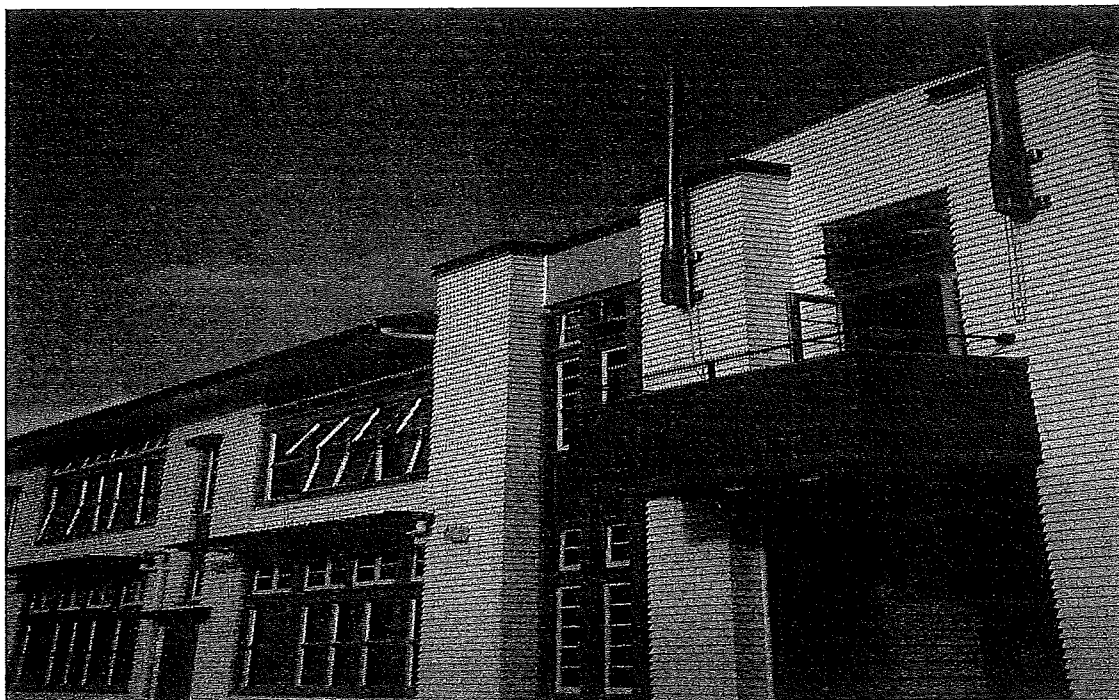


# **TAURANGA BOYS' COLLEGE**



**2017 Annual Report**

**and**

**Financial Statements**

# **Table of Contents**

## **Annual Report**

- 1 Analysis of Variance
- 2 Board of Trustees list
- 3 Kiwi Sport Funding
- 4 Financial Statements

## **Board of Trustees 2017**

### *Elected June 2016*

Mr Richard Craven (Chairman)  
Mr Paul Hamilton (Deputy Chairman)  
Mr Stan Urwin  
Mrs Amanda Gilbertson  
Mr Simon Oldham

### *Co-Opted*

Mr Graeme Leigh Mackenzie

### *The other members of the Board are:*

Mr Robert Mangan (Principal)  
Mr Gary Patterson (Staff Representative)  
Bryn Fredheim (Student Representative – Sept 2016 – Aug 2017)  
Anaru Palmer (Student Representative – Sep 2017)

Dr Morehu Ngatoko Rahipere (Kaumatua)  
Mr Tamati Tata (Kaumatua)  
Mrs Hinewai Taingahue (Kuia)  
Mrs Merewhiua Bennett (Kuia)

Ms Lyn Cosgrove (Board Secretary)

## **Kiwisport Funding 2017**

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2017, Tauranga Boys College received \$43,683 excluding GST.

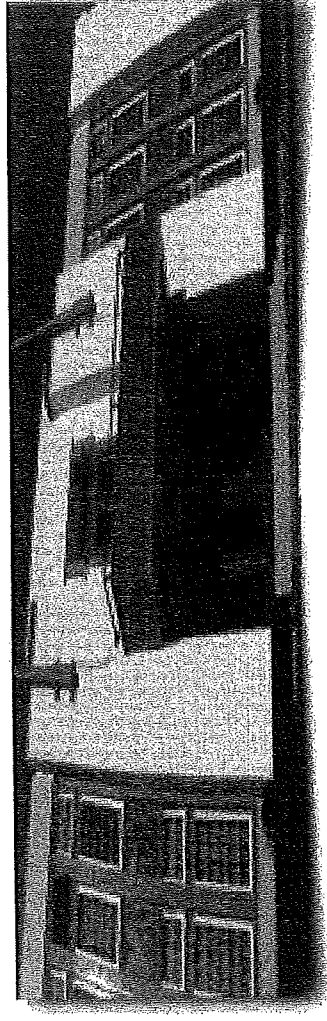
This funding was used to support the Sports Co-ordinator and Sports Administrator's salaries to develop and maintain effective and efficient relationships and communication links with all stakeholders of sport at the college:

- To develop, maintain, and oversee a consistent marketing and public relations programme for all sports.
- To implement mandated sport policies and procedures, and to develop new policies, practices and procedures as required.
- To maintain and to develop the human resources required to support the school sports programmes.
- To manage and maintain a budget, to identify the core costs of sport for the college, and to target, negotiate with and solicit funding from charitable trusts and other reputable providers of funding.

Reporting on

# Annual Targets 2017

## ANALYSIS OF VARIANCE



Tauranga Boys' College 664 Cameron Road, Tauranga 3112 : [www.tbcschool.nz](http://www.tbcschool.nz)

# **TARGET 1.1 - STUDENT LEARNING - Academic Achievement** **TARGET: To raise the level of achievement for boys in NCEA**

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
<b>Level 1 Pass Rates:</b> 2017 - 74.8% 2016 - 78.7% 2015 - 80.2% 2014 - 77.8% 2013 - 73.9% <b>Level 1 Literacy</b> 2017 - 88.0% 2016 - 90.0% 2015 - 94.5% 2014 - 91.2% 2013 - 92% <b>Level 1 Numeracy</b> 2017 - 88.9% 2016 - 88.1% 2015 - 90.9% 2014 - 90.2% 2013 - 82% <b>Level 2 Pass Rates</b> 2017 - 88.6% 2016 - 78.3% 2015 - 80.8% 2014 - 74.8% 2013 - 73.2% <b>Level 3 Pass Rates</b> 2017 - 65.2% 2016 - 79.6% 2015 - 65.5% 2014 - 69.5% 2013 - 65.1% <b>UE Pass Rates:</b> 2017 - 42.8% 2016 - 59.6% 2015 - 51.6% 2014 - 51.7% 2013 - 59.2% 2012 - 58.9% 2011 - 57% *these are Roll-Based statistics. They give us a picture of the whole cohort at each level.	Level 1 NCEA achievement at or above 80%  Level 1 Literacy achievement at or above 95%  Level 1 Numeracy achievement at or above 90%  Level 2 NCEA achievement at or above 85%  Level 3 NCEA achievement at or above 75%  UE at or above 60%	<p><b>Create and promote an environment for students where learning is explored, tailored, measured and reported upon.</b></p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>Articulate goals targeting achievement and success are made a priority with:                             <ul style="list-style-type: none"> <li>EXEC/SLT</li> <li>Academic Tutors</li> <li>HOD's - Department reports reflect this focus</li> <li>Staff</li> <li>Parents/community</li> </ul> </li> </ul> <p><b>School-wide Level:</b></p> <p><b>Academic Coaching Model</b></p> <ul style="list-style-type: none"> <li>Interviewing, careers (industry) focus for Yr 11 &amp; Yr 12 students.</li> <li>Parent Evening, Yrs 11 &amp; 12.</li> <li>Input of data into KAMAR.</li> <li>Estimated Credits Database, 2 week mandatory reporting of student results from the time the assessment is completed.</li> <li>Data collection and dissemination to relevant groups.</li> </ul> <p><b>Achievement, Retention and Transition (ART) Project; and At Risk Of Not Achieving (ARONA) Project</b></p> <ul style="list-style-type: none"> <li>partnership with MOE</li> <li>Identify, track and inform a group of students using a range of interventions where appropriate.</li> </ul> <p><b>Trades Academy</b></p> <ul style="list-style-type: none"> <li>14 students in a partnership with TBC &amp; WBOPP</li> <li>Integrated learning programme for literacy and numeracy.</li> </ul> <p><b>Academic Support Tutor</b> - identifies and target support for ART &amp; ARONA students</p> <p><b>Students Supporting Students</b> - after school homework support 3 x per week in the library</p> <p><b>Department Level:</b></p> <p><b>Department Reporting and Interviewing</b></p> <ul style="list-style-type: none"> <li>3 times a year, including goal setting</li> <li>Dept target setting in mid - year interview, published goals</li> <li>Departmental tutorials</li> </ul> <p><b>Academic Tutors:</b></p> <ul style="list-style-type: none"> <li>Letter home to those boys who are on track to achieving L1 &amp; L2 - positive reinforcement</li> <li>Collate list of ID boys who are at risk of not achieving L1/L2</li> </ul>	Ongoing  Ongoing  Term 1  Term 2, 3 & 4  Terms 1, 3 & 4  Term 3 & 4  End of Term 2	BOT Principal EXEC HOD  EXEC/SLT/ HOD  EXEC Form Teacher Tutors, SMI  GIL  KAMAR KAMAR MAS  GIL/GLB Tutors	Time  Time  KAMAR  KAMAR MAS	Message delivered at key forums  Goal outlined at key meetings with appropriate stakeholders  Survey - Staff Students Parents HOD A.T's Report  Reports and interviews conducted	BOT EXEC  EXEC Term 4  Ongoing GLB/DIS  GIL/GLB Terms 1, 3 and 4.



	<ul style="list-style-type: none"><li>Estimated Credits Database</li><li>Teacher Referral</li><li>At risk boys fall into the following categories:<ul style="list-style-type: none"><li>i) borderline risk - receive a letter/phone call home and interview with tutor/dean</li><li>ii) Medium risk - phone call home, interview with tutor/significant staff member/family</li><li>iii) High risk - home visit</li></ul></li><li>Term 2/3 Updated Credits to Date information given to students and parents through reports. Last one in Form time beginning of Term 4. –</li></ul>					SMI / GLB
	<b>Subject Teacher</b> <ul style="list-style-type: none"><li>Tailoring our focus on ART &amp; ARONA</li><li>Estimated credits inputted into KAMAR</li><li>80% pass rate goal for Level 1 Teachers</li></ul> <b>Form Teachers</b> <ul style="list-style-type: none"><li>Academic Coaching</li><li>Relationship building</li></ul> <b>Accelerate Students</b> <ul style="list-style-type: none"><li>Gold Group to raise the number of scholarships</li><li>Raise the number of excellences</li></ul>	Term 1  Term 2   Ongoing   Ongoing	Staff HOD   GIL   GIL/ GLB	KAMAR / Staff   Cost for ph calls Admin Support to make follow-up calls Venue/ SMS Data Catering/ Admin	KAMAR   NCEA Level 1 Pass rate  Key action on "What's On" Implemented by Form Teachers	GLB/JON



## REPORT: 1.1 - Student Learning – Academic Achievement

NB: The results used for this report use preliminary Roll Based statistics made available in February from NZQA. Roll based statistics are based on all of the students as of July 1st roll return. Final statistics for the year typically show an increase over the preliminary statistics.

### 2017 Results:

Level 1	Target	Level 2	Target	Level 3	Target	UE	Target
74.8%	80%	88.6%	80%	65.2%	75%	42.8%	60%

Level 1 Literacy	88%	95%	2016 : 90.2%
Level 1 Numeracy	88.9%	90%	2016 : 88.6%
Scholarship	2017 – 26 Scholarships including 2 Outstanding		
	2016 – 21 Scholarships including 1 Outstanding		

### 1.1 – Student Learning – Academic Achievement: continued ...

#### 2017 : Roll Based Comparisons

	Level 1	Level 2	Level 3	UE
Tauranga Boys' College	74.8%	88.6%	65.2%	42.8%
NZ Average	73.3%	75.5%	65.8%	48.0%
NZ Boys	68.8%	75.6%	60.9%	41.6%
NZ Boys in Boys' Schools	76.4%	81.5%	69.5%	52.2%
NZ Boys – Decile 4 – 7	72.8%	78.6%	60.0%	39.0%
NZ Boys – Decile 4 – 7 Boys' Schools	81.6%	86.0%	70.6%	48.1%
TBC Maori	58.2%	94.3%	58.5%	26.2%
All Maori Boys	69.0%	73.0%	52.9%	24.9%

#### NCEA Excellence Endorsements

Level 1	2016	Level 2	2016	Level 3	2016
12.5%	14.02%	8.45%	4.52%	6.5%	5.6%

#### Comments:

NCEA Level 1 - Our student performance at Level 1 continues to be very positive. Our boys' achievement at Level 1 remains consistently higher than the rest of the country.

Level 1 Literacy & Numeracy - Level 1 Literacy qualification continues to be demonstrate high achievement rates both within the school and nationally.

NCEA Level 2 - 2017 Year 12 student performance at Level 2 is an historic high for Tauranga Boys' College and sits significantly above all other measures.

NCEA Level 3 - As a cohort, the 2016's Year 13s achieved an historic Level 3 achievement rate (82.6%). The 2017 figure has dropped back to be on a par with all Year 13s in New Zealand.

University Entrance - The pass rate of Year 13 students gaining UE (107 students) has dropped significantly. It does not take into account the 26 Year 12 boys who also gained UE in 2017. TBC continues to outperform boys, overall.

Scholarship - The College can be proud of the 24 'Scholarship' plus 2 'Outstanding' grades achieved in the national scholarship examinations in 2017. 17 students gained awards across 11 subjects. Nine Scholarships were gained by Year 12 students, and 17 by Year 13 students.

Excellence Endorsements - Endorsements are a measurement of academic prowess. For a student to have their full certificate endorsed, they must achieve 50 credits or more at the level or above. e.g. 30 credits at Merit and 20 credits at Excellence, would generate a Merit endorsement. We continue to gain significantly more Merit Endorsements than boys in Decile 4-7 schools at all levels but remain behind in Excellence endorsements.





**2017 TARGET 1.2 - STUDENT LEARNING** - Academic Achievement of Maori Boys **TARGET:** Ka Hikitia Vision - Maori Enjoying Educational Success As Maori

Level 1 Pass Rates:	Level 1 NCEA achievement at or above 80%	Culturally Responsive and Relational Pedagogy: To lead, support, develop and embed culturally responsive and relational pedagogy. To develop leaders who are leading pedagogical transformation at Tauranga Boys' College. Community of Learning (CoL) Across School Leaders (ASL) lead support and work alongside in School Teachers (IST) to develop capability. Linking to the school wide goal of Effective Teaching. TBC PL focus for 2017 FB/FF Shadow Coaching Teaching as Inquiry Regular feedback/feedforward at HoC, SLT, EXEC and staff hui. Provide Professional Learning (PL) support as required e.g attendance at wananga and conference.	Throughout 2017	EXEC, JON, HUL, CR O	TRDs for PL days	TBC 2017 PL model implemented	BOT/EXEC/ SLT
2017 - 58.2%					Support from former KEP facilitators	School wide goal and Teaching as Inquiry developed in Appraisal process	
2016 - 68.1%					Non-contact for coaches (teacher observations and shadow coaching as required)		
2015 - 65.1%							
2014 - 65.5%							
2013 - 58.5%							
<b>Level 1 Literacy achievement (roll based) at or above 95%</b>							
2017 - 81.6%							
2016 - 85%							
2015 - 91.3%							
2014 - 81.8%							
2013 - 87.5%							
<b>Level 1 Numeracy achievement (roll based) at or above 90%</b>							
2017 - 81.6%							
2016 - 80.5%							
2015 - 81.9%							
2014 - 77.3%							
2013 - 69.8%							
<b>Level 2 Pass Rates</b>							
2017 - 94.3%			Term 1	EXEC	Venue / Time	Printed by GIL pigeon-hole by TIS	EXEC Term 2
2016 - 68.9%			Term 1	STU, EX EC	Administrati on support		
2015 - 75.8%			End of Term 2	TIS, GIL		Lists collated by Tutors and intervention actioned	
2014 - 59.5%			Term 2		SMS/time/Of fice staff support		
2013 - 57.6%			Term 2		Home visits resource personnel	Instructions delivered at staff briefings	TIS/MAN
<b>Level 3 Pass Rates</b>							
2017 - 58.5%							
2016 - 72.9%							
2015 - 44.3%							
2014 - 61.7%							
2013 - 49%							
<b>UE</b>							
2-17 - 26.2%	UE at or above 60%	Academic Tutors: Available to support and guide Maori students Positive Reinforcement Letter home to those boys who are on track to achieving L1 Collate list of boys who are at risk of not achieving L1/L2 - Estimated Credits Database - Teacher Referral At risk boys fall into the following categories: Borderline risk - receive a letter/phone call home and interview with tutor/dean Medium risk - phone call home, interview with tutor/significant staff member/family High risk - home visit Term 2/3 Updated Credits to Date information given to students and parents through reports. Last one in Form time beginning of Term 4.					
2016 - 43.8%							
2015 - 37.7%							
2014 - 26%							
2013 - 31%							
<b>Level 2 &amp; UE better than national comparison, U.E better than Maori Boys nationally.</b>							



			Term 4	DUR, RIR, TIS RIR, TIS	Cost for ph calls Admin Support to make follow-up calls Venue / SMS data Catering / Admin Time Koha- Kaumatua TRDs to setup Admin	Evening is well attended Worthwhile newsletter is produced Ceremony occurs Valuable experience	DIS, EXEC
	<p><b>Educationally Powerful Connections with Māori: To promote whanau connections that fulfil the guiding principles of Ka Hikitia.</b></p> <p>Year 9 Māori Parents Evening</p> <p>Produce Māori Achieving as Māori Newsletter each term.</p> <p>Mau Rākau Ceremony Year 9, 11 and 13</p> <p>Te Whanau o Aronui Whakawhanautanga Evening Performance</p> <p>Ritual (presentation of rākau from Yr 10 to Yr 9s)</p> <p>Kai</p> <p>Tu Rangitira Awards Evening</p> <p>Following in the Footsteps of the Māori Battalion 2018 Tour - planning and Gather evidence relating to whanau attendance at report evening and Academic Coaching evening.</p> <p>Letter home to parents sharing the schools concern about Maori achievement/attendance.</p>	Continue from 2017	TIS, DUR DUR			Reporting to MAN/TIS on tasks completed and progress made.	BOT EXEC
	<p><b>Maori Achievement Mentor</b></p> <p>Tama Tu, Tama Ora. Identify high achieving Maori students in the Years 9, 10 and 11 and provide opportunities to accelerate these students through to high standards of achievement academically, culturally and in co-curricular.</p> <p>Support Deans/Student Management / with the engagement of Maori students as required.</p> <p>Mentor identified Y13 Maori students, ensuring they are knowledgeable of NCEA, their final College year aspirations (academic, sporting, cultural, leadership) and future pathways</p> <p>Produce Maori Achieving as Maori Newsletter each term.</p> <p>Guest speakers and tertiary organisations to present to Years 12/13 boys about career planning and future options.</p> <p>SLT/Staff update of progress to date</p>	Term 2	DUR		Time resources MMA Catering Access to operating resource to fund initiatives	Time and feedback / review allocated Programme implemented and Maori boys enrolled. Strategy formed.	MAN/TIS/ SLT
	<p><b>Literacy and Te Reo Māori</b></p> <p>Implement Pause, Prompt, Praise reading programme.</p> <p>Initiate a strategy hui with Te Whanau o Aronui mo te Reo Rangitira and develop a strategy with actions.</p>		MAN, TIS		Programme costs Kai		TIS/ EXEC
				MLB, TIS RIR, TIS			TIS / EXEC





## REPORT: 1.2 - Student Learning - Academic Achievement of Maori Students

### NCEA Results –

Māori achievement and success at Tauranga Boys' College continues to break new ground with our 2017 results. The most notable result was at Level 2 where Māori achievement at Tauranga Boys' College recorded a historic high, with an outcome of 94.3% of Māori boys attaining NCEA Level 2. This result outperforms:

- TBC Boys result of 88.6%
- NZ Boys result of 75.6%
- NZ Māori Boys result of 73%

This single result can be attributed to a vast range of deliberate acts focussed on Māori achieving educational success as Māori.

Level 1 (58.2%), Level 3 (58.5%) and University Entrance (26.2%) continue to be ahead of NZ Māori results, however they were lower than 2016 results. The Level 1 Literacy result of 81.6% was lower than the previous year, however the Level 1 Numeracy 81.6% was an improvement on the 2016 result of 80.5%.

On another positive note Māori gained 2 scholarships in 2017:

- Drama (1)
- Chemistry (1)

The development of a more relevant and responsive curriculum in the Senior School has continued - L3 Building & Construction, L2 Social Studies Practical and L2 Mathematics Applied are three examples.

The Academic Coaching and revised Parent/Teacher Interviews continue to be successful and informative evening for parents and whanau. The Year 9 Aronui Whakawhānauatanga Evening, and Year 9 Māori Parents Evening were highly successful. Staff contributed well to the multi-layered process of contacting home. Numbers were significantly higher than previous years and demonstrates the value and support of this evening by Whanau and staff.

The College continues to work on developing Culturally Responsiveness and Relational Pedagogy through its involvement in the Tauranga Peninsula Community of Learning. Across School Teachers are working closely with In School Teachers to deliver the professional learning.

Assistant Principal Bruce Gillard continues to be instrumental in the development of an effective TBC data tracking system. It has allowed TBC to identify and track at risk students for early intervention. The Māori Achievement Mentor, Achievement Tutor, and Year 13 Academic Tutor have also made a significant difference in responding to student needs which is reflected in our NCEA achievement.

The Literacy initiatives implemented in 2017 (Pause, Prompt, Praise / Toe to Toe / Peer Reading / Learning Centre) have resulted in improved reading levels for those targeted to be involved in the reading programmes.

The SSS Tutoring was made available to all students in Terms 2 and 3. Further options catering to Māori students reflecting CR and RP were delivered by Aronui staff. This proved to be successful with strong numbers attending. Senior boys appreciated the opportunity to support other students.

Māori Achievement Mentor - Pere Durie continues to add value to the College and Māori. The Māori@TBC newsletter highlights Māori achievement and success. The Mau Rakau Ceremony is a school highlight and a strong lever in reinforcing culture, identity and te reo rangatira. The Māori Awards Evening - Tu Rangatira was delivered late in term 4. The evening acknowledged outstanding achievement and success at all levels. The Year 13 graduates, were presented with carved Koiko from Whanau to celebrate excellence and achievement. This year the number of award winners doubled to 160 plus boys - an outstanding result reflecting Māori success at Tauranga Boys' College.



**TARGET:** To raise the level of achievement of

Pasifika boys in NCEA		2017 TARGETS		Actions		Timeframe		Personnel Responsible		Resources		How Progress is Measured		To whom Reported /When	
Baseline Data															
<b>Level 1 Pass Rates:</b>		<b>Level 1 NCEA achievement at or above 80% (Roll Based)</b>		Support Pasifika Tutor:		All Year	WNR Pasifika tutor ATK -- staff member with experience at TBC Mrs Taula ZAN Academic Tutors	Text Messaging cost	Numbers in the school that engage with the Group. Parent Feedback	WRN GLB MAN					
2017 - 50.0%				Align to the Academic Tutor Group in the College so they can get a perspective of the wider school.											
2016 - 36.4%				Establish community links											
2015 - 76.5%				Involve the BOT											
2014 - 42.9%				School Systems											
2013 - 57.1%				Improve communication to parents and Pasifika Community (fono) or newsletter each term outlining success											
<b>Level 1 Literacy</b>		<b>Level 1 Literacy achievement (roll based) at or above 95%</b>		Follow up attendance issues.											
2017 - 60.0%				Pasifika Tutor											
2016 - 90.9%				Meetings with Pasifika boys stressing the need to be better than before											
2015 - 91.3%				Term 2/3 Academic Coaching using Education Plans with Years 11 and 12 Pasifika boys											
2014 - 81.8%				Subject Teacher											
2013 - 87.5%				Tailoring our focus on Pasifika using ethnicity button on KAMAR											
<b>Level 1 Numeracy</b>		<b>Level 2 NCEA achievement at or above 80% (Roll Based)</b>		Staff meeting /briefing focus on "how well do I know my boys" - reflection line											
2017 - 50%				Share document that identifies Pasifika boys in department/subject area, raising awareness and what does this mean for department											
2016 - 68.4%				Form Teachers											
2015 - 41.7%				Form teacher to contact home about important upcoming events - report evenings / Pasifika parent hui											
2014 - 60.0%				Prepare a Pasifika Education Plan to outline strategy to advance achievement of Pasifika students											
2013 - 57.1%				Incorporate ie faitaga as part of school uniform											
<b>Level 2 Pass Rates</b>		<b>Level 3 NCEA achievement at or above 75% (Roll Based)</b>		Pasifika Achievement Night											
2017 - 35.3%				Pasific Culture NCEA Course											
2016 - 81.8%															
2015 - 42.9%															
2014 - 66.7%															
2013 - 50%															
<b>UE</b>		<b>UE at or above 60% (Roll Based)</b>													
2017 - 17.6%															
2016 - 45.5%															
2015 - 28.6%															
2014 - 50.0%															
2013 - 62.5%															

\*these are Roll-Based statistics.  
They give us a picture of the whole cohort at each level.

## REPORT: 1.3 - Student Learning - Academic Achievement of Pasifika Students

### 2017 Results:

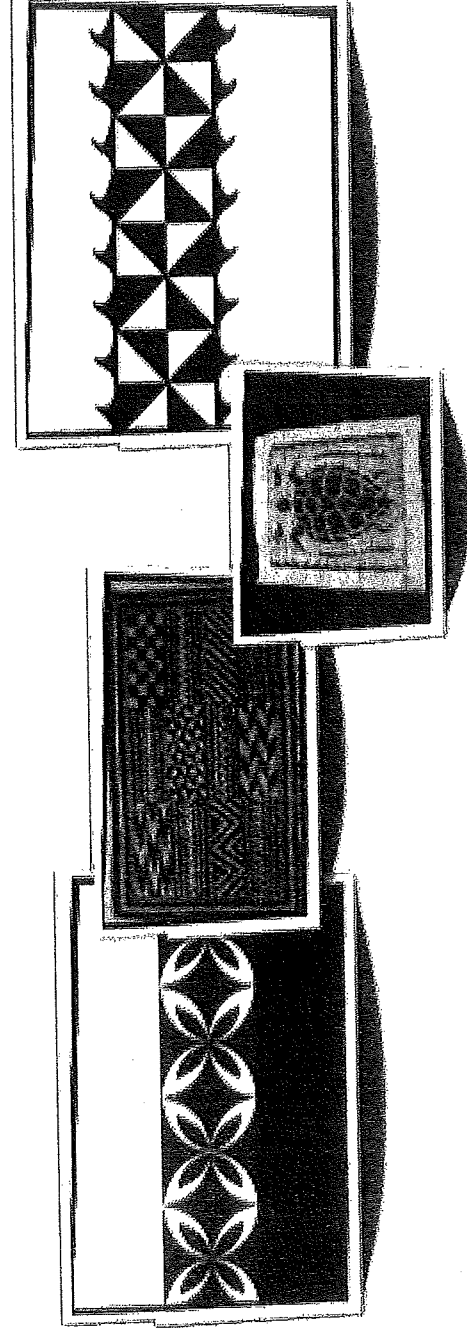
Level 1	Target	Level 2	Target	Level 3	Target	UE	Target
50.9%	80%	80%	80%	35.3%	75%	17.617%	60%

Comment: Small cohort size can result in dramatic annual fluctuations.

### Number in Cohort:

Tauranga Boys' College	Level 1	Level 2	Level 3	UE
2017	50% (10)	80% (10)	35.3% (16)	17.6% (17)
2016	36.4% (4)	68.4% (18)	81.8% (9)	45.5% (5)
2015	76.5% (13)	41.7% (5)	42.8% (6)	28.6% (4)
2014	42.9% (14)	60.0% (15)	56.7% (6)	50.0% (6)
2013	57.1% (14)	57.1% (7)	50.0% (8)	62.5% (8)

Raising the level of achievement of our Pasifika boys is an area that needs continual focus. The appointment of a Pasifika Tutor, and the Community of Learning Programme of professional learning based on growing Cultural Responsive and Relational Pedagogy should help achievement amongst this cohort. Pasifika Rise (established in 2016), and Pasifika Performing Arts (2017) are new initiatives aimed at advancing self-identity among pour Pasifika Boys.



**2017 TARGET 1.4 - STUDENT LEARNING - Academic Achievement of Priority Learners / Special Needs** **TARGET: To raise the level of achievement of Priority Learners**

Baseline Data	2017 TARGETS	Actions				Time-frame	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
2017 Achievement	Transition To transition successfully all new Year 9 students who are operating at Level 1 or 2 on the NZ Curriculum into the college	To gather detailed information from Contributing Schools on the individual student Interview :- - current teacher - parents - student - Outside Agencies Set up visits to Tauranga Boys' College prior to school starting Identify the learning programme and relevant T/A support needed Involve students in the Lunchtime Club Parent/Teacher Meetings in first six weeks of Term 1 Involve students in Year 9 Camp Where appropriate (identified by student/parent and key staff), encourage the student to take part in all aspects of the wider aspects of school life: attend all school assemblies Being involved in House competitions (Sports Day, Work Day, Foodbank) Going on camp with other classes Attend Option Classes with Teacher Aide support Join a college team Acknowledgement of achievements in assembly Newsletters School Magazine Being a member of a Vertical Form Class All ORRS funded students connected up with a Prefect Students have responsibilities at school - Bike Monitors / Assembly Monitors / Workshop Helper. Special Needs staff run and implement IEP for all ORRS funded students Special Needs Department / Students have responsibility for running the Foodbank Appeal at school. Special Needs students participate in local and regional Special Olympic Events. Special Needs Staff and Form Teachers complete Academic Coaching plans for Non ORRS funded students Appropriate programs for Special Needs students are available Teacher Aides are available to support learning Special Needs Senior Students attend and participate in mainstream option classes - supported. Continue developing the Life Skills Programme for all Special Needs Tudents including Cooking/ Washing / Personal Hygiene.				Term 4 of previous year	STU Guidance Tutors STR/FAH	Time for visits and interviews Teacher Aide Support	Student feedback on first 6 weeks of Term Parent Feedback form	MAN / STU
10 Senior Students	70% - L1 Literacy					Term 1				
60% - L1 Numeracy	90% - Certificate of Work & Community Skills					All Year	School Management STR/FAH	Teacher Aide Hours	Review of individual programmes	
50% - NCEA L1	Planning All ORRS funded students have at least 2 IEPs and meetings each year Non ORRS funded Special Needs Students have academic coaching plan in place Achievement All Senior Special Needs students work towards achieving Supported Living Work & Community Skills Certificate L1 over 2/3 Yr period Level 1 Numeracy Level 1 Literacy						STR FAH STU			



## REPORT: 1.4 – Student Learning – Priority Learners / Special Needs

**Transition:** Feedback from contributing schools and parents have highlighted the strength of the College's transition Programme. This can be attributed to the following actions: Special Needs staff meeting with the student, his parents and his Year 8 teacher.

Student Management Team meet with family and support agencies

Pre-School visits

Transitional Group established - 5 pre-visits to the College to orientate the boys and to meet the key people.

Key Case Worker established for family and student.

Lunchtime Club established.

Placed in Form Class with School Prefect who will mentor the young man for the year.

**Inclusiveness:** Most Special Needs students are involved in:

A Vertical Form Class with mainstream students from Years 9 to 13

House, Administration and Principal's Assemblies

House Competitions (Work Day, FoodBank, Athletics and Swimming Sports)

Some Option Classes - supported by Teacher Aides

Attend Year 9 Camp at Bowentown

Represent the College at local sports events

Work closely with a Year 13 Prefect.

Run the annual Food bank Appeal for the entire College.

The Breakfast Club each morning

**Programme Planning:**

All ORRS funded students have Individual Education Plans established and reviewed each term with key Tauranga Boys' College staff, family and outside agency support people. These are recorded and filed.

Non ORRS funded Special Needs students have an Academic Plan established and reviewed each term.

**Achievement:**

Many programmes for Special Needs students in the Senior School are Life Skilled based both at school and in the community.

Some students are working towards achieving NCEA Level 1 over a two to three year period.

Transitional Programmes are developed with families, the young men and outside agencies.

Of the 10 Special Needs senior students who are doing NCEA study almost all of them have achieved 40 credits or above to achieve the Certificate of Work and Community Skills. Whilst 50% have already passed NCEA Level One the other students are working towards this over the next year.

A strong component in the Establishing Independence course is learning Life Skills such as cooking, washing and personal hygiene, with the new facilities this has enabled an extensive programme to be undertaken within the department.





**2017 TARGET 1.5 - STUDENT LEARNING - Academic Excellence** **TARGET: To raise the level of Merit & Excellence Endorsement Achievement**

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
<b>% of EXCELLENCE</b> NCEA L1, L2, L3 2017 - 8.93% 2016 - 8.16% 2015 - 4.4% 2014 - 4.12% 2013 - 4.01%	Increase the percentage of students achieving Excellence endorsement in all NCEA Levels at or better than the national average for Decile 4-7 boys	HOD Curriculum Meetings targeting interventions Academic Tutor to interview all Year 13 Accelerate Students September Scholarship mock exams Gold Group - Academic elite and competition University and Scholarship Specialist Classes	Term 1 Term 1 All Year All Year All Year	GLB SAL GLB JON SAL Staff	HOC Committee SLT Accelerate Tutor ICT / Cows Financial Mentors Timetabled classes	Outcomes Excellence Outcomes Student Feedback Scholarship Success in 2017 Number of Scholarships	GLB Term 3 SAL Term 3 GLB ANNUALLY BOT/Community
<b>SCHOLARSHIP</b> 2017 = 26 2016 = 21 2015 = 28 2014 = 32 2013 = 42	Target 45 Scholarships						

**REPORT: 1.5: Student Learning – Academic Excellence**

**2017 Results: Excellence Endorsement**

Level 1	Decile 4 - 7 Boys	8.45%	11.87%
Level 2	Decile 4 - 7 Boys	8.45%	10.59%
Level 3	Decile 4 - 7 Boys	3.6%	9.03%

**2017 Results: Merit Endorsement**

Level 1	Decile 4 - 7 Boys	26.18%	27.22%
Level 2	Decile 4 - 7 Boys	25.61%	21.42%
Level 3	Decile 4 - 7 Boys	17.6%	16.89%

**Excellence Endorsements** - We continue to gain significantly more Merit Endorsements than boys in Decile 4-7 schools at all levels, but remain behind in Excellence endorsements, nationally, at Levels 2 and 3. This is pleasing but will remain a continued area of focus to encourage our boys to strive to achieve Excellence. A move towards reducing assessment (the number of credits per course) should also see an improvement in endorsements.

**Scholarship** - The College can be proud of the 24 'Scholarship' and 2 'Outstanding' grades achieved in the national scholarship examinations in 2017. 17 students gained awards across 11 subjects. Nine Scholarships were gained by Year 12 students, and 17 by Year 13 students.



**TARGET 1.6 - STUDENT LEARNING - Attendance / Engagement** **TARGET: To improve attendance rates and engagement of all students**

Baseline Data	2017 TARGETS	Actions	Time-frame	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
<b>Attendance rates historically</b> 2017 - 83.5% 2016 - 87.7% 2015 - 86.6% 2014 - 88.7% 2013 - 89.4% <b>Truancy Rates</b> 2017 - 7.7% 2016 - 6.6% 2015 - 4.9% 2014 - 5.0% 2013 - 4.5% <b>Maori Attendance Rates historically:</b> 2017 - 78.3% 2016 - 82.6% 2015 - 81.5% 2014 - 83.7% 2013 - 85.7% <b>Maori Truancy Rates</b> 2017 - 11.7% 2016 - 10.8% 2015 - 8.1% 2014 - 7.9% 2013 - 6.7% <b>Pasifika Attendance</b> 2017 - 82.9% 2016 - 85.4% 2015 - 85.6% 2014 - 86.4% 2013 - 87.2% <b>Pasifika Truancy</b> 2017 - 9.7% 2016 - 9.1% 2015 - 6.7% 2014 - 8.2% 2013 - 5.7%	<b>Attendance Target:</b> School-wide Attendance Target is at or above 91%  <b>Truancy Target:</b> School-wide unexplained target for 2017 is less than 4% or better  <b>Attendance Target for Maori</b> is at or above 87%  <b>Truancy Target for Maori</b> Students in 2017 is less than 4%  <b>Attendance Target for Pasifika</b> Students in 2017 is 90%  <b>Truancy Target for Pasifika</b> students is less than 4%	<b>Increase Awareness:</b> Newsletters - Parent Portal Assemblies - Expectations Attendance Portal - KAMAR Staff Meetings - % Rates per month Website - promotion Facebook - promotion  <b>School Systems:</b> 1. Academic Coaching with Senior Students so they see the direct importance of being at school and increase achievement 2. Addition of RESPECT FOR LEARNING added to the schools code of conduct. 3. Statistics shared with the staff monthly for greater awareness and trends. 4. An increase in resourcing with attendance follow up due to the roll growth over the last 4 years.  HOW - Follow up weekly on staff Nikki - Mark roll for relievers All Staff - Trips away entered Form Teachers - follow up on absences Deans target at risk attenders  <b>Absentee Follow Up:</b> Text messaging / Parent meetings Letters home / Home visits TAG follow up - Inter Agency Group Police - home visits MVC referral Rock On - Police, MVC, MoE, Health Truancy Officer - Home visits Identify "at risk" Year 8 student Reward good attendance via Goodman morning tea Add RESPECT FOR LEARNING to the school code • Deputy Form Teacher an addition to Form Classes • DUR Maori Mentor - academic mentoring • Maori Parent /Teacher/Student Evening • Year 9 Maori Parents Evening  • Two Pasifika Mentors linking with Pasifika students and families • Local Pasifika Leader linked with the College • Pasifika Rise Programme (Monday mornings) - importance of education	Weekly  Term by Term  Annually  Analysis of Attendance Data	STU - school roll HOW - staff marking Form Teachers - follow ups Subject Teacher - Marking Attendance Officer - text messaging coordinator Truancy Officer - Home visits GLB-website, Parent Portal DUR - Maori Mentoring WNR - Pasifika Tutor	Text Messaging cost	Term by Term data review - STU  Weekly analysis by:  Attendance Officer - non attendees - HOW - staff marking - STU - roll numbers	MAN BOT  MOE  Returns (quarterly) • Audit (annual)



## REPORT: 1.6: Student Learning – Attendance / Engagement

Attendance Observations for the whole school in 2017 and over the last seven years:

### 1. Attendance

In 2017 we have seen decrease in whole school attendance over the last year of 4.2% . Whilst we have seen improvements of up to 5% over the last six years the recent rapid growth of the school roll has placed extra pressure on our attendance tracking systems. Extra resources have been put in place for 2018 to focus turning this trend around.

### 2. Truancy

In 2017 we have seen an increase of unexplained absence by 1.1%. Over the last seven years we have seen an improvement of 6.2%. Reducing truancy is a key focus in 2018.

### 3. Maori Attendance

In 2017 we have seen an decrease of Maori boys attendance of 4.3% over the year which disappointing. Over the last seven years Maori attendance has improved by over 3.6%.

### 4. Maori Truancy

In 2017 truancy amongst Maori students has increased by 0.9%. Over the last seven years we have seen a truancy reduction of 2.2%. This is a key focus in 2018.

### 5. Pasifika Attendance

Attendance rates for Pasifika students has been maintained around the 85% mark for the last five years, however in 2017 we have observed a decrease in attendance by 2.5%. Our target of 90% still is the goal.

### 6. Pasifika Truancy

Unexplained absences still remain an area of focus with our Pasifika students. We have seen an increase of truancy of 4% over the last 4 year.

### 7. European / Pakeha Attendance and Truancy Rates

European / Pakeha attendance rates have consistently reached our target of 91% over the last 4 years. In 2017 European attendance only reached 85% Truancy rates have also increased over the last year.

### Asian Attendance and Truancy Rates;

Asian attendance rates are consistently high (90+%) and truancy rates are low.



# **TAURANGA BOYS COLLEGE**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

School Address: 664 Cameron Rd, Tauranga

School Postal Address: 664 Cameron Rd, Tauranga

School Phone: 07 5784 029

School Email: [tbc@tbc.school.nz](mailto:tbc@tbc.school.nz)

Ministry Number: 121

# TAURANGA BOYS COLLEGE

Financial Statements - For the year ended 31 December 2017

## Index

<b>Page</b>	<b>Statement</b>
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements

# Tauranga Boys College

## Statement of Responsibility

For the year ended 31 December 2017

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

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

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

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

Richard Craven

  
Signature of Board Chairperson

11/6/18

Date:

Robert Mangan

  
Signature of Principal

11/6/18

Date:

# Tauranga Boys College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>				
Government Grants	2	16,119,360	15,131,694	15,143,185
Locally Raised Funds	3	2,175,181	981,786	2,050,189
Interest Earned		61,053	65,000	70,315
International Students	4	798,322	823,935	690,407
		<u>19,153,916</u>	<u>17,002,415</u>	<u>17,954,096</u>
<b>Expenses</b>				
Locally Raised Funds	3	1,125,199	56,044	1,009,388
International Students	4	361,641	391,773	278,483
Learning Resources	5	12,260,899	11,553,479	11,670,569
Administration	6	1,440,728	1,401,872	1,408,633
Finance		40,660	62,600	10,597
Property	7	3,237,706	3,041,900	3,109,756
Depreciation	8	691,531	690,000	703,139
Loss on Disposal of Property, Plant and Equipment		7,931	-	5,994
Amortisation of Intangible Assets	14	3,843	10,000	20,759
Transport				
		<u>19,170,138</u>	<u>17,207,668</u>	<u>18,217,318</u>
<b>Net Surplus / (Deficit) for the year</b>		(16,222)	(205,253)	(263,222)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(16,222)</u>	<u>(205,253)</u>	<u>(263,222)</u>

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



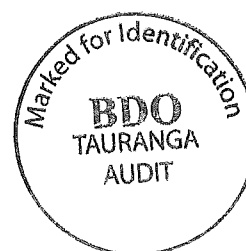
# Tauranga Boys College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<b>4,843,631</b>	<b>4,486,045</b>	<b>5,106,853</b>
Total comprehensive revenue and expense for the year	(16,222)	(205,253)	(263,222)
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
<b>Equity at 31 December</b>	<b>4,827,409</b>	<b>4,280,792</b>	<b>4,843,631</b>
Retained Earnings	4,827,409	4,280,792	4,843,631
Reserves	-	-	-
<b>Equity at 31 December</b>	<b>4,827,409</b>	<b>4,280,792</b>	<b>4,843,631</b>

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





**Tauranga Boys College**  
**Statement of Financial Position**  
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	1,262,211	401,267	935,998
Accounts Receivable	10	829,105	1,050,000	710,312
GST Receivable		10,945	30,000	24,558
Prepayments		101,814	100,000	93,036
Inventories	11	142,730	160,000	163,893
Investments	12	1,390,000	1,400,000	1,350,000
		<u>3,736,805</u>	<u>3,141,267</u>	<u>3,277,797</u>
<b>Current Liabilities</b>				
Accounts Payable	15	1,176,910	1,350,000	950,964
Borrowings - Due in one year	16	120,000	20,000	20,000
Revenue Received in Advance	17	848,592	600,000	613,767
Provision for Cyclical Maintenance	18	31,477	40,000	32,680
Painting Contract Liability - Current Portion	19	67,353	67,000	67,353
Finance Lease Liability - Current Portion	20	59,973	70,000	90,864
Funds held in Trust	21	393,983	300,000	298,963
Funds held on behalf of COL Cluster	23	42,506	4,000	4,185
		<u>2,740,794</u>	<u>2,451,000</u>	<u>2,078,776</u>
<b>Working Capital Surplus/(Deficit)</b>		996,011	690,267	1,199,021
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	4,514,829	4,420,525	4,421,908
Intangible Assets	14	-	-	3,843
		<u>4,514,829</u>	<u>4,420,525</u>	<u>4,425,751</u>
<b>Non-current Liabilities</b>				
Borrowings	16	-	100,000	120,000
Provision for Cyclical Maintenance	18	590,283	600,000	559,584
Painting Contract Liability	19	19,216	60,000	58,752
Finance Lease Liability	20	73,932	70,000	42,805
		<u>683,431</u>	<u>830,000</u>	<u>781,141</u>
<b>Net Assets</b>		<u>4,827,409</u>	<u>4,280,792</u>	<u>4,843,631</u>
<b>Equity</b>		<u>4,827,409</u>	<u>4,280,792</u>	<u>4,843,631</u>

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



**Tauranga Boys College**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

	Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,794,954	3,701,694	3,777,845
Locally Raised Funds		2,181,759	901,786	2,240,905
International Students		994,787	1,023,935	645,120
Goods and Services Tax (net)		13,613	30,000	38,208
Payments to Employees		(2,399,974)	(2,246,472)	(2,562,198)
Payments to Suppliers		(3,464,761)	(2,608,596)	(3,863,890)
Cyclical Maintenance Payments in the year		(50,217)	-	
Interest Paid		(40,660)	(62,600)	(10,597)
Interest Received		55,053	75,000	83,748
<b>Net cash from / (to) the Operating Activities</b>		<b>1,084,554</b>	<b>814,747</b>	<b>349,141</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		4,568	-	21
Purchase of PPE (and Intangibles)		(706,896)	(1,120,525)	(753,369)
Purchase of Investments		(40,000)	(500,000)	340,000
Proceeds from Sale of Investments		-	-	
<b>Net cash from / (to) the Investing Activities</b>		<b>(742,328)</b>	<b>(1,620,525)</b>	<b>(413,348)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(89,819)	(160,000)	(108,178)
Painting contract payments		(39,536)	(40,000)	(47,033)
Loans Received/ Repayment of Loans		(20,000)	(40,000)	(20,000)
Funds Administered on Behalf of Third Parties		133,341	304,000	170,445
Funds Held for Capital Works Projects		-	-	
<b>Net cash from Financing Activities</b>		<b>(16,014)</b>	<b>64,000</b>	<b>(4,766)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>326,213</b>	<b>(741,778)</b>	<b>(68,973)</b>
Cash and cash equivalents at the beginning of the year	9	935,998	1,143,045	1,004,971
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>1,262,211</b>	<b>401,267</b>	<b>935,998</b>

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



# Tauranga Boys College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

#### **a) Reporting Entity**

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

#### **b) Basis of Preparation**

##### **Reporting Period**

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

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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





#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 20.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

##### **Other Grants**

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

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

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

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) Investments**

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

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

#### **k) Property, Plant and Equipment**

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

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

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

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

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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets  
Furniture and equipment  
Information and communication technology  
Motor vehicles  
Textbooks  
Leased assets held under a Finance Lease  
Library resources

10–75 years  
10–15 years  
4–5 years  
5 years  
3 years  
4 years  
12.5% Diminishing value



## **l) Intangible Assets**

### *Software costs*

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

Computer software licences with individual values under \$1,500 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.

### *Long-term employee entitlements*

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

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



**p) Revenue Received in Advance**

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

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

**q) Funds Held in Trust**

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

**r) Shared Funds**

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

**s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

**t) Financial Assets and Liabilities**

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

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

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	3,341,952	3,352,497	3,310,387
Teachers' salaries grants	10,186,252	9,430,000	9,429,131
Use of Land and Buildings grants	2,138,154	2,000,000	1,936,209
Resource teachers learning and behaviour grants	22,665	21,700	18,500
Other MoE Grants	207,389	166,245	225,232
Other government grants	222,948	161,252	223,726
	<u>16,119,360</u>	<u>15,131,694</u>	<u>15,143,185</u>

## 3. Locally Raised Funds

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

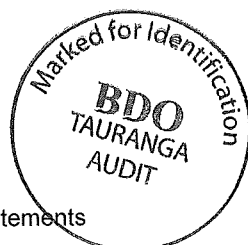
	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	313,337	150,000	220,090
Fundraising	45,600	91,500	43,283
Bequests	-	-	-
Other revenue	196,600	177,568	175,890
Trading	203,227	48,300	221,802
Activities	1,166,426	257,011	1,081,009
Curriculum Recoveries	249,991	257,407	308,115
	<u>2,175,181</u>	<u>981,786</u>	<u>2,050,189</u>
<b>Expenses</b>			
Activities	951,298	56,044	822,181
Trading	173,901	-	187,207
Fundraising (costs of raising funds)			
	<u>1,125,199</u>	<u>56,044</u>	<u>1,009,388</u>
	<u>1,049,982</u>	<u>925,742</u>	<u>1,040,801</u>

Surplus for the year Locally raised funds

## 4. International Student Revenue and Expenses

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	141	140	130
	<u>141</u>	<u>140</u>	<u>130</u>
	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
International student fees	798,322	823,935	690,407
<b>Expenses</b>			
Advertising	123,175	83,000	96,593
Commissions	91,523	82,500	78,390
Recruitment	4,052	3,000	3,519
International student levy	17,265	17,173	9,800
Employee Benefit - Salaries	90,327	172,000	60,007
Other Expenses	35,299	34,100	30,174
	<u>361,641</u>	<u>391,773</u>	<u>278,483</u>
	<u>436,681</u>	<u>432,162</u>	<u>411,924</u>

Surplus for the year International Students'





**5. Learning Resources**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	863,874	967,098	978,872
Equipment repairs	20,997	119,485	45,563
Information and communication technology	23,891	25,300	-
Extra-curricular activities	304,971	260,326	254,374
Library resources	14,911	13,170	9,352
Employee benefits - salaries	10,922,988	10,058,500	10,275,786
Resource/attached teacher costs	92,808	82,600	85,664
Staff development	16,459	27,000	20,958
	<u>12,260,899</u>	<u>11,553,479</u>	<u>11,670,569</u>

**6. Administration**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,211	10,000	7,676
Board of Trustees Fees	7,120	5,000	4,440
Board of Trustees Expenses	46,317	42,600	46,637
Communication	46,270	53,500	29,056
Consumables	24,766	43,600	46,569
Operating Lease	9,814	41,100	44,319
Legal Fees	4,359	11,000	32,022
Other	58,064	70,000	62,647
Employee Benefits - Salaries	1,126,401	1,091,972	1,080,183
Insurance	44,978	28,000	40,485
Service Providers, Contractors and Consultancy	62,428	5,100	14,599
	<u>1,440,728</u>	<u>1,401,872</u>	<u>1,408,633</u>

**7. Property**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	78,629	60,000	67,050
Consultancy and Contract Services	5,833	-	-
Cyclical Maintenance Expense	79,713	80,000	106,053
Grounds	68,089	78,000	129,849
Heat, Light and Water	184,934	157,000	156,495
Rates	15,125	13,400	15,762
Repairs and Maintenance	193,246	179,500	182,758
Use of Land and Buildings	2,138,154	2,000,000	1,936,209
Security	27,277	20,000	25,660
Employee Benefits - Salaries	446,706	454,000	489,920
	<u>3,237,706</u>	<u>3,041,900</u>	<u>3,109,756</u>

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



**8. Depreciation**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	97,153	100,000	66,641
Furniture and Equipment	295,267	300,000	304,630
Information and Communication Technology	157,547	150,000	154,594
Motor Vehicles	28,599	30,000	36,695
Textbooks	12,185	10,000	13,628
Leased Assets	90,892	90,000	8,983
Library Resources	9,888	10,000	117,968
	<u>691,531</u>	<u>690,000</u>	<u>703,139</u>

**9. Cash and Cash Equivalents**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand			
Bank Current Account	283,859	101,267	326,313
Bank Call Account	978,352	300,000	609,685
	<u>1,262,211</u>	<u>401,267</u>	<u>935,998</u>
Cash equivalents and bank overdraft for Cash Flow Statement			

**10. Accounts Receivable**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	123,624	130,000	91,842
Interest Receivable	27,000	20,000	21,000
Teacher Salaries Grant Receivable	678,481	900,000	597,470
	<u>829,105</u>	<u>1,050,000</u>	<u>710,312</u>
Receivables from Exchange Transactions	150,624	150,000	112,842
Receivables from Non-Exchange Transactions	678,481	900,000	597,470
	<u>829,105</u>	<u>1,050,000</u>	<u>710,312</u>

**11. Inventories**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	17,406	20,000	17,185
School Uniforms	125,324	140,000	146,708
	<u>142,730</u>	<u>160,000</u>	<u>163,893</u>

**12. Investments**

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,390,000	1,400,000	1,350,000



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Buildings	2,825,219	248,075			(97,153)	2,976,141
Furniture and Equipment	877,434	214,375	(163)		(295,267)	796,379
Information and Communication	431,367	213,111	(8,945)		(157,547)	477,986
Motor Vehicles	87,389	-			(28,599)	58,790
Textbooks	13,738	11,725			(12,185)	13,278
Leased Assets	123,879	90,055			(90,892)	123,042
Library Resources	62,882	21,300	(5,081)		(9,888)	69,213
<b>Balance at 31 December 2017</b>	<b>4,421,908</b>	<b>798,641</b>	<b>(14,189)</b>	<b>-</b>	<b>(691,531)</b>	<b>4,514,829</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Land	-	-	-
Buildings	4,331,899	(1,355,758)	2,976,141
Building Improvements	-	-	-
Furniture and Equipment	5,521,631	(4,725,252)	796,379
Information and Communication	1,515,001	(1,037,015)	477,986
Motor Vehicles	305,249	(246,459)	58,790
Textbooks	36,557	(23,279)	13,278
Leased Assets	331,902	(208,860)	123,042
Library Resources	145,274	(76,061)	69,213
<b>Balance at 31 December 2017</b>	<b>12,187,513</b>	<b>(7,672,684)</b>	<b>4,514,829</b>

The net carrying value of equipment held under a finance lease is **\$123,041 (2016: \$123,879)**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2016</b>						
Buildings	2,760,431	131,429	-	-	(66,641)	2,825,219
Furniture and Equipment	905,918	129,254	(260)	-	(270,384)	764,528
Information and Communication	315,291	432,529	(14,706)	-	-	544,273
Technology	-	-	-	-	(188,841)	-
Motor Vehicles	86,594	37,490	-	-	(36,695)	87,389
Textbooks	10,986	16,380	-	-	(13,628)	13,738
Leased Assets	-	241,847	-	-	(117,968)	123,879
Library Resources	56,627	18,203	(2,965)	-	(8,983)	62,882
<b>Balance at 31 December 2016</b>	<b>4,135,847</b>	<b>1,007,132</b>	<b>(17,931)</b>	<b>-</b>	<b>(703,140)</b>	<b>4,421,908</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2016</b>			
Buildings	4,083,824	(1,258,605)	2,825,219
Furniture and Equipment	3,676,455	(2,911,927)	764,528
Information and Communication Technology	2,993,996	(2,449,723)	544,273
Motor Vehicles	305,249	(217,860)	87,389
Textbooks	40,883	(27,145)	13,738
Leased Assets	241,847	(117,968)	123,879
Library Resources	134,872	(71,990)	62,882
<b>Balance at 31 December 2016</b>	<b>11,477,126</b>	<b>(7,055,218)</b>	<b>4,421,908</b>



#### 14. Intangible Assets

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

2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
<b>Cost</b>					
Intangible Assets (Cost)	95,350	-	-	-	95,350
<b>Balance at 31 December 2017</b>	95,350	-	-	-	95,350
<b>Accumulated Amortisation</b>					
Intangible Assets (Amortisation for the year)	91,507	3,843	-	-	95,350
<b>Balance at 31 December 2017</b>	91,507	3,843	-	-	95,350
<b>Net Book Value at 31 December 2017</b>					-

2016	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
<b>Cost</b>					
Intangible Assets	95,350	-	-	-	95,350
<b>Balance at 31 December 2016</b>	95,350	-	-	-	95,350
<b>Accumulated Amortisation</b>					
Intangible Assets (Amortisation for the year)	70,747	20,760	-	-	91,507
<b>Balance at 31 December 2016</b>	70,747	20,760	-	-	91,507
<b>Net Book Value at 31 December 2016</b>					3,843

#### 15. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	319,489	250,000	244,154
Accruals	165,833	500,000	96,430
Employee Entitlements - salaries	680,124	600,000	599,762
Employee Entitlements - leave accrual	11,464	-	10,619
	1,176,910	1,350,000	950,965
Payables for Exchange Transactions	1,122,694	1,350,000	906,415
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	54,216		44,550
	1,176,910	1,350,000	950,965

The carrying value of payables approximates their fair value.



**16. Borrowings**

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Due in One Year	120,000	20,000	20,000
Due Beyond One Year	-	100,000	120,000
	<u>120,000</u>	<u>120,000</u>	<u>140,000</u>

The school has borrowings at 31 December 2017 of \$120,000 (31 December 2016 \$140,000). The Board raised two loans to help pay for the cost of the Sports House in 2008. The Tauranga Boys College Charitable Trust balance owing at 31 December is \$20,000 (2016 \$40,000), interest is 9% per annum and is paid quarterly, principal of \$20,000 is repaid annually in December. The Titans Trust loaned \$100,000, no repayments are required, interest is 20% payable monthly. The loans are unsecured. On 22 May 2018 the loan from Titans Trust was repaid in full.

**17. Revenue Received in Advance**

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
International Student Fees	582,622	600,000	386,157
Other	265,970	-	227,610
	<u>848,592</u>	<u>600,000</u>	<u>613,767</u>

**18. Provision for Cyclical Maintenance**

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Provision at the Start of the Year	592,264	592,264	520,541
Increase to the Provision During the Year	79,713	80,000	106,053
Use of the Provision During the Year	(50,217)	(30,280)	(34,330)
Provision at the End of the Year	<u>621,760</u>	<u>641,984</u>	<u>592,264</u>
Cyclical Maintenance - Current	31,477	40,000	32,680
Cyclical Maintenance - Term	590,283	600,000	559,584
	<u>621,760</u>	<u>640,000</u>	<u>592,264</u>

**19. Painting Contract Liability**

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Current Liability	67,353	67,000	67,353
Non Current Liability	19,216	60,000	58,752
	<u>86,569</u>	<u>127,000</u>	<u>126,105</u>

In 2012 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2013, with regular maintenance in subsequent years. The agreement has an annual commitment of \$67,353. 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. The liability has not been adjusted for inflation and the effect of the time value of money.



## 20. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	59,973	70,000	90,864
Later than One Year and no Later than Five Years	73,932	70,000	42,805
Later than Five Years	-	-	-
	<u>133,905</u>	<u>140,000</u>	<u>133,669</u>

## 21. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	393,983	300,000	298,963
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>393,983</u>	<u>300,000</u>	<u>298,963</u>

These funds are held in trust for International Students who have paid in advance for 2018 homestay.

## 22. Funds Held for Capital Works Projects

The School had no capital works projects in 2017.

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Stage 2	<i>completed</i>	(220,759)	293,664	94,827	21,922	-
Totals		<u>(220,759)</u>	<u>293,664</u>	<u>94,827</u>	<u>21,922</u>	<u>-</u>



## 23. Funds Held on Behalf of Community of Learning Cluster

Tauranga Boys College is the lead school and holds funds on behalf of the Tauranga Peninsula COL cluster, a group of ten schools funded by the Ministry of Education to share teaching expertise and resources across schools and age levels to improve student

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held at Beginning of the Year	4,185	-	-
Funds Received from Cluster Members	33,052	4,000	7,000
Funds Received from MoE	17,275	-	1,000
Funds Spent on Behalf of the Cluster	(12,006)	-	(3,815)
Funds Held at Year End	42,506	4,000	4,185

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

### Current Assets

Cash at bank	42,506	4,000	4,185
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### Non Current Assets

Property Plant and Equipment	-	-	-
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### Current Liabilities

Operating Creditors	-	-	-
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### Non Current Liabilities

Borrowings	-	-	-
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### Equity

	42,506	4,000	4,185
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## 24. Related Party Transactions

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

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



## 25. Remuneration

### Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	7,120	4,440
Full-time equivalent members	0.12	0.12
<i>Leadership Team</i>		
Remuneration	2,430,591	2,356,602
Full-time equivalent members	24	26
Total key management personnel remuneration	2,437,711	2,361,042
Total full-time equivalent personnel	24.12	26.12

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

### Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	20-30	9-10
Termination Benefits	-	-

### Other Employees

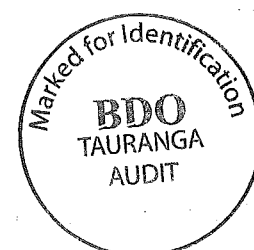
The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2017 FTE Number	2016 FTE Number
120-130	1.00	1.00
110-120	2.00	2.00
100-110	1.00	
	4.00	3.00

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

## 26. Contingencies

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





## 27. Commitments

### (a) Capital Commitments

Capital commitments at 31 December 2017 NIL ( 2016 NIL)

### (b) Operating Commitments

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

(a) operating lease of a vehicle;

	2017 Actual \$	2016 Actual \$
No later than One Year	715	8,580
Later than One Year and No Later than Five Years	-	715
Later than Five Years	-	-
	<u>715</u>	<u>9,295</u>

## 28. Managing Capital

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

## 29. Financial Instruments

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

### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	1,262,211	401,267	935,998
Receivables	829,105	1,050,000	710,312
Investments - Term Deposits	1,390,000	1,400,000	1,350,000
Total Loans and Receivables	<u>3,481,316</u>	<u>2,851,267</u>	<u>2,996,310</u>

### Financial liabilities measured at amortised cost

Payables	1,122,694	1,350,000	906,415
Borrowings - Loans	120,000	120,000	140,000
Finance Leases	133,905	140,000	133,669
Painting Contract Liability	86,569	127,000	126,105
Total Financial Liabilities Measured at Amortised Cost	<u>1,463,168</u>	<u>1,737,000</u>	<u>1,306,189</u>

## 30. Events After Balance Date

The School was awarded \$4.5m from MOE for extra classrooms to be built. Scoping and design work is currently underway. Construction is not expected to commence until 2019.

On 22 May 2018, after relevant Board approval, the loan of \$100,000 from Titans Trust was repaid in full.

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





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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TAURANGA BOYS COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Tauranga Boys College (the School). The Auditor-General has appointed me, Fraser Lellman, using the staff and resources of BDO Tauranga, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 11 June 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.

#### Titans Trust Loan

Without modifying our opinion, we draw attention to Note 16 of the financial statements. In 2008 the Tauranga Boys' College Titans Sports Council Trust (the Titans Trust) loaned the school \$100,000 at an interest rate of 20% per annum. That interest rate is significantly higher than would have been charged on a bank loan. The Titans Trust has close links to the School, but is independent of the school and is not a public entity. The school made no repayments of the principal of the loan until 22 May 2018 when the loan was repaid in full.

#### 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.

**PARTNERS:** Fraser Lellman CA    Kenneth Brown CA    Janine Hellyer CA    Jenny Lee CA  
Donna Kemp CA    Paul Manning CA

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## **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in pages 1 to 15 of the Analysis of Variance, the Kiwi Sport Statement, the list of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

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

### **Independence**

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

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



Fraser Lellman  
BDO Tauranga  
On behalf of the Auditor-General  
Tauranga, New Zealand