,676	(72,277)	78,399
Buildings	750,953	(232,816)	518,137
Building Improvements	298,505	(273,370)	25,135
Furniture and Equipment	2,968,544	(2,383,642)	584,902
Information and Communication	809,115	(490,416)	318,700
Motor Vehicles	178,143	(54,474)	123,669
Textbooks	445,153	(413,728)	31,425
Leased Assets	332,280	(102,811)	229,469
Library Resources	231,110	(207,503)	23,607
Balance at 31 December 2016	<u>6,164,480</u>	<u>(4,231,037)</u>	<u>1,933,443</u>

The following note can be used:

The net carrying value of equipment held under a finance lease is \$229,469

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	Balance (NBV)					
	\$	\$	\$	\$	\$	\$
Land	93,466	-	-	-	(7,534)	85,932
Buildings	548,175	-	-	-	(15,019)	533,156
Building Improvements	44,629	9,455	-	-	(16,687)	37,398
Furniture and Equipment	693,662	77,548	-	-	(112,691)	659,512
Information and Communication	274,673	184,599	-	-	(117,500)	341,773
Technology						
Motor Vehicles	89,085	65,478	-	-	(13,877)	140,686
Textbooks	63,310	2,027	-	-	(17,297)	48,040
Leased Assets	-	332,280	-	-	-	332,280
Library Resources	23,813	7,624	-	-	(6,637)	24,800
Balance at 31 December 2015	<u>1,830,813</u>	<u>679,011</u>	<u>-</u>	<u>-</u>	<u>(307,242)</u>	<u>2,203,577</u>

2015	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	150,676	(64,744)	85,932
Buildings	750,953	(217,797)	533,156
Building Improvements	298,505	(261,107)	37,398
Furniture and Equipment	2,943,738	(2,284,226)	659,512
Information and Communication Technology	2,019,907	(1,345,854)	674,053
Motor Vehicles	178,143	(37,457)	140,686
Textbooks	444,446	(396,406)	48,040
Leased Assets	135,166	(135,166)	-
Library Resources	228,229	(203,429)	24,800
Balance at 31 December 2015	7,149,763	(4,946,186)	2,203,577

The following note can be used:

The net carrying value of equipment held under a finance lease is \$332,280 recorded in Information & Communication Technology

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

2016	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Cost					
Intangible Assets (Cost)	252,661	23,336	-	-	275,997
Balance at 31 December 2016	252,661	23,336	-	-	275,997
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	(219,390)	-	-	(46,908)	266,298
Balance at 31 December 2016	(219,390)	-	-	(46,908)	266,298
Net Book Value at 31 December 2016					9,699
2015					
Cost					
Intangible Assets	222,353	30,308	-	-	252,661
Balance at 31 December 2015	222,353	30,308	-	-	252,661
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	(170,003)	-	-	(49,387)	219,390
Balance at 31 December 2015	(170,003)	-	-	(49,387)	219,390
Net Book Value at 31 December 2015					33,271

14. Accounts Payable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	61,806	40,000	132,113
Accruals	9,589	9,000	-
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	458,184	600,000	650,477
Employee Entitlements - leave accrual	-	-	-
	<u>529,579</u>	<u>649,000</u>	<u>782,590</u>
Payables for Exchange Transactions	529,579	649,000	782,590
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>529,579</u>	<u>649,000</u>	<u>782,590</u>

The carrying value of payables approximates their fair value.

15. Borrowings

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due in One Year	28,584	28,584	28,584
Due Beyond One Year	85,798	83,416	114,336
	<u>114,382</u>	<u>112,000</u>	<u>142,920</u>

The school has borrowings at 31 December 2016 of \$114,382, (31 December 2015 \$142,920). This loan is from the Little Feet / Campus Creche. The loan is unsecured, interest is 0.00% per annum and the loan is payable with interest in equal instalments of \$28,584p.a.

16. Provision for Cyclical Maintenance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	228,387	228,387	80,000
Increase to the Provision During the Year	91,453	91,453	148,387
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	319,840	319,840	228,387
Cyclical Maintenance - Current	-	-	14,727
Cyclical Maintenance - Term	319,840	319,840	213,660
	319,840	319,840	228,387

17. Painting Contract Liability

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	47,196	47,000	47,196
Non Current Liability	3,785	4,000	27,029
	50,981	51,000	74,225

In 2012 the Board signed an agreement with Programme Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2012/2013, with regular maintenance in subsequent years.

18. Finance Lease Liability

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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	(153,360)	(150,000)	(153,360)
Later than One Year and no Later than Five Years	(76,109)	(76,000)	(178,920)
Later than Five Years	-	-	-
	(229,469)	(226,000)	(332,280)

19. 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
		\$	\$	\$		\$
5YP	<i>in progress</i>	-	42,900	(78,613)	-	(35,713)
		-			-	-
		-			-	-
Totals		-	42,900	(78,613)	-	(35,713)

Represented by:

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

-
35,713

(35,713)

	2015	Opening Balances	Receipts from MoE	Payments	BOI Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
2015 Staff Bathrooms	<i>completed</i>	-	133,234	(133,234)	-	-
2015 Carpet Replacement	<i>completed</i>	-	38,806	(38,806)	-	-
2013 Music Roof	<i>completed</i>	1,244			1,244	-
2013 5 Yr Maintenance Project	<i>completed</i>	5,327			5,327	-
2012 Technology Block	<i>completed</i>	(148,183)			(148,183)	-
2012 5Yr Plan Professional Services	<i>completed</i>	52,135			52,135	-
2011 Snubs	<i>completed</i>	(12,832)			(12,832)	-
2011 Building Rationalisation	<i>completed</i>	(7,582)			(7,582)	-
2011 Block Refurbishment	<i>completed</i>	33,076			33,076	-
Totals		(76,815)	172,040	(172,040)	(76,815)	-

Represented by:

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

-
-

-

20. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school. This note sets out the revenue and expenditure for this unit. This revenue and expenditure is included in the school's Statement of Revenue and Expense. The balance of funds relates to revenue received in advance, which is carried forward to be spent on the Teen Parent Unit in the next year.

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Funds Held at Beginning of the Year	32,753	-	34,431
<i>Revenue</i>			
Funds Received from the Ministry of Education	128,318	128,317	126,334
Other Revenue	3,711	-	3,504
	<u>132,029</u>	<u>128,317</u>	<u>129,838</u>
Total funds available	<u>164,782</u>	<u>128,317</u>	<u>164,269</u>
<i>Expenses</i>			
Employee Benefit - Salaries	20,609	20,000	18,054
Administration	14,610	17,243	13,399
Curriculum Resources	31,767	74,500	25,549
Asset Purchases	4,710	-	60,305
Property Management	14,893	14,500	11,050
c/f to 2017	78,193	2,074	3,159
	<u>164,782</u>	<u>128,317</u>	<u>131,516</u>
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>32,753</u>

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.

Key Personnel

Lorena Strother (Teacher) is a sister-in-law of Virginia Crawford (Principal)

The total wages paid to Lorena Strother during the year was in the range \$90,000 - \$95,000 (2015 \$85,000 - \$89,999)

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 \$
<i>Board Members</i>		
Remuneration	5,112	6,132
Full-time equivalent members	0.24	0.34
<i>Leadership Team</i>		
Remuneration	669,132	669,542
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	674,244	675,674
Total full-time equivalent personnel	6.24	6.34

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

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
110 - 120	0.00	0.00
100 - 110	3.00	2.00
	3.00	2.00

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

23. Compensation and Other Benefits Upon Leaving

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

	2016 Actual	2015 Actual
Total	\$22,165	\$50,000
Number of People	2	1

24. Contingencies

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

25. Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has entered into NIL contract agreements for capital works.
(Capital commitments at 31 December 2015: nil)

(b) Operating Commitments

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

(a) operating lease of Servers;

	2016 Actual \$	2015 Actual \$
No later than One Year	11,416	-
Later than One Year and No Later than Five Years	-	22,833
Later than Five Years	-	-
	<u>11,416</u>	<u>22,833</u>

(b) painting contract;

	2016 Actual \$	2015 Actual \$
No later than One Year	47,196	47,196
Later than One Year and No Later than Five Years	3,785	27,029
Later than Five Years	-	-
	<u>50,981</u>	<u>74,225</u>

26. Managing Capital

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

27. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	179,568	111,821	17,472
Receivables	461,458	612,500	662,933
Total Cash and Receivables	<u>641,025</u>	<u>724,321</u>	<u>680,405</u>

Financial liabilities measured at amortised cost

Payables	529,579	649,000	782,590
Borrowings - Loans	114,382	112,000	142,920
Finance Leases	229,469	226,000	332,280
Painting Contract Liability	50,981	51,000	74,225
Total Financial Liabilities Measured at Amortised Cost	<u>924,411</u>	<u>1,038,000</u>	<u>1,332,015</u>

28. Events After Balance Date

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

29. Breach of Borrowing Threshold

During the year the school breached Section 67 of the Education Act 1989 as it repays borrowings in excess of 10% of its operational grant.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF FRASER HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Fraser High School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of BDO Waikato, 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 the pages stamped by BDO Waikato 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 notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2016; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 8 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, 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 on 25 to 32, 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 'Bernard Lamusse', with a horizontal line underneath.

Bernard Lamusse
BDO Waikato
On behalf of the Auditor-General
Hamilton, New Zealand

**Fraser High School
2016 Variance Report**

Core Strategic Area	Strategic Intent	Target Actions, Who and When	Indicators of Success have been:
<p>Community</p>	<p>To strengthen and build the network of learning relationships with the school community and the wider school community because learning is reciprocal.</p> <ul style="list-style-type: none"> • Build the Fraser teacher profile in the community to • Develop community confidence and trust in Fraser personnel to • Work together to support student learning and achievement and • To share resources <p>This goal has four components:</p> <ul style="list-style-type: none"> • Support the Māori community by improving communication • Support the Pasifika community by improving communication • Share resources with Contributing Schools • Support extra curricular events 	<p>Community Service programmes – designated school groups: senior and junior councils, other student led teams, Cadets</p> <p>Community Events:</p> <ul style="list-style-type: none"> • Career Expo • School Production • Stage Challenge <p>Māori Community:</p> <ul style="list-style-type: none"> • Hei Taniwha • Te Whakatupuranga <p>Contributing Schools: Involved in Community of Learning</p> <p>Extra Curricular</p> <p>Communication:</p>	<p>Met Refer to: Newsletters, News sheets, Web Page, Social Media Sites, Letters from parents and Contributing Schools about student s' contribution</p> <p>Met Ongoing: Register of Friends of Fraser High School and Preparations for Fraser's Reunion</p> <p>Met Refer to: Kaumaatua from Ngaati Maahanga and Turangawaewae, parent feedback</p> <p>Met Refer to : COL and BOT Minutes</p> <p>Ongoing: Be a 'Fraser Supporter' pack</p> <p>Met and ongoing: Social Media.</p>

		<p>Community Consultation:</p> <ul style="list-style-type: none"> • Conduct a stakeholders' consultation of the strategic direction of the school. • Employ an external facilitator <p>WHO: BOT WHEN: Throughout the year</p>	<p>Appoint school archivist to prepare for the 2020 Reunion</p> <p>Partially met: deliberate consultation required</p> <p>Use the consultation data from: students, parents, whānau, Ngaati Māhanga, Waikato Tainui, community groups, staff – to inform the school's Charter document</p>
<p>Resourcing</p>	<p>To access, share and use resources efficiently and effectively, to realise the school's strategic goals, to improve learning and achievement.</p> <p>This includes targeting:</p> <ul style="list-style-type: none"> • Capital resources • Operational budget • Personnel resources • Time <p>The focus for 2016 will be to allocate targeted financial resources.</p> <p>This goal has three components:</p> <ul style="list-style-type: none"> • Support the design and development of a responsive school curriculum, responsive to learners • Support the implementation of the Learning Hub Junior School • Enable access to professional learning and development that supports the Charter's Strategic Plan 	<p>Curriculum Development:</p> <ul style="list-style-type: none"> • Continue to inquire into how we may use the Faculty Achievement Variance Reports and improve the report's design, by consulting with the LOCs <p>IES – Community of Learning</p> <p>Industry Consultation</p> <ul style="list-style-type: none"> • Invite industry representatives to collaborate with LOCs and LOLs about NCEA Standards being taught in learning programmes <p>School-wide Curriculum Review</p> <ul style="list-style-type: none"> • Employ an external facilitator to conduct a school-wide review of teaching and learning at Fraser. 	<p>Met</p> <p>Refer to: Faculty Variance Reports</p> <p>Met Refer to COL Minutes</p> <p>Partially Met and ongoing – with Wintec Use consultation data to re-design relevant learning programmes in alignment with vocational learning and pathways</p> <p>Partially Met and ongoing</p> <p>Partially Met and ongoing Reviews ongoing through Inquiry process</p>

	<ul style="list-style-type: none"> • Include a review of the Learning Hub to innovate supporting students' learning and achievement. <p>Group Time:</p> <ul style="list-style-type: none"> • LEAD will provide guidance for Group activities focussing on developing an understanding of LEAD as the foundation for success and learning • The SLT and the Deans will be responsible for Group Teachers and providing PLD for the Group Teacher role and responsibilities <p>Professional Learning and Development:</p> <p>School wide PLD workshops will be held twice a term. To be negotiated with Team Leaders.</p> <p>Term 1: Health and Well Being</p> <p>Term 2: Vocational Pathways</p> <p>Term 3: Ki Te Whaiao/LEAD</p> <p>Term 4: Innovative Learning Environments i.e. Learning Hub, Agriculture, Engineering, Hei Taniwha, MusicPro</p> <ul style="list-style-type: none"> • Engage with the following PLD providers: <p>Core Education – Mentoring and Coaching</p>	<p>Met</p> <p>Shortened Group time: Junior School will assume responsibilities of the Group Teacher Senior School will have a new role: Learning Coach</p> <p>Met:</p> <p>SLT and Learning Hub Leaders receive mentoring and coaching.</p> <p>PL Teams facilitated workshops</p> <p>Met: Achieve goals from the CoL plan</p>
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		<p>Community of Learning – IES Contributing Schools</p> <p>Mini Sabbaticals – Term 3</p>	<p>Not Met: Selected staff complete a mini sabbatical to improve teaching and learning of teachers and students. Present to the BOT, and either the faculty or staff.</p> <p>Met: Appraisals identify teacher PL needs and recorded in teachers' portfolios.</p>
<p>Learning</p>	<p>To design a flexible and responsive curriculum for all learners learning needs and to enable achievement.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Achieving improved outcomes for Priority learners Developing Learning Frameworks Implementing Learning and Teaching as Inquiry at LOC level <p>This goal has one component:</p> <ul style="list-style-type: none"> Implement effective pedagogy using an Inquiry model: learning as inquiry and teaching as inquiry. 	<ul style="list-style-type: none"> SLT will conduct 'walk through', co-constructing with LOCs the focus for terms 2-3 and how to use the evidence to improve learning and teaching. Teachers will maintain learning journals or logs or e-portfolios to demonstrate reflective and inquiry learning and teaching practice – as required by the Education Council and Appraisal Implement the Ki Te Whaiao plan Implement the Pasifika plan Implement the He Puaawai plan 	<p>Partially Met and ongoing: SLT conducted 'walk through' and shared/ coached teachers and LOCs as to best practise or to support them to inquire into their practice for the intent to improve leadership, learning and achievement.</p> <p>Met: All teachers hold a current registration.</p> <p>Met: Ki Te Whaiao goals Met: Pasifika goals Met: He Puaawai goals</p>
<p>Learning Pathways</p>	<p>Fraser <i>'recognises and provides for the diverse abilities and aspirations of (our students) in ways that enable them'</i> to be effective learners and contributors to their communities.</p> <p>Refer to New Zealand Curriculum p.41 'Learning Pathways'</p>	<p>Learning Pathways</p> <ul style="list-style-type: none"> Deans will check that Years 11 to 13 learners have access to at least the minimum literacy and numeracy credits (10 of each), and a programme that will qualify them to achieve at their appropriate NCEA Level. 	<p>Met and ongoing</p>

	<p>This goal has three components:</p> <ul style="list-style-type: none"> Increasing the capacity of the Deans to advise and mentor learners and their parent/ caregiver of learning pathways, and the impact of other factors such as attendance, discipline and pastoral. Taking a holistic approach when engaging in learning conversations with learners. Tracking learning and achievement in a timely and responsive manner. Implementing Vocational Pathways in the school curriculum 	<ul style="list-style-type: none"> Deans will be involved in the Year 10 subject selection process in term 3, using the learner's profile to support the learner to make informed decisions about their pathway(s). Deans will participate in PL <p>Track Learning: RUN</p> <ul style="list-style-type: none"> Subject teachers will track learners' achievement in their classes using KAMAR or a Learning Log or an Excel spread sheet. Group Teachers will discuss with learners their overall academic record of achievement and pathway(s), offering advice and mentoring; using excel spread sheet. The LEAD team will track trends in attendance and discipline using KAMAR data, for the purpose of determining the effectiveness of the LEAD programme and the Learning Behaviour Management Plan 	<p>Met and ongoing: Deans will be able to be knowledgeably conversant about vocational pathways and use that knowledge to counsel students and parents/caregivers as to the most appropriate learning pathway for each student; and record on KAMAR.</p> <p>Met and ongoing</p> <p>Met and ongoing</p> <p>Met and ongoing</p>
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		<p>The following data will also be tracked and recorded</p> <ul style="list-style-type: none"> • Year 9 = 3 Week KAMAR report, KAMAR mark book • Year 10 = 3 Week KAMAR report, and literacy and numeracy credits, KAMAR mark book. • Year 11 = stocktake checks throughout the year of literacy and numeracy credits and other NCEA credits, check eligibility to study at NCEA Level 1 and to the next NCEA Level. This data will also be used to determine the design of the learning acceleration programme, priority learners being identified in a 'traffic light' system, and access to study leave during external assessments • Years 12 and 13 = stocktake checks throughout the year of literacy and numeracy credits and other NCEA credits, eligibility to study at successive NCEA Levels, and what learners have yet to achieve NCEA Level 1. Data will also be used to determine the design of the learning acceleration programme, priority learners being identified in a 'traffic light' system, and access to study leave during external exams 	<p>Met and ongoing</p>
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		<p>Data will be used by SLT, Deans and Group Teachers to mentor students about Vocational Pathways</p> <ul style="list-style-type: none"> • Fraser Leavers = what is their next pathway, evaluate their learning experience at Fraser <p>Establish a Learner Profile Portfolio:</p> <ul style="list-style-type: none"> • Faculties will hold Learner Profiles using KAMAR, or Learning Logs; to be used to inform teaching practise, mentoring and pathways. 	<p>Not met</p> <p>Use school leavers' data to inform curriculum design</p> <p>Partially Met and ongoing: All Years 11-13 students learning is tracked and priority students (those at risk of not achieving) are targeted for intensive monitoring and support in faculties.</p> <p>Every faculty records and maintains a learning profile for learners in their faculty, either on the faculty database or filing system, or on KAMAR.</p>
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Name	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Tracy Carter	ME	Elected	10/06/2016		06/06/2019
Jeff Green	ME	Elected	10/06/2016		06/06/2019
Jackie Kara	ME	Staff Trustee	10/06/2016		06/06/2019
Virginia Crawford	ME	Principal			
Glen Perkinson	ME	Elected	10/06/2016	05/12/2016	
Te Rehia Papesch	ME	Elected	10/06/2016		06/06/2019
Milton Ngaruhe	ME	Elected	10/06/2016		06/06/2019
Melanie Wacker	ME	Student Trustee	21/09/2015	10/10/2016	10/10/2016
Mike Smith	ME	Elected	10/06/2016	22/08/2016	
Heidi Christian	ME	Elected	10/06/2016		06/06/2019
Hector (Graham) Kihī	ME	Selected	14/11/2016		06/06/2019
Joel Hall	ME	Student Trustee	10/10/2016		10/10/2017

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