

MOUNT ROSKILL GRAMMAR SCHOOL

GROUP FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	Frost Road, Mt Roskill
School Postal Address:	Frost Road, Mt Roskill
School Phone:	09 624 0050
School Email:	admin@mrgs.school.nz
Ministry Number:	0074

MOUNT ROSKILL GRAMMAR SCHOOL

Group Financial Statements - For the year ended 31 December 2017

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Mount Roskill Grammar School

Analysis of Variance 2017



Powerful partnerships for learning			
Annual Goal 1: Each teacher will lift each student's engagement and achievement through examining and strengthening their practice utilising the Roskill Effective Teacher Profile (RETP) framework.			
Targets:	<p>A further 20 teachers will have engaged in peer coaching.</p> <p>Each teacher will experience two observations and feedback linked to their inquiry.</p> <p>All teachers will be observed and receive feedback as they mentor learners and their families.</p> <p>Each teacher will identify and strengthen at least one aspect of the RETP principles through the inquiry process.</p> <p>All Year 9 teachers will use e-learning as part of their curriculum delivery.</p>		
Strategic Links:	<p>Ensure high achievement through a powerful learning culture.</p> <p>Strengthening partnerships with our community.</p> <p>Develop school ICT infrastructure for e-learning and communication.</p>		
Historical Position:	<p>In 2016 inquiry was aligned to the RETP as part of each teacher's appraisal. Professional learning and development opportunities were made available through the school's coaching programme and through the formalised Wednesday morning professional learning sessions. For 2017, each teacher will have a community of learning within-school teacher working alongside them to enable continued focus on practice which impacts on student outcomes.</p>		
Actions		Expected Outcomes	Outcome
Coaching Each teacher will have the opportunity to engage in the peer coaching model programme with Kay Hawk to enable them to strengthen their inquiry and teaching practice.		A further 20 teachers will engage in peer coaching to strengthen teacher practice.	Achieved 28 teachers engaged with consultant Kay Hawk in peer model. 16 were new to this programme. The 12 repeating practitioners continued to coach and to support teachers to strengthen their inquiry through observations, feedback and critical reflection.

Each teacher will be part of a CoL professional learning group to strengthen their practice in an aspect of the RETP.	Each teacher will have completed a spiral of inquiry cycle. This will include reflections, resulting in targeted actions and evaluating the impact on student learning.	Achieved 139 teachers participated within a professional learning group which met frequently within a three week cycle. They all undertook an enquiry and shared reflections on their teaching practice. This resulted in taking targeted actions to improve student outcomes.
Actions	Expected Outcomes	Outcomes
Mentoring Each teacher will strengthen mentoring partnerships with students and their families through engagement in professional learning.	Families and students will report the benefit of conversations.	Achieved Professional learning for teachers was offered through both whole staff meetings and within the school wide professional learning programme. A survey of families showed that 82% of respondents agreed that mentoring conversations were useful. From the student survey 67% felt that the mentoring conversations were useful to them.
The reporting process, supporting powerful learning, will continue to be strengthened.	Students and their families will have comprehensive knowledge and dialogue about student progress and achievement.	Achieved The reporting process incorporates both face to face and written reporting. 85% of families of senior students attended mentoring conferences. Achievement information was available on the kamar portal as well as being part of the dialogue at mentoring conferences. 75% of community responses to the survey feedback indicated that they accessed the KAMAR portal for attendance and achievement data. Focus on goal setting for attendance, achievement and co-curricular targets with clarity from both mentors and subject teachers, through reporting to mentors, about students' next steps in their learning. Clarity and shared communication strengthened the practice of mentoring.
Mentoring conversations and conferences will be observed and feedback given.	Every mentee is observed and receives feedback using the student agency rubric.	Not Achieved Approximately half of the mentors were observed and the rubric was used to provide feedback on the level of student agency during the conferences.
Each teacher will enhance their knowledge of learning pathways.	Each teacher enabled to lead discussions about transition/career/vocational pathways to assist students with career planning. Students will be better informed of learning pathways.	Achieved The HoD Careers provided resources to enable teachers to lead discussions during LCT lessons. Teachers were offered professional learning workshops on the transition to tertiary education, pathways and mentoring. Vocational Pathways information was included at the school NCEA night and new parent evening.

Actions	Expected Outcomes	Outcomes
Inquiry Each teacher will strengthen inquiry through the facilitative work of CoL Within School Teachers.	An inquiry report aligned with inquiry criteria will be submitted through appraisal. Teachers' inquiry outcomes will strengthen. Lesson observations will identify links to the RETP and indicate shifts in teacher practice.	Achieved 139 teachers undertook an inquiry into an aspect of their teaching practice. Teacher understanding and capability was measured with a rubric designed to map progress against the inquiry framework. Each teacher received feedback from lesson observation focused on inquiry. Data collated through a teacher survey against the inquiry rubric shows that (of the 95 respondents) there was a substantial shift in understanding. From mainly establishing & developing in 2016 across all the steps in the inquiry process to mainly at functioning level for 2017.
Each teacher will utilise the Visible Learning Tool for formative feedback on their teaching. School leaders will utilise the Visible Learning Tool to identify across school trends.	Teacher practice will shift. Sharing of trends will inform professional learning planning and contribute to development of teacher practice.	Achieved The visible learning generic has been superseded by the MRGS Roskill Effective Teacher Profile (RETP) and the integration of this tool alongside the inquiry model for measuring and collecting reflective evidence for each teacher. This tool was used to give effective formative feedback to teachers about their teaching practice.
Lead, support and strengthen inquiry work through collaboration and discussion with each department leadership team.	Each department leadership team will engage with inquiry, take action and student achievement will increase. Each department leader will strengthen their leadership capability.	Achieved Each teacher undertook an individual inquiry based on their teaching practice in their specific learning area. Each department created forums for each teacher to share and then collaborate in small interest based groups towards collaborative inquiries. Each departmental leadership team supported individual inquiries through coaching. Each MU holder identified and worked towards a leadership goal that strengthened their leadership capability. SLT met with curriculum leaders through fortnightly triangle meetings. They also met termly using the support of an external consultant and the growth leadership model to review progress.
Each teacher will have the opportunity to develop reciprocal teaching practices.	An increased number of teachers utilise reciprocal teaching practices.	Not Achieved Some literacy focussed classes used reciprocal teaching to strengthen success for students.

Actions	Expected Outcomes	Outcomes
E-practice and digital fluency Each Year 9 teacher will be supported to use devices in their learning programme.	Each Year 9 student will report that the use of devices has increased their engagement. Each Year 9 teacher will develop an understanding of capabilities and how to use them within their teaching practice.	Achieved A survey of parents/whanau was conducted. Of respondents 69% were satisfied with the use of e-learning in the classroom. 86% indicated increased engagement both at home and at school with learning accessed through digital means. Three professional learning workshops were delivered to the whole staff. These focussed on both capability development and using a blended approach to digital learning in the classroom. Whole staff input towards a student/teacher rubric tool to track e-learning capabilities has been developed.

Targets	Outcomes
A further 20 teachers will have engaged in peer coaching.	Achieved. A further 28 trained and actively supported teachers in their pedagogy and practice.
Each teacher will experience 2 observations and feedback linked to inquiry.	Achieved. 139 teachers participated in observations lessons and feedback discussions.
All teachers will be observed and receive feedback as they mentor learners and their families.	Not Achieved.
Each teacher will identify and strengthen at least one aspect of the RETP principles through the inquiry process.	Achieved.
All Year 9 teachers will use e-learning as part of their curriculum delivery.	Achieved.

Analysis of Variance

Four out of the 5 targets set for goal 1 have been achieved. Increasing teacher capability has led to sustained interventions to increase student achievement. The development of the inquiry rubric has been a key factor in strengthening teacher capability. The professional team approach has positioned the school well to continue to strengthen collaborative inquiry focused on targeted actions to improve achievement.

Annual Goal 2		Each teacher will lift each student's engagement and outcomes through tracking of student learning, progress, achievement and attendance.	
Strategic Links	Ensure high achievement through a powerful learning culture. Strengthening partnerships with our community.		
Historical Position	During 2016 we continued to strengthen the use of the school wide tracking system through each teacher monitoring student progress and achievement using the traffic light system. Departments and mentors began to use the system more effectively. The attendance tracking system overseen by House Deans was broadened to include form teachers. In 2017 we will deepen the practice of targeted actions to enable each teacher to support each student to lift their achievement and attendance.		
Actions	Expected Outcomes	Outcomes	
Attendance Attendance practices and actions of class teachers, form teachers and deans strengthened through a systemic approach.	Each teacher will contribute to attendance monitoring and follow up actions so that systemic practice will be embedded. Accurate and timely entry of data and period by period attendance will increase.	Partially Achieved Practices were strengthened through more regular monitoring of classroom attendance timelines. Form teachers were most involved in follow up of period by period attendance. Some varied practice in monitoring and follow up resulted in systems not yet being embedded.	
Explicitly communicate attendance expectations to the school community.	Shared understanding of school wide attendance systems. Strengthened partnership with community. Increased family engagement with attendance data and interventions.	Achieved School wide attendance systems were explicitly communicated with staff, students and the community. Partnership and engagement with the community was consolidated through the senior mentoring programme, newsletters and House leadership teams targeted actions.	
Strengthen and align the house and school-wide recognition system.	Students regularly recognised at school and house level for weekly attendance and improved attendance.	Not Achieved Students were acknowledged at House level at various times throughout the year but a school-wide recognition system was not established.	
Achievement Each teacher will track each learner in a range of contexts through targeted actions.	Tracking of each student by each teacher through the work of subject teachers, departments, deans, form teachers and mentors will increase achievement.	Achieved Each teacher completed termly NCEA credit estimates for each student. These estimates were collated and used to generate traffic light google documents which were accessible for all staff. Term 4 traffic lights were used to determine which students had a high probability of achieving their NCEA based on internal and Term 3 examination results, and those students requiring further support were invited to remain at school and take part in the new NCEA Support Pathways intervention. 293 students met their achievement goals during this intervention. An additional 72 students improved their achievement status significantly, enabling them to then go on to achieve their qualification through our Summer School.	
Each teacher will use the traffic light system for senior students to develop a department, class and individual traffic light system.	Increased achievement for all senior students. Strengthen the coherence of all tracking teams across school.	Achieved Departments used the traffic light systems to determine which targeted actions they would be able to offer during the NCEA Support Pathways intervention. Each teacher engaged with the	

		<p>school wide traffic light documents to generate their own class traffic light system, in order to identify which targeted action 'Internal Catch Up, External Preparation, or Learning Extension Pathway would best meet their students' achievement needs. The strengthening of tracking contributed to increase achievement for senior students at all levels.</p>	<p>school wide traffic light documents to generate their own class traffic light system, in order to identify which targeted action 'Internal Catch Up, External Preparation, or Learning Extension Pathway would best meet their students' achievement needs. The strengthening of tracking contributed to increase achievement for senior students at all levels.</p>
Strengthen the UE tracking system.		<p>UE achievement will increase.</p>	<p>Achieved A University domain check was run by the Year 13 academic deans at the beginning of the year to check student's courses and pathways. UE literacy tracking was completed from Term 2 onwards and 16 students were identified to take part in a UE literacy intervention on a weekly basis during LCT. A team consisting of academic deans, the data team and a student achievement group of within school teachers carried out another UE tracking process following the term 3 examinations. Teachers of students identified as being at risk of falling short of a domain subject were notified to determine the feasibility of a resubmission, or to request additional external preparation. UE achievement increased by 7.1% from 2016.</p>
Accelerate the achievement of Māori, Pasifika and ME.A.R students through targeted actions.		<p>Increased achievement outcomes for these students.</p>	<p>Achieved Students from all three priority achievement groups were tracked and students at risk were identified and took part in holiday workshops offered by the Learning Extension Department. Attempts were made to provide targeted actions which were culturally responsive and an authentic learning experience for each priority achievement group was offered. These included Māori Performing Arts credits, Pasifika earning credits for their involvement in PolyFest and ME.A.R students creating tiles for an ablution area and Religious Education achievement standards. Achievement increased at all levels for Pasifika students, and at Level 1 and 2 for Māori students. Baseline data has now been generated for ME.A.R students.</p>

Targets

NCEA Level 1				
All Year 11 students gaining Level 1.	2		85	Achieved. 86.2%
Year 11 Māori students gaining Level 1.	14		80	Achieved. 84.6%
Year 11 Pasifika students gaining Level 1.	1		82	Achieved. 87%
NCEA Level 2				
All Year 12 students gaining Level 2.	2		82	Achieved. 84.5%
Year 12 Māori students gaining Level 2.	2		82	Achieved. 84.6%
Year 12 Pasifika students gaining Level 2.	2		82	Achieved. 82.8%
NCEA Level 3				
All Year 13 students gaining Level 3.	4		68	Achieved. 74.9%
Year 13 Māori students gaining Level 3.	3		55	Achieved. 56.5%
Year 13 Pasifika students gaining Level 3.	10		50	Achieved. 67.9%
University Entrance				
All Year 13 students gaining UE.	2		52	Achieved. 57.8%
All Year 13 Māori students gaining UE.	9		35	Not Achieved. 26.1%
All Year 13 Pasifika students gaining UE.	8		20	Achieved. 27.2%
Excellence endorsements (numbers)				
All Year 11 students gaining Level 1.	6		85	Not Achieved. 77 students
All Year 12 students gaining Level 2.	4		70	Not Achieved. 57 students
All Year 13 students gaining Level 3.	6		50	Achieved. 53 students
All Māori students at all Levels.	2		6	Achieved. 7 students
All Pasifika students at all Levels.	3		8	Not Achieved. 7 students
Attendance				
All students attendance rate.	1		91	Not Achieved. 88.7

Analysis of Variance

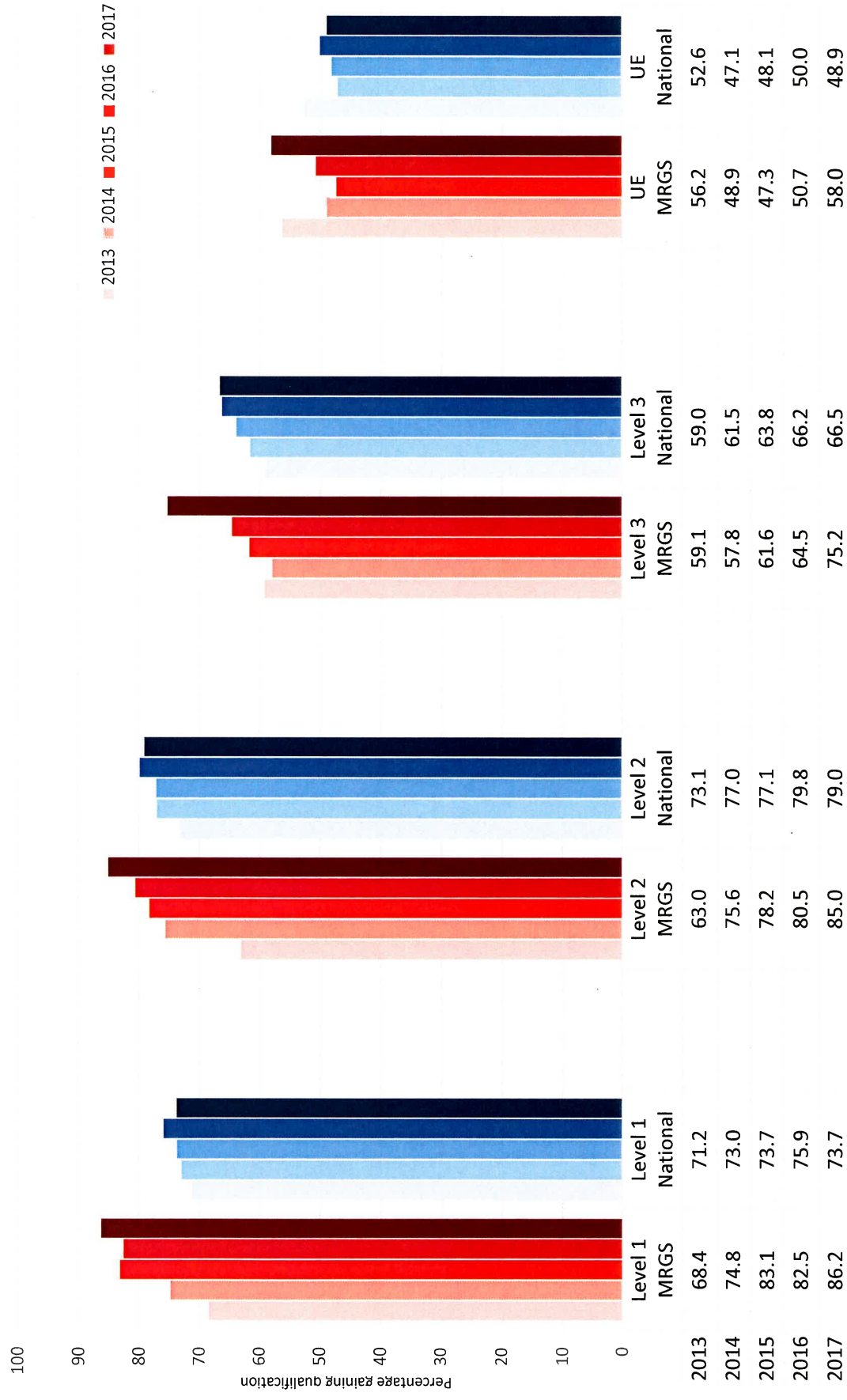
NCEA achievement was the best ever in the history of the school. 13 out of 17 stretch targets were met or exceeded, and there were gains made in achievement across all levels. The acceleration of achievement for Level 3 and University Entrance were the most significant shifts. In 2018 we will continue to strengthen the coherence of the tracking teams through the school within a school House system structure. We will refine and embed the NCEA Support Pathways intervention and aim to see the benefits of this initiative progressing achievement throughout the duration of the school Year. We will continue to reinforce the need for flexibility in regards to timing of assessments, with respect to student readiness.

MGRS Attendance

Each teacher contributed to attendance monitoring with follow up actions strongest at House dean and form teacher level. The analysis and follow up by form teachers consistently produced a 2% increase in student attendance and there was an increase in the number of staff accurately completing their roll to meet time frames for electronic messages sent to families. School wide, 1200 families were recorded as having been contacted about attendance in 2017 compared to 800 in 2016 and the number of letters home to families doubled.

Half day attendance in 2017 decreased (1%) from 2016. Attendance at LCT requires a school wide approach in 2018 to increase attendance in this period, which will improve half day attendance.

MRGS Achievement compared to national* average - roll based data for all students



*National data as at 1 March 2018

Middle Eastern, African and Refugee Students (ME.A.R.)

Goal for 2017 To accelerate the achievement of each ME.A.R student as ME.A.R through strengthening culturally responsive pedagogy, partnerships in learning and targeted actions.			
Historical Position	<p>There has been growth in the number of students identified as ME.A.R during the past five Years and this is reflected in an increased number of Afghan students, in particular. The school has responded culturally in social terms in the case of Middle Eastern students with uniform adjustments, prayer rooms as well as offering additional support through ESOL, specialist refugee mentoring and Learning Extension programmes. It is acknowledged that the Roskill context has its own elements within the ME.A.R grouping, and through this identification process a decision was made to focus on the Middle Eastern, African and Refugee (ME.A.R) elements of the grouping. This decision was due to the proportionally smaller group of Latin American students, being predominantly short term international students. It is aimed that ME.A.R students will be acknowledged and supported both within terms of culturally responsive learning approaches and community connections.</p> <p>In achievement terms the ME.A.R group is lagging a little behind at Level 1 (in comparison with other targeted group – Pasifika). At Level 2 the lag behind Pasifika and Māori is significant. At Level 3 the ME.A.R results are marginally better than Māori and Pasifika but still significantly behind European and National achievement. At Level 2 ME.A.R males are not achieving as well as females. Overall within ME.A.R at all levels retention is good. Refugee funding and initiatives has made targeted significant improvement in achievement, engagement and cultural connectedness but the refugee grouping does not take into account the full range of ME.A.R at MRGS. For 2017 the school will assess and align existing initiatives, identify students in this group who are underperforming, utilize a tracking system and begin to develop approaches for culturally appropriate teaching and learning.</p>		
Actions	Expected Outcomes	Outcomes	
Valuing Cultural Connectedness Identify ME.A.R student groups.	The nature and context of ME.A.R student groups at MRGS have been identified.	Achieved The lead team explored the nature and context of MELAA groups at MRGS and as a result made a decision to rename the priority achievement group as 'ME.A.R,' with a focus on Middle Eastern, African and Refugee students. Kamar groups set up for Middle Eastern, African and Refugee Students as well as combined ME.A.R group and a 'ME.A.R NCEA tracking group' for data export and consistency purposes.	
Investigate the range of parental, community and agency support available.	The scope and nature of the parent and cultural communities have been identified.	Achieved Meetings were held with the Ministry of Education's Senior Advisor - Refugee & Migrant Support to discuss intentions and identify the support available to schools. A resource list of community and agency supports were developed for us to refer to as required when supporting students.	
Arrange meetings with parents and ME.A.R community.	Platforms for connection and communication have been developed.	Partially Achieved Parents and ME.A.R community were invited to attend our ME.A.R weekend project celebration exhibition. Unfortunately there was little response from parents. All 72 Refugee background students had a home visit to inform them of support and begin to establish relationships. A ME.A.R family advisory group has been planned for 2018 and ex-students and siblings have been identified to be part of this group. This targeted approach is hoped to have more buy in than open requests via information newsletters sent previously.	

Collect information on expectations of community for student learning and school support.	Community expectations for student learning and support have been identified.	Achieved A number of meetings with a presentation from the Ministry of Education occurred which involved discussions around the community expectations and our involvement in this. Home visits to the refugee background families were carried out to discuss expectations for student learning and support.
Focus on the Learning Relationship Collect student voice and collate to inform next steps.	Student voice has informed next development tasks.	Achieved Focus group interviews of all ME.A.R students were undertaken in term 1 to provide qualitative data and to inform the next steps. The Wellbeing@Schools Inclusive Practices Survey was also conducted to provide quantitative baseline data for annual comparison of progress.
Develop a learner profile for ME.A.R students which aligns with the RETP.	A learner profile of ME.A.R student groups is available for staff professional learning and inquiry.	Partially Achieved A Professional Learning session was provided to all staff which included a profile for the makeup of ME.A.R students at MRGS, however this is not yet aligned to RETP. The intention is that this will be incorporated into the Culturally Responsive observation template for 2018.
Engage staff in professional learning workshops using the developed learner profile.	Teachers have been provided with appropriate information and support.	Achieved
Success for All A tracking system for ME.A.R students is established within the school wide system.	Baseline data for ME.A.R groups has been made available for staff and has been utilised to inform actions and interventions.	Achieved Multiple tracking sheets were produced and made available to staff to inform actions and interventions.
Leadership Form a Lead team.	A Lead team has been established and has begun to develop the capacity and capability to drive and support the achievement initiatives.	Achieved
Investigate and align initiatives, support and interventions: Refugee support ESOL Learning Support	A mapping of existing provision and support has been carried out.	Achieved
Develop a process for the integration of the ME.A.R plan initiatives in the context of existing responsibilities, provisions and ongoing support.	ME.A.R plan initiatives are coherent and aligned with existing support.	Achieved The ME.A.R initiatives aligned with the existing learning extension support, existing refugee coordinator and bilingual tutor support, the other achievement groups and the school's professional learning plan.

Targets	Outcomes
80% Year 11 ME.A.R students gaining Level 1.	Achieved. 85.3%
82% Year 12 ME.A.R students gaining Level 2.	Not Achieved. 80.8%
55% Year 13 ME.A.R students gaining Level 3.	Achieved. 66.7%
35% Year 13 ME.A.R students gaining UE.	Achieved. 37%

Analysis of Variance

Achievement data shows that 3 out of the 4 set achievement targets have been met. These achievement rates will now be used to provide baseline data for the school when setting stretch targets for 2018. A number of these students overlap in the 'other' ethnicity group where there has been a significant achievement shift compared to previous Years. This may therefore indicate a positive result from the targeted actions and interventions for these ME.A.R students.

Data from staff feedback on annual goal 'clarity, progress and priority for 2018' indicated that staff perceived that sufficient progress had been made, but that they perceived ME.A.R student achievement to be a high priority for the school in 2018. The next step for 2018 is to meet regularly with the ME.A.R family advisory group in order to strengthen the platforms for communication and connection with the ME.A.R community.

Māori Achievement Plan

Goal for 2017 To accelerate the achievement of each Māori student as Māori through strengthening culturally responsive pedagogy, partnerships in learning and targeted actions.			
Historical Position	The school has continued to focus on improving outcomes for Māori students as Māori and on strengthening engagement with whānau and the wider Māori community. In 2016, the Kia Eke Panuku team supported the MRGS Māori Achievement team to focus more closely on students at risk of not achieving their potential and on developing teacher professional learning workshops. For 2017 a Māori Achievement Lead Team will be established to further strengthen pedagogy and outcomes for each Māori student.		
Actions	Expected Outcomes	Outcomes	
Valuing Cultural Connectedness Lead team will induct/welcome new staff to the team and co-construct a new brand.	Lead team is strengthened and the kaupapa has clarity.	Achieved There was an increase in lead team members and the kaupapa of the team was co-constructed. Weekly meetings were held in term 1 and 2 to determine how the team would implement and monitor the progress towards 2017 targets. Fortnightly meetings then continued for terms 3 and 4.	
Lead team will be introduced to staff at a staff meeting and in a handout to staff.	Each teacher will be aware that there is a team dedicated to raising Māori achievement alongside their own work. Awareness will be raised regarding team purpose and desired outcomes for each Māori student.	Achieved The lead team was introduced and the team purpose and desired outcomes were communicated to staff during a professional learning session. Links and contact information of the lead team members were provided on the staff intranet. Data from the staff feedback on the annual goal clarity for Māori achievement indicates staff were clear of the teams purpose.	
Whānau Engage whānau through regular events both at MRGS and across the campus.	Communication and relationship between the kura and whānau will have strengthened.	Partially Achieved A whānau hui was held in May. The campus Matariki was held in June and the campus Māori Graduation in October. Numbers attending these events indicate that relationships have been maintained.	
Termly letters will be sent to whānau, outlining events coming up and recent progress.	Whānau will have an awareness that there is a team focussing on raising and tracking Māori student achievement.	Not Achieved Emails were sent to all whānau inviting them to our school hui, Matariki & Māori graduation. Targeted emails were sent to whānau about the NCEA holiday interventions. However no termly newsletters were generated to highlight the achievement teams' focus or recent progress.	
Students Excellence endorsement group identified and tracked with sustainable actions being established.	Improved level of Excellence endorsements.	Achieved Potential excellence endorsement students were identified for Level 1 and Level 2. Team members were attached to additional mentoring and tracking of these students. The number of Excellence endorsements	

		increased from 4 in 2016 to 7 in 2017. This exceeded the target set of 6.
Māori Campus Coordinator will closely track and mentor Year 9-11 students.	Māori students will have felt supported and have established a relationship with a staff member who is focussed on their learning and achievement.	Achieved The Māori Campus Coordinator initiated workshops at the beginning of the Year to help with student's pepeha. Ongoing support was maintained.
A variety of events will be made available for Māori students throughout the Year to support their learning.	Raised awareness and actions taken will have ensured Māori students have felt supported, felt a greater sense of belonging, and gained advice in learning and career pathways.	Achieved Ten senior Māori students identified as SARONA through the tracking process attended termly holiday workshops in conjunction with the Learning Extension Department. Year 10, Year 11 and Year 12 Māori students attended the KATTI programme run by the tertiary institutes to provide tertiary tasters for Māori students this Year for the first time. A workshop for the Year 11 and Year 12 Māori students that focused on performance internal assessments for Level 1 and Level 2 NCEA was completed by 10 students.
Focus on the Learning Relationship Professional learning will be available to all staff especially in Culturally Responsive and Relational Pedagogy.	Teachers will have been upskilled in culturally responsive teaching strategies.	Partially Achieved The Māori lead team facilitated professional learning around culturally responsive pedagogy for Māori. A follow up session on Tiriti o Waitangi was then conducted in response to the staff survey feedback data.
An observation tool will be researched and trialled in order to establish a process for observing teacher use of culturally responsive pedagogy.	Teachers will have been observed and received feedback on the implementation of culturally responsive strategies.	Not Achieved All three achievement lead teams will collaborate in 2018 to develop a culturally responsive pedagogy observation model.
Success for All Senior Māori students will be tracked and actions taken to support their progress and success from the beginning of the Year.	Early identification and the tracking of all Māori students will have led to earlier interventions resulting in greater success across all Māori students.	Achieved There was ongoing reference to the traffic light documentation at Māori Lead team meetings, and targeted actions including assigning team members to at risk students. Greater success for Māori students is evident by the Year 11, Year 12 and Year 13 achievement results.
A process for tracking Junior students will be established.	Junior students at risk of not achieving will be identified with an action plan for their future learning and achievement designed.	Not Achieved
A process for observation of students in learning environments will be established.	Data will be collected to show the way MRGS Māori students learn in the classroom.	Not Achieved All three achievement lead teams will collaborate in 2018 to develop a culturally responsive pedagogy observation model.

Leadership Students Regular meeting with Prefects and other student leaders.	Māori student leaders will have managed their time and commitments effectively.	Achieved Māori students were involved in leadership opportunities through a homework support group during lunchtimes.
Student-led Academic Mentoring will be led by Prefects and supported by the Lead Team.	Māori leaders will have supported other Māori students with their learning. Leadership capabilities of Māori student leaders will have grown.	Partially Achieved A peer mentoring group was established during Term 1. The group was led by a Year 13 student, during LCT every Friday.

Targets	Outcomes
80% of Year 11 Māori gaining Level 1.	Achieved. 86.2%
82% of Year 12 Māori gaining Level 2.	Achieved. 84.6%
55% of Year 13 Māori gaining Level 3.	Achieved. 56.5%
35% of Year 13 UE Māori gaining UE.	Not Achieved. 26.1%

Analysis of Variance

Achievement data shows that targeted action has resulted in improved achievement for Māori students. Although the percentage of Māori students gaining NCEA Level 3 exceeded the target the percentage of Year 13 achieving University Entrance was lower than desired. A more targeted approach to the number of student goal domains will be focussed on in 2018, in an attempt to provide students with a greater opportunity for success in meeting this requirement.

The next steps for 2018 are to establish a whānau advisory group and school kāumatua in order to strengthen the platforms for communication and connection with our Māori whanau. We will continue aim to raise the profile of Māori achieving as Māori within our school, and support staff to further their understanding and implementation of culturally responsive pedagogy within their classroom practice. The lead team will take a proactive approach to collecting Māori student voice to guide next steps, and collaborate on a culturally responsive observation tool with the other achievement teams.

Pasifika Achievement Plan

Goal for 2017

To accelerate the achievement of each Pasifika student as Pasifika through strengthening culturally responsive pedagogy, partnerships in learning and targeted actions.

Historical Position

The school has continued to focus on strengthening outcomes for Pasifika students across the last five Years through a variety of targeted initiatives which have had a positive impact on outcomes. 2016 has specifically focussed on a tailored approach to unify family connectedness and belonging, strengthening each teacher's culturally responsive pedagogy and enabling a stronger student centred approach to class placement and engagement as students have transitioned through their various Year levels. Continuing to focus on a more tailored approach to embed sustainable practice and systems is the next step for 2017.

Actions	Expected Outcomes	Outcomes
<p>Focus on the Learning Relationship</p> <p>Fono</p> <p>The Homework centre increases its profile through targeted actions. Eg. Identifying specific students for each session/advertising through Pasifika and school newsletters and contacting parents to ensure students attend.</p> <p>The Community Parents group continues to build connections across families as it supports student learning within the school.</p>	<p>Parents/ Fānau will report feeling a greater connection to the school.</p> <p>The log of attendance at the homework centre will evidence increased profile.</p>	<p>Achieved</p> <p>Tutor House mentors from UoA supported student preparation for practice exams. Attendance at the Homework Centre rose to more than 45 students each evening.</p> <p>The Homework Centre was used by Maths teachers to promote the importance of external standards. Senior students toured junior classes to promote sciences as an option for Pasifika students.</p> <p>The Pasifika Learning Centre (PLC) engaged our senior students in mentoring primary and intermediate students.</p> <p>The PLC enabled students to be onsite and supported in extension learning until 6pm. Having access to shared resource of chromebooks further enabled students with no home access to devices/internet to complete online learning assessments.</p> <p>Tongan community gifted a donation to MRGS as an acknowledgement and in appreciation for the continued support of the school towards Pasifika student success.</p>
<p>Teachers</p> <p>Continue to develop culturally responsive pedagogy. CoL and PLG's will support inquiries.</p>	<p>Teacher appraisal inquiries acknowledge and show strategies have been developed and trialled to support success for each student in each class each period of every day.</p>	<p>Achieved</p> <p>Pasifika Lead team delivered culturally responsive pedagogy professional learning to the MRGS staff and staff of the wider campus. Many teachers then went on to focus their individual inquiries around what they could do differently to raise achievement for their Pasifika learners.</p>
<p>Students</p> <p>A Pasifika student agency rubric will be developed and trialled to assist with mentoring conversations and follow up actions.</p>	<p>Students will report being able to engage and converse about how their learning is progressing and what their next learning steps needed to be.</p>	<p>Partially Achieved</p> <p>Student voice used in three different contexts were shared with staff. This student voice both depicted successful strategies and also a framework for teacher planning.</p>

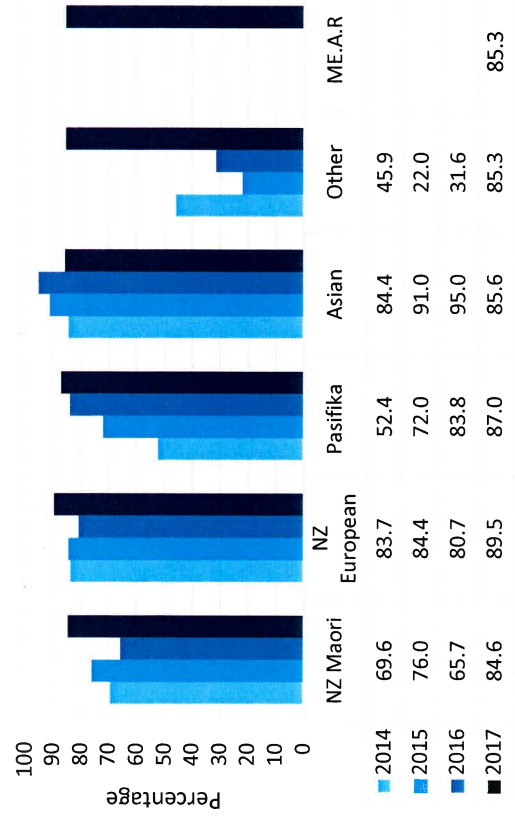
	Observations evidence the student agency rubric being utilised during conversations.	
Success for All The one-to-one and group mentoring Pasifika programme continues for each student.	Parents/ fānau report being connected to the school, stating that they feel valued and have been involved in the learning journey of their child.	Achieved Across the Pasifika lead team, each teacher took on the role of on the top mentoring specifically focussed on Year 13 students capable of gaining UE. The Niu programme from UoA focussed on aspirational goal setting, course selection, enrolment and student for a day placement programme.
An "Excellence/Merit" student group will be established, monitored and mentored.	Increased numbers of Pasifika students attain Merit and Excellence endorsements.	Achieved Additional learning opportunities were provided to identified students.
The Junior Literacy programme continues to focus on Year 9 and 10 students who have been identified as requiring additional support to enable success at NCEA level 1.	Students have increased their literacy skills specifically to enhance success within NCEA. Reported results indicate an increase for each student in the programme.	Achieved
Tracking information for each Pasifika student will be shared with each teacher regularly to enable targeted action. Monitoring of actions taken by each teacher for students identified will be tracked and reported to the school-wide tracking team.	Each teacher will have taken action in response to data provided.	Achieved At UE level as this was a target focus for 2018. There was an increase in communication with mentor/subject teachers about targeted actions and support for Pasifika students.
Each Pasifika student will be supported with course selection and career/pathways.	A database record will show each student has an appropriate pathway.	Achieved
Identified students will experience workshop sessions through building strong external links with Gateway, Techtorium, tertiary providers and universities.	A database will indicate identified students and their workshop experience.	Achieved These courses have facilitated achievement for our learners which has in turn increased student aspirations.
Leadership The PILOT & NIU programmes will continue to operate.	An increased number of students will have accessed these opportunities resulting in greater numbers accessing appropriate learning pathways.	Achieved
The student mentoring/buddy programme will continue to grow peer leadership opportunities across all Year levels.	Student agency will have increased.	Achieved Each school house, effectively ran peer mentoring programmes with Year 13 supporting the transition of Year 9 students into the campus. The high number of Pasifika students engaged as peer mentors enabled positive role modelling to our junior students.
The senior student leadership programme will continue to operate. Establishing a learning programme for this group will occur.	Learning programme for senior leaders has been documented.	Achieved Aspirational and positive success messages were promoted through our Pasifika assemblies.

		The Young Leaders programme has had a positive impact in developing strong leadership capabilities within our Pasifika students. The leadership programme acknowledges the concept of service as part of a leadership value this aligns strongly with the Pasifika cultural values of giving back and being of service to others.
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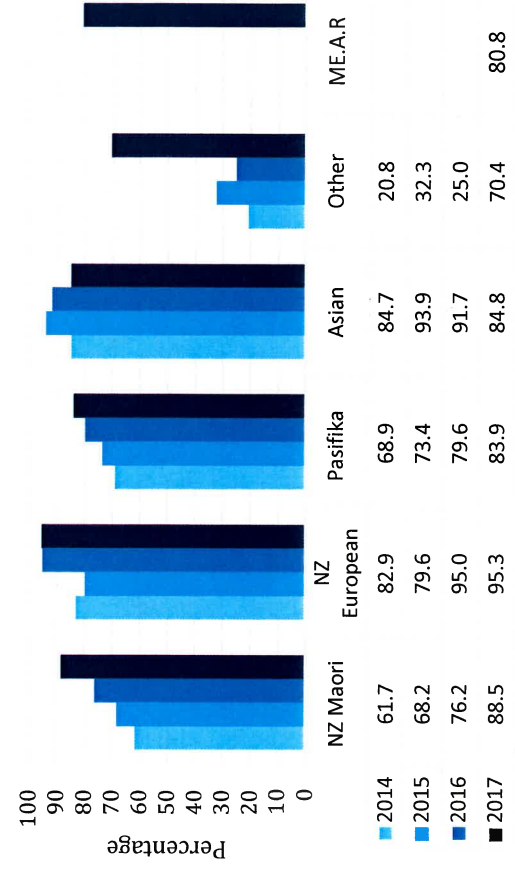
Targets	Outcomes
82% of Year 11 Pasifika gaining Level 1.	Achieved. 87%
82% of Year 12 Pasifika gaining Level 2.	Achieved. 82.8%
50% of Year 13 Pasifika gaining Level 3.	Achieved. 67.9%
20% of Year 13 Pasifika gaining UE.	Achieved. 27.2%

Analysis of Variance Achievement data shows that 4 out of the 4 set achievement targets have been met. Targeting support around selection of courses for Year 12 students to enable successful outcomes and open pathways going into Year 13 will be a focus for 2018.
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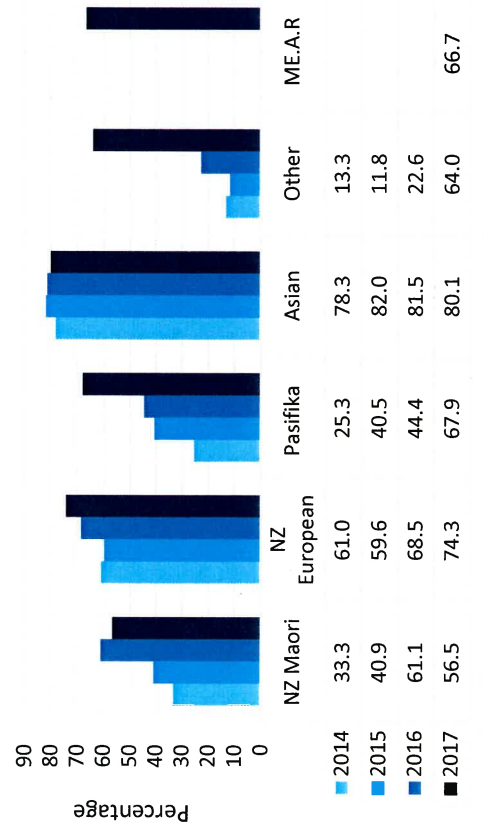
Year 11 NCEA Level 1 Roll Based Achievement by Ethnicity



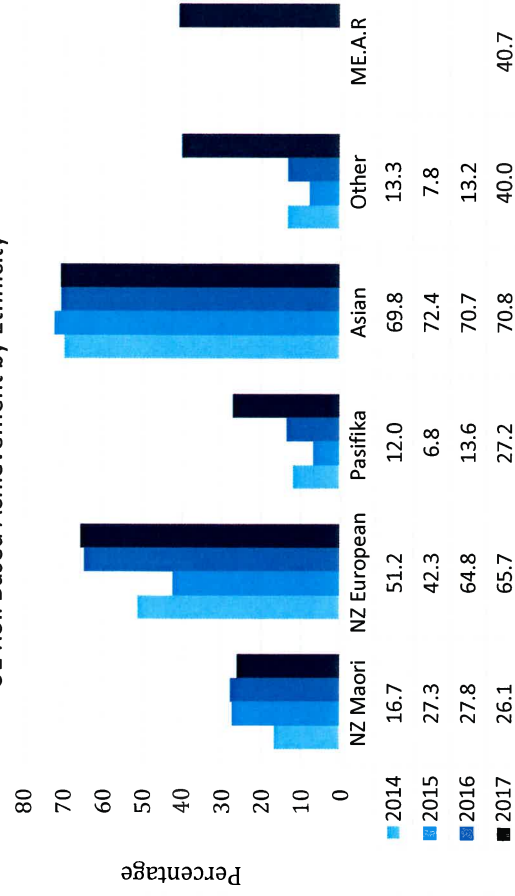
Year 12 NCEA Level 2 Roll Based Achievement by Ethnicity



Year 13 NCEA Level 3 Roll Based Achievement by Ethnicity



UE Roll Based Achievement by Ethnicity



Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Marjet Pot	Parent rep, Chairperson	Elected Jun 2016	Manager	May-19
Greg Watson	Principal	Appointed 2006	Principal	
Alana Madgwick	Parent rep	Co-opted Jun 2016	Consultant	May-19
Don McKenzie	Parent Rep	Co-opted Jun 2016	Engineer	May-19
Grant Power	Parent rep	Co-opted Jun 2016	Manager	May-19
Jo Franklin	Parent Rep	Elected Jun 2016	Teacher	May-19
Dr Judith Bingham	Parent rep	Elected May 2013	Environmental Consultant	May-19
Khylee Quince	Parent Rep	Elected Jun 2016	Lecturer	May-19
Lorraine Vickery	Staff rep	Elected Jun 2016	Teacher	Sep-19
Rob Mason	Parent rep	Elected Jun 2016	Consultant	May-19
Vijay Parulkar	Parent rep	Co-opted Jun 2016	Custom Officer	May-19
Zane Choudhry	Student Rep	Elected Sept 2017	Student	Sep-18
Ojas Shukla	Student Rep	Elected Jun 2016	Student	Sep-17

Mount Roskill Grammar School

Statement of Responsibility

For the year ended 31 December 2017

The Board of Trustees accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

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

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

Marjet Pot

Full Name of Board Chairperson



Signature of Board Chairperson

23 May 2018

Date:

Greg Winton

Full Name of Principal



Signature of Principal

23 May 2018

Date:

Mount Roskill Grammar School

Consolidated Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Revenue				
Government Grants	2	21,339,184	21,365,260	19,611,204
Locally Raised Funds	3	2,881,133	1,679,560	2,674,825
Interest Earned		242,695	110,000	249,540
Early Childhood Centre	4	851,121	700,000	829,333
After School Care	5	76,461	54,000	73,338
International Students	6	1,656,075	1,259,750	1,424,448
		27,046,667	25,168,570	24,862,688
Expenses				
Locally Raised Funds	3	540,305	538,158	472,423
Early Childhood Centre	4	652,391	572,450	707,346
After School Care	5	76,441	61,550	69,837
International Students	6	705,860	678,700	705,336
Learning Resources	7	14,280,763	13,439,430	14,063,228
Administration	8	877,373	1,136,200	879,948
Finance		17,534	25,000	19,801
Property	9	8,300,980	8,246,160	6,904,177
Depreciation	10	483,204	585,000	453,795
Loss on Disposal of Property, Plant and Equipment		16,103	-	21,154
		25,950,953	25,282,648	24,297,045
Net Surplus / (Deficit) for the year		1,095,715	(114,078)	565,643
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,095,715	(114,078)	565,643
Attributable to:				
Board of the School		1,095,715	(114,078)	565,643
		1,095,715	(114,078)	565,643

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



Mount Roskill Grammar School

Consolidated Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Group Actual 2017 \$	Group Budget (Unaudited) 2017 \$	Group Actual 2016 \$
Balance at 1 January	7,400,214	5,717,729	6,832,941
Total comprehensive revenue and expense for the year	1,095,715	(114,078)	565,643
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	77,926	-	-
Equity at 31 December	8,573,855	5,603,651	7,398,584
Retained Earnings			
Net movement in reserves	22 1,853	1,250	1,630
Equity at 31 December	8,575,707	5,604,901	7,400,214



Mount Roskill Grammar School
Consolidated Statement of Financial Position
As at 31 December 2017

	Notes	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Current Assets				
Cash and Cash Equivalents	11	4,938,541	2,749,767	835,149
Accounts Receivable	12	720,650	889,833	600,843
GST Receivable		18,656	15,000	40,383
Prepayments		34,884	5,000	9,181
Inventories	13	230,238	243,000	256,418
Investments	14	2,400,000	1,920,000	5,988,751
		8,342,969	5,822,600	7,730,726
Current Liabilities				
Accounts Payable	17	1,727,567	2,422,495	2,008,226
Revenue Received in Advance	18	1,173,517	615,900	993,608
Provision for Cyclical Maintenance	19	462,624	355,920	585,265
Painting Contract Liability - Current Portion	20	56,742	78,000	78,389
Finance Lease Liability - Current Portion	21	78,549	38,792	56,941
Funds held in Trust	23	506,027	250,000	469,892
Funds held for Capital Works Projects	24	83,862	60,000	58,010
		4,088,888	3,821,107	4,250,331
Working Capital Surplus/(Deficit)		4,254,081	2,001,493	3,480,395
Non-current Assets				
Investments	14	2,398,006	1,656,000	1,971,174
Property, Plant and Equipment	15	2,160,236	2,379,008	2,184,278
Intangible Assets	16	3,060	3,060	3,060
		4,561,302	4,038,068	4,158,512
Non-current Liabilities				
Provision for Cyclical Maintenance	19	165,024	235,000	144,462
Painting Contract Liability	20	39,254	94,000	13,310
Finance Lease Liability	21	35,398	105,660	80,921
		239,676	434,660	238,693
Net Assets		8,575,707	5,604,901	7,400,214
Attributable to:				
Board of the School		8,575,707	5,604,901	7,400,214
Total equity		8,575,707	5,604,901	7,400,214

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



Mount Roskill Grammar School
Consolidated Statement of Cash Flows
For the year ended 31 December 2017

	Notes	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Cash flows from Operating Activities				
Government Grants		4,412,771	4,100,000	4,330,184
Locally Raised Funds		3,582,155	2,218,560	3,300,509
International Students		1,781,392	1,259,750	1,573,236
Goods and Services Tax (net)		21,727	-	(9,174)
Payments to Employees		(2,582,112)	(2,931,725)	(2,864,054)
Payments to Suppliers		(5,999,212)	(4,460,864)	(4,994,372)
Interest Paid		208,277	135,000	248,080
Net cash from / (to) the Operating Activities		1,424,998	320,721	1,584,409
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		3,647	(21,000)	10,600
Purchase of PPE (and Intangibles)		(437,008)	(564,000)	(530,045)
(Purchase)/Sale of investments		3,101,400	962,590	(62,895)
Net cash from / (to) the Investing Activities		2,668,039	377,590	(582,340)
Cash flows from Financing Activities				
Finance Lease Payments		(83,353)	-	(64,733)
Painting contract payments		4,296	-	(80,741)
Repayment of Loans/(loans to related party)		63,560	100,000	(1,499,041)
Funds Administered on Behalf of Third Parties		25,852	-	(18,219)
Net cash from Financing Activities		10,355	100,000	(1,662,734)
Net increase/(decrease) in cash and cash equivalents		4,103,392	798,311	(660,665)
Cash and cash equivalents at the beginning of the year	11	835,149	1,951,456	1,495,814
Cash and cash equivalents at the end of the year	11	4,938,541	2,749,767	835,149

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

The above Consolidated Statement of Cash Flows should be read in conjunction with the accompanying notes.



Mount Roskill Grammar School

Notes to the Consolidated Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

The accounts of the School are presented in a consolidated format, reflecting the operations of Mount Roskill Grammar School (MRGS, the Parent) the Mount Roskill Grammar Early Childhood Centre Charitable Trust (the ECC Trust) and the Mount Roskill Grammar School Enterprise Foundation (Enterprise Foundation). The ECC Trust operates both the Early Childhood Centre and After School Centre. The Enterprise Foundation is a Charitable Trust for the benefit of MRGS students.

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.

Controlled Entity

The consolidated financial statements incorporate the assets and liabilities of all controlled entities of the School as at 31 December 2017 and the results of all controlled entities for the year then ended. The School and its controlled entities together are referred to in these financial statements as the Group or consolidated entity.

Controlled entities are all those entities (including special purpose entities) over which the Group has power to govern the financial and operating policies. The existence and effect of potential voting rights that are currently exercisable or convertible are considered when accessing whether the School controls the entity.

Controlled entities which form part of the Group are consolidated from the date on which control is transferred to the School. These are de-consolidated from the date that control ceases.

Inter-entity transactions, balances and unrealised gains on transactions between group entities are eliminated. Unrealised losses are also eliminated. Accounting policies have been changed where necessary to ensure consistency with the policies adopted by the Group.

Consolidation Policy

The group financial statement comprise the financial statements of the School together with its 100% controlled entities, the Mount Roskill Grammar School Early Childhood Charitable Trust and the Mount Roskill Grammar Enterprise Foundation. All Entities have 31 December as their balance date.

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 15.

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 21.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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

Mount Roskill Grammar School

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.

Early Childhood Centre and After School Care

Government Subsidy - Early Childhood Education (ECE) Funding Subsidy is the primary form of government funding for licensed ECE services.



Free Hours - 20 hours ECE is funding for three, four and five year olds and is for a maximum of 20 hours per child per week.

Oscar Grant funding - Oscar funding is provided by the Government for children in before and afterschool programmes as well as school holiday programmes.

The funding is recorded as revenue when the Trust has the rights to the funding, which is in the year that the funding is received.

Fee income (Early Childhood Centre and After School Care)

Fee income is received from parents and caregivers and is recorded in the accounts in the year that the Service is provided and payment received.

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.

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 collectability) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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



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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated 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	10–50 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value
Musical Instruments	10 years
Plant and Equipment	10 years
Sports Equipment	10 years
Other Equipment	10 years



l) Intangible Assets

Artificial Playing Surface

From 1998 the artificial playing surface has been leased to The Mt Roskill Sports & Recreation Trust (previously known as the Artificial Playing Surface Trust) at the cost of \$1 for a term of fifteen years, from 1 January 2010 to 31 December 2025. The Trust has a right of renewal for further terms on the 1 January 2026. The expiry date of the lease is 31 December 2039.

The value of the investment is amortised on a straight line basis over the lease term. The amortisation charge is recorded in the Statement of Comprehensive Revenue and Expense.

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 \$500 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.



p) Revenue Received in Advance

Revenue received in advance relates to fees received from international student fees 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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) 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.

u) Budget Figures

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

v) 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

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Operational grants	3,812,489	3,675,000	3,725,735
Teachers' salaries grants	10,369,164	10,540,000	10,295,029
Use of Land and Buildings grants	6,940,260	6,940,260	5,383,283
Other government grants	217,271	210,000	207,157
	21,339,184	21,365,260	19,611,204

3. Locally Raised Funds

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

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Revenue			
Donations (parental contributions)	111,492	121,000	121,660
Fundraising	8,000	-	-
Other revenue	422,197	368,000	377,777
Trading	351,442	346,000	342,914
Curriculum Recoveries	1,988,002	844,560	1,832,474
	2,881,133	1,679,560	2,674,825
Expenses			
Trading	270,028	260,550	230,590
Other Locally Raised Funds Expenditure	270,277	277,608	241,833
	540,305	538,158	472,423
<i>Surplus for the year Locally raised funds</i>	2,340,828	1,141,402	2,202,402



4. Early Childhood Revenue and Expenses

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Revenue			
Government Subsidy	254,151	200,000	251,400
Fees	337,311	310,000	326,920
Free Hours	259,659	190,000	251,013
	851,121	700,000	829,333
Expenses			
Administration	8,396	8,500	10,023
Audit fees	1,846	2,500	1,777
Class Materials	11,210	10,000	11,445
Cleaning	22,899	20,000	21,612
Depreciation	-	25,000	-
Employee Benefit - Salaries	506,793	407,000	566,898
Electricity	3,275	4,000	3,956
Food	9,883	8,000	10,242
Insurance	6,895	5,000	385
Lease	63,000	63,000	63,000
Marketing	1,539	2,000	270
Other	4,891	5,450	4,032
Repairs and Maintenance	6,579	8,000	7,478
Training	5,185	4,000	6,228
	652,391	572,450	707,346
<i>Surplus for the year Early Childhood</i>	<u>198,730</u>	<u>127,550</u>	<u>121,987</u>

5. After School Care Revenue and Expenses

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Revenue			
Fees	61,461	39,000	60,738
Oscar Grant	15,000	15,000	12,600
	76,461	54,000	73,338
Expenditure			
Administration	1,367	840	899
Class Materials	9,125	7,500	8,758
Cleaning	-	400	468
Food	1,663	2,400	1,475
Lease	9,000	9,000	9,000
Other	2,124	1,410	1,791
Power	2,064	1,700	2,156
Repairs and Maintenance	1,548	1,800	269
Employee Benefit - Salaries	49,550	36,500	45,021
	76,441	61,550	69,837
<i>Surplus for the year After School Care</i>	<u>20</u>	<u>(7,550)</u>	<u>3,501</u>



6. International Student Revenue and Expenses

International Student Roll

Revenue

Other

Expenses

Advertising
Commissions
International student levy
Employee Benefit - Salaries
Other Expenses

Surplus for the year International Students'

Group 2017 Actual Number	Group 2017 Budget (Unaudited) Number	Group 2016 Actual Number
110	90	102
Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
1,656,075	1,259,750	1,424,448
77,343	60,000	63,022
116,244	65,000	71,339
41,131	39,000	40,677
457,063	496,500	518,586
14,079	18,200	11,712
705,860	678,700	705,336
950,215	581,050	719,112

7. Learning Resources

Curricular
Equipment repairs
Information and communication technology
Extra-curricular activities
Library resources
Employee benefits - salaries
Resource/attached teacher costs
Staff development

Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
2,394,901	1,553,305	2,113,300
553	10,000	12,527
3,875	7,500	2,779
472,737	173,500	490,080
11,260	8,000	15,783
11,243,799	11,527,125	11,286,722
65,045	50,000	66,480
88,593	110,000	75,557
14,280,763	13,439,430	14,063,228



8. Administration

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Audit Fee	15,822	13,000	11,578
Board of Trustees Fees	7,715	8,000	8,450
Board of Trustees Expenses	4,431	12,000	9,064
Communication	21,913	52,000	41,117
Consumables	277,528	328,600	262,808
Other	74,328	116,000	85,198
Employee Benefits - Salaries	475,636	606,600	461,733
	<u>877,373</u>	<u>1,136,200</u>	<u>879,948</u>

9. Property

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Caretaking and Cleaning Consumables	63,618	66,000	86,870
Consultancy and Contract Services	203,225	240,000	203,831
Cyclical Maintenance Provision	103,058	120,000	138,901
Grounds	204,949	254,500	235,302
Heat, Light and Water	238,968	210,000	212,309
Rates	37,264	50,000	48,286
Repairs and Maintenance	293,344	135,400	380,369
Use of Land and Buildings	6,940,260	6,940,260	5,383,283
Security	35,105	25,000	46,163
Employee Benefits - Salaries	181,189	205,000	168,863
	<u>8,300,980</u>	<u>8,246,160</u>	<u>6,904,177</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.



10. Depreciation

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Buildings - School	25,480	42,456	25,480
Building Improvements - Crown	17,237	28,000	17,099
Furniture and Equipment	50,497	55,499	43,806
Information and Communication Technology	219,615	210,000	198,119
Musical Instruments	4,043	14,000	3,947
Motor Vehicles	8,948	21,000	11,312
Textbooks	27,722	47,000	37,365
Leased Assets	63,317	60,000	47,316
Library Resources	11,881	25,000	14,510
Other Equipment	14,099	17,559	11,089
Plant & Equipment	31,729	44,486	33,492
Sport Equipment	8,636	20,000	10,260
	-	-	-
	483,204	585,000	453,795

11. Cash and Cash Equivalents

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Cash on Hand	350	350	350
Bank Current Account	1,710,781	749,417	818,168
Short-term Bank Deposits with a Maturity of Three Months or Less	3,227,410	2,000,000	16,631
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	4,938,541	2,749,767	835,149

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

12. Accounts Receivable

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Receivables	22,400	20,000	10,200
Interest Receivable	33,852	5,000	273
Teacher Salaries Grant Receivable	664,398	864,833	590,370
	720,650	889,833	600,843
Receivables from Exchange Transactions	56,252	25,000	10,473
Receivables from Non-Exchange Transactions	664,398	864,833	590,370
	720,650	889,833	600,843



13. Inventories

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Stationery	13,458	13,000	13,916
School Uniforms	216,780	230,000	242,502
	<u>230,238</u>	<u>243,000</u>	<u>256,418</u>

14. Investments

The Group and School's investment's are classified as follows:

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Current Asset			
Short-term Bank Deposits	2,400,000	1,920,000	5,988,750
Non-current Asset			
Long-term Bank Deposits	800,002	400,000	313,464
Funds held in trust	57,921	56,000	56,068
Share investments	36,575	-	34,923
Loan Receivable from The Mt Roskill Sports and Recreation Trust	1,503,508	1,200,000	1,566,719
	<u>2,398,006</u>	<u>1,656,000</u>	<u>1,971,174</u>

The related party loan is interest free, unsecured and repayable on demand.

15. Property, Plant and Equipment

GROUP

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings - School	546,331	-	-	-	(25,480)	520,851
Building Improvements - Crown	185,862	17,896	-	-	(17,237)	186,521
Furniture and Equipment	300,631	68,381	(3,647)	-	(50,497)	314,868
Information and Communication Tech	563,095	276,134	(162,773)	148,327	(219,615)	605,168
Musical Instruments	23,007	15,000	-	-	(4,043)	33,964
Motor Vehicles	14,119	-	-	-	(8,948)	5,172
Textbooks	54,009	11,759	-	-	(27,722)	38,046
Leased Assets	119,391	41,656	-	-	(63,317)	97,730
Library Resources	34,863	4,915	(23,476)	21,819	(11,881)	26,240
Other Equipment	106,269	6,298	-	-	(14,099)	98,468
Plant & Equipment	193,829	26,888	(2,478)	2,478	(31,729)	188,988
Sport Equipment	42,872	9,984	-	-	(8,636)	44,220
Balance at 31 December 2017	<u>2,184,279</u>	<u>478,910</u>	<u>(192,374)</u>	<u>172,624</u>	<u>(483,204)</u>	<u>2,160,236</u>



GROUP

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings - School	1,060,728	(539,877)	520,851
Building Improvements - Crown	631,144	(444,623)	186,521
Furniture and Equipment	1,480,152	(1,165,285)	314,868
Information and Communication Technology	1,914,978	(1,309,810)	605,168
Musical Instruments	131,714	(97,750)	33,964
Motor Vehicles	138,348	(133,176)	5,172
Textbooks	880,027	(841,981)	38,046
Leased Assets	282,930	(185,200)	97,730
Library Resources	253,468	(227,228)	26,240
Other Equipment	311,048	(212,580)	98,468
Plant & Equipment	931,288	(742,300)	188,988
Sport Equipment	167,250	(123,030)	44,220
Balance at 31 December 2017	8,183,076	(6,022,840)	2,160,236

GROUP

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings - School	571,811	-	-	-	(25,480)	546,331
Building Improvements - Crown	208,770	-	(13,686)	7,877	(17,099)	185,862
Furniture and Equipment	249,797	94,640	-	-	(43,806)	300,631
Information and Communication Technology	491,642	280,255	(127,425)	116,742	(198,119)	563,095
Musical Instruments	22,372	4,582	-	-	(3,947)	23,007
Motor Vehicles	26,565	-	(23,917)	22,783	(11,312)	14,119
Textbooks	69,641	21,733	-	-	(37,365)	54,009
Leased Assets	128,366	38,341	-	-	(47,316)	119,391
Library Resources	37,527	12,517	(11,072)	10,401	(14,510)	34,863
Other Equipment	54,550	62,808	(348)	348	(11,089)	106,269
Plant & Equipment	188,275	41,903	(19,388)	16,531	(33,492)	193,829
Sport Equipment	41,469	11,663	-	-	(10,260)	42,872
Balance at 31 December 2016	2,090,785	568,442	(195,836)	174,682	(453,795)	2,184,278

GROUP

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings - School	1,060,728	(514,397)	546,331
Building Improvements - Crown	613,249	(427,387)	185,862
Furniture and Equipment	1,415,420	(1,114,789)	300,631
Information and Communication Technology	1,801,617	(1,238,522)	563,095
Musical Instruments	116,714	(93,707)	23,007
Motor Vehicles	138,347	(124,228)	14,119
Textbooks	868,269	(814,260)	54,009
Leased Assets	241,025	(121,634)	119,391
Library Resources	272,028	(237,165)	34,863
Other Equipment	304,750	(198,481)	106,269
Plant & Equipment	906,877	(713,048)	193,829
Sport Equipment	157,265	(114,393)	42,872
Balance at 31 December 2016	7,896,289	(5,712,011)	2,184,278



16. Intangible Assets

The Group Intangible Assets are made up of the Trademarks

Group 2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Net Book Value at 31 December 2017	3,060	-	-	-	3,060

Group 2016	Opening	Additions	Disposals	Impairment	Closing
Net Book Value at 31 December 2016	3,060	-	-	-	3,060

17. Accounts Payable

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Operating creditors	533,313	748,495	394,441
Accruals	277,523	852,000	733,833
Employee Entitlements - salaries	724,335	800,000	719,060
Employee Entitlements - leave accrual	192,397	22,000	160,892
	1,727,567	2,422,495	2,008,226
Payables for Exchange Transactions	1,666,673	2,362,495	1,968,453
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	60,894	60,000	39,773
Payables for Non-exchange Transactions - Other	-	-	-
	1,727,567	2,422,495	2,008,226

The carrying value of payables approximates their fair value.

18. Revenue Received in Advance

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Grants in Advance - Ministry of Education	56,300	65,900	56,500
International Student Fees	960,766	550,000	835,449
Other	156,452	-	101,660
	1,173,517	615,900	993,608



19. Provision for Cyclical Maintenance

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Provision at the Start of the Year	729,727	729,727	590,826
Increase to the Provision During the Year	103,058	120,000	138,901
Payments made During the Year	(205,137)	-	-
Provision at the End of the Year	627,648	849,727	729,727
Cyclical Maintenance - Current	462,624	355,920	585,265
Cyclical Maintenance - Term	165,024	235,000	144,462
	627,648	590,920	729,727

20. Painting Contract Liability

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Current Liability	56,742	78,000	78,389
Non Current Liability	39,254	94,000	13,310
	95,996	172,000	91,700

On 21 February 2013 the Board signed an agreement with PMS Ltd (the contractor) covering a 7 year period. The program provides for exterior repaints and for regular maintenance of the Ministry owned buildings. The actual liability of the School will be determined by the percentage of work completed by the contractor for which the contractors has not been paid. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date.

21. Finance Lease Liability

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

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
No Later than One Year	82,645	57,023	71,507
Later than One Year and no Later than Five Years	37,125	105,600	88,687
Later than Five Years	-	-	-
	119,770	162,623	160,194

22. Retained Earnings Reserves

	Group 2017 Actual \$	Group 2017 (Unaudited) \$	Group 2016 Actual \$
Funds are held in Trust for the advancement of education, learning, sporting and cultural purposes of the students and staff of Mount Roskill Grammar School.			
Opening Balance	56,068	56,068	54,438
Plus interest	1,853	1,500	1,880
Less funds used	-	(250)	(250)
Closing Balance	57,921	57,318	56,068
Net movement in reserves (including trusts and bequests)	1,853	1,250	1,630

23. Funds held in Trust

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	506,027	250,000	469,892
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>506,027</u>	<u>250,000</u>	<u>469,892</u>

These funds are held in Trust for International students homestay payments

24. Funds Held for Capital Works Projects

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

GROUP

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
A& B Remediation	<i>completed</i>	56,246	-	51,813	4,433	-
Leaning Commons	<i>in progress</i>	-	140,417	56,390	-	84,027
H Block Boiler	<i>completed</i>	1,763	-	4,382	(2,619)	-
E Toilets	<i>in progress</i>	-	-	165	-	(165)
Totals		<u>58,010</u>	<u>140,417</u>	<u>112,750</u>	<u>1,814</u>	<u>83,862</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	83,862
Funds Due from the Ministry of Education	-
	<u>83,862</u>

GROUP

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
A& B Remediation	<i>in progress</i>	78,291	-	22,045	-	56,246
Leaning Commons	<i>in progress</i>	-	-	16,090	16,090	-
H Block Boiler	<i>in progress</i>	(1,062)	54,983	52,157	-	1,763
Totals		<u>77,229</u>	<u>54,983</u>	<u>90,292</u>	<u>16,090</u>	<u>58,010</u>



25. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

The Mt Roskill Sports and Recreation Trust (the "Trust") and Mount Roskill Grammar School (the "School") are related by way of common trustees.

During the year ended 31 December 2017 the Trust was charged by Mount Roskill Grammar School for administration and maintenance services of \$31,740 (2016: \$21,748) and the School received loan repayments of \$63,560 (2016: made loan advances of \$1,449,041 and received loan repayments of \$95,300). The amount payable from the Trust to the School at year end is \$1,503,508 (2016: \$1,556,719).

Year end receivable

	Group 2017 Actual \$	Group 2016 Actual \$
Receivable from The Mt Roskill Sports and Recreation Trust	1,503,508	1,556,719
Total	1,503,508	1,556,719

The related party loan is unsecured, interest free and repayable on demand.

26. Remuneration

Key management personnel compensation (School and Group)

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

	Group 2017 Actual \$	Group 2016 Actual \$
<i>Board Members - School</i>		
Remuneration	7,715	8,450
Full-time equivalent members	0.35	0.46
<i>Leadership Team</i>		
Remuneration	2,672,466	2,416,158
Full-time equivalent members	27.00	30.00
Total key management personnel remuneration	2,680,181	2,424,608
Total full-time equivalent personnel	27.35	30.46

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:

	Group 2017 Actual \$000	Group 2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210-220	210-220
Benefits and Other Emoluments	24-25	23-24



Other Employees

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

Remuneration \$000	Group 2017 FTE Number	Group 2016 FTE Number
110 - 120	2.00	2.00
100 - 110	5.00	4.00
	7.00	6.00

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

27. 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:

	Group 2017 Actual	Group 2016 Actual
Total	\$0	\$72,710
Number of People	-	3

28. Contingencies

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

29. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has not entered into any operating commitments.

(Operating commitments at 31 December 2016: nil)

30. Managing Capital

The Group'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 Group 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.



31. Financial Instruments

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

Loans and receivables

	Group 2017 Actual \$	Group 2017 Budget (Unaudited) \$	Group 2016 Actual \$
Cash and Cash Equivalents	4,938,541	2,749,767	835,149
Receivables	720,650	889,833	600,843
Investments - Term Deposits	1,696,495	2,320,000	4,745,496
Loan to Related Party	1,503,508	-	1,556,719
Total Cash and Receivables	8,859,194	5,959,600	7,738,207

Financial liabilities measured at amortised cost

Payables	1,666,673	2,362,495	1,968,453
Finance Leases	113,947	144,452	137,861
Painting Contract Liability	95,996	172,000	91,700
Total Financial Liabilities Measured at Amortised Cost	1,876,616	2,678,947	2,198,014

32. Events After Balance Date

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

33. Investment in Controlled Entities

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Value of investment \$000	
			2017	2016
Mount Roskill Grammar School Early Childhood Charitable Trust	Early Childhood Education	Mt Roskill Auckland	-	-

All Controlled Entities have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the Institute predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends to the School.



Mount Roskill Grammar School

Kiwi Sport

For the Year Ended 31 December 2017

Kiwi Sport is a Government funding initiative to support student's participation in organised sport. In 2017 the school received total Kiwi Sport funding of \$45571.55 (excluding GST), (2016 \$47004.27). The funding was spent on extra equipment and additional coaches.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MOUNT ROSKILL GRAMMAR SCHOOL'S
GROUP FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017

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

Opinion

We have audited the financial statements of the Group on pages 24 to 46 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 Group:

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

Our audit was completed on 25 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 Group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Group's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the

audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Group to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance included on pages 3 to 21 and the Kiwisport Report on page 47, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand