

UHY Haines Norton (Auckland) Limited

Head Office

22 Catherine Street | Henderson | Auckland 0612 | New Zealand
PO Box 21143 | Henderson | Auckland 0650 | New Zealand
t: +64 9 839 0087 | f: +64 9 837 2992

Auckland CBD Office

4th Floor, Smith & Caughey Building
253 Queen Street | Auckland 1010
t: +64 9 303 5844

Kumeu Office

329A Main Road | Kumeu 0810
t: +64 9 412 9853

Helensville Office

34 Commercial Road | Helensville 0800
t: +64 9 420 7972

info@uhyhn.co.nz | www.uhyhn.co.nz

31 May 2017

The Board of Trustees
Pasadena Intermediate School
Moray Place,
Point Chevalier,
Auckland 1022

Dear Trustees

Audit of Pasadena Intermediate School's Financial Statements for the Year Ended 31 December 2016

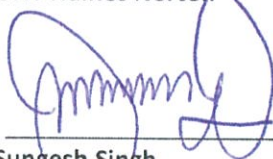
We have completed our audit of Pasadena Intermediate School's financial statements for the year ended 31 December 2016. We enclose:

- A copy of the audited financial statements for the year ended 31 December 2016.

Please ensure that the audited financial statements is lodged appropriately with the Auditor General. We thank you for your instruction. Please do not hesitate to contact us should you have any queries.

Yours sincerely

UHY Haines Norton



Sungesh Singh

Partner

sungeshs@uhyhn.co.nz

Direct Dial: (09) 839 2184

Encl.

PASADENA INTERMEDIATE SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address:	Moray Place Pt Chevalier
School Postal Address:	AUCKLAND 1022
School Phone:	09-846-2169
School Email:	office@pasadena.school.nz
Ministry Number:	1437

PASADENA INTERMEDIATE SCHOOL

Financial Statements - For the year ended 31 December 2016

Index

Page	Statement
<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
<u>6 - 17</u>	Notes to the Financial Statements
<u>6 - 10</u>	Statement of Accounting Policies
<u>11 - 17</u>	Other Notes and Disclosures
	Independent Auditor's Report

Pasadena Intermediate School

Statement of Responsibility

For the year ended 31 December 2016

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

BELINDA DRAKE

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

30/05/2017

Date:

Jonathan Hughes

Full Name of Principal

[Signature]

Signature of Principal

30/5/2017

Date:

Pasadena Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	2,487,486	2,193,397	2,179,120
Locally Raised Funds	3	292,314	225,355	251,494
Interest Earned		9,176	12,500	11,916
International Students	4	23,990	92,000	87,904
		<u>2,812,966</u>	<u>2,523,252</u>	<u>2,530,434</u>
Expenses				
Locally Raised Funds	3	160,592	85,100	92,574
International Students	4	439	43,500	43,173
Learning Resources	5	1,199,137	1,369,050	1,249,105
Administration	6	165,933	161,450	165,602
Property	7	1,194,610	829,776	1,009,628
Depreciation	8	58,137	50,000	61,449
Loss on Disposal of Property, Plant and Equipment		36,753	-	-
		<u>2,815,600</u>	<u>2,538,876</u>	<u>2,621,530</u>
Net Surplus / (Deficit)		(2,634)	(15,624)	(91,096)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(2,634)</u>	<u>(15,624)</u>	<u>(91,096)</u>

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

Pasadena Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	<u>567,998</u>	<u>567,999</u>	<u>659,095</u>
Total comprehensive revenue and expense for the year	(2,634)	(15,624)	(91,097)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	6,534	-	-
Equity at 31 December	<u>571,899</u>	<u>552,375</u>	<u>567,998</u>
 Retained Earnings	571,899	552,375	567,998
Reserves	-	-	-
Equity at 31 December	<u>571,899</u>	<u>552,375</u>	<u>567,998</u>

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

Pasadena Intermediate School

Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	9	17,376	203,545	250,170
Accounts Receivable	10	64,729	92,474	92,473
GST Receivable		11,743	6,501	6,501
Prepayments		11,650	320	320
Inventories	11	15,062	17,883	17,883
Investments	12	212,252	-	-
		<u>332,812</u>	<u>320,723</u>	<u>367,347</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	14	77,362	121,177	121,177
Revenue Received in Advance	15	2,813	17,082	17,082
Provision for Cyclical Maintenance	16	26,500	26,500	26,500
		<u>106,675</u>	<u>164,759</u>	<u>164,759</u>
Working Capital Surplus/(Deficit)		<u>226,137</u>	<u>155,964</u>	<u>202,588</u>
Non-current Assets				
Property, Plant and Equipment	13	390,830	481,910	450,912
		<u>390,830</u>	<u>481,910</u>	<u>450,912</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	45,068	85,500	85,500
		<u>45,068</u>	<u>85,500</u>	<u>85,500</u>
Net Assets		<u>571,899</u>	<u>552,375</u>	<u>567,998</u>
Equity		<u>571,899</u>	<u>552,375</u>	<u>567,998</u>

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

Pasadena Intermediate School
Statement of Cash Flows
For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		469,831	405,141	401,832
Locally Raised Funds		292,766	227,213	257,037
International Students		9,642	106,348	102,252
Goods and Services Tax (net)		(5,242)	(6,501)	(14,800)
Payments to Employees		(266,199)	(219,227)	(256,523)
Payments to Suppliers		(502,487)	(356,787)	(460,710)
Interest Received		9,420	11,270	11,375
Net cash from / (to) the Operating Activities		7,732	167,457	40,463
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(36,753)	-	(86,618)
Purchase of PPE (and Intangibles)		1,943	-	
Purchase of Investments		(212,252)	-	
Net cash from / (to) the Investing Activities		(247,062)	-	(86,618)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,534	-	-
Net cash from Financing Activities		6,534	-	-
Net increase/(decrease) in cash and cash equivalents		(232,796)	167,457	(46,154)
Cash and cash equivalents at the beginning of the year	9	250,170	36,088	296,325
Cash and cash equivalents at the end of the year	9	17,376	203,545	250,170

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

Pasadena Intermediate School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

Pasadena Intermediate 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School

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

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.

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

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

After initial recognition 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	40 years
Furniture and equipment	5-10 years
Information and communication technology	5-10 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

p) 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).

q) 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.

r) 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.

s) Budget Figures

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

2. Government Grants

	2016	2016 Budget	2015
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	409,750	387,500	386,925
Teachers' salaries grants	954,268	1,110,000	992,099
Use of Land and Buildings grants	1,066,197	671,590	778,523
Other MoE Grants	57,271	24,307	21,573
	<u>2,487,486</u>	<u>2,193,397</u>	<u>2,179,120</u>

3. Locally Raised Funds

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

	2016	2016 Budget	2015
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	58,127	34,000	62,721
Fundraising	48,272	54,500	59,184
Trading	61,149	51,500	50,396
Activities	124,766	85,355	79,193
	<u>292,314</u>	<u>225,355</u>	<u>251,494</u>
Expenses			
Activities	93,849	51,000	43,846
Trading	39,704	24,100	29,147
Fundraising (costs of raising funds)	27,039	10,000	19,581
	<u>160,592</u>	<u>85,100</u>	<u>92,574</u>
<i>Surplus for the year Locally raised funds</i>	<u>131,722</u>	<u>140,255</u>	<u>158,920</u>

4. International Student Revenue and Expenses

	2016	2016 Budget	2015
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	0		2
	2016	2016	2015
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
International student fees	23,990	92,000	87,904
Expenses			
International student levy	439	43,000	43,173
Other Expenses	-	500	-
	<u>439</u>	<u>43,500</u>	<u>43,173</u>
<i>Surplus for the year International Students'</i>	<u>23,552</u>	<u>48,500</u>	<u>44,731</u>

5. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	33,295	42,800	25,540
Information and communication technology	3,720	3,500	7,479
Extra-curricular activities	48,617	68,800	49,542
Library resources	1,141	1,750	4,001
Employee benefits - salaries	1,075,420	1,219,200	1,130,130
Staff development	36,944	33,000	32,413
	<u>1,199,137</u>	<u>1,369,050</u>	<u>1,249,105</u>

6. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,492	6,500	4,810
Board of Trustees Fees	1,815	4,800	3,630
Board of Trustees Expenses	26,670	7,900	18,892
Communication	6,158	8,600	8,457
Consumables	6,690	7,800	5,647
Other	20,416	29,900	25,593
Employee Benefits - Salaries	85,719	85,450	86,659
Insurance	4,474	3,000	4,414
Service Providers, Contractors and Consultancy	7,500	7,500	7,500
	<u>165,933</u>	<u>161,450</u>	<u>165,602</u>

7. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	49,991	49,960	46,294
Cyclical Maintenance Provision	(40,432)	-	71,500
Grounds	3,300	4,200	3,654
Heat, Light and Water	35,998	34,000	32,192
Repairs and Maintenance	29,163	31,026	31,603
Use of Land and Buildings	1,066,197	671,590	778,523
Security	2,457	2,000	1,606
Employee Benefits - Salaries	47,937	37,000	44,256
	<u>1,194,610</u>	<u>829,776</u>	<u>1,009,628</u>

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

8. Depreciation of Property, Plant and Equipment

	2016	2016 Budget (Unaudited)	2015
	Actual \$	\$	Actual \$
Buildings - School	4,017	5,000	4,017
Furniture and Equipment	35,536	30,000	41,942
Information and Communication Technology	16,640	10,000	13,457
Library Resources	1,946	5,000	2,033
	<u>58,137</u>	<u>50,000</u>	<u>61,449</u>

9. Cash and Cash Equivalents

	2016	2016 Budget (Unaudited)	2015
	Actual \$	\$	Actual \$
Cash on Hand	200	200	200
Bank Current Account	16,347	26,362	26,362
Bank Call Account	829	176,983	18,373
Short-term Bank Deposits	-	-	205,235
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>17,376</u>	<u>203,545</u>	<u>250,170</u>

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

10. Accounts Receivable

	2016	2016 Budget (Unaudited)	2015
	Actual \$	\$	Actual \$
Receivables	501	876	875
Receivables from the Ministry of Education	3,856	6,666	6,666
Interest Receivable	986	1,230	1,230
Teacher Salaries Grant Receivable	59,386	83,702	83,702
	<u>64,729</u>	<u>92,474</u>	<u>92,473</u>
Receivables from Exchange Transactions	1,487	2,106	2,105
Receivables from Non-Exchange Transactions	63,242	90,368	90,368
	<u>64,729</u>	<u>92,474</u>	<u>92,473</u>

11. Inventories

	2016	2016 Budget (Unaudited)	2015
	Actual \$	\$	Actual \$
School Uniforms	15,062	17,883	17,883
	<u>15,062</u>	<u>17,883</u>	<u>17,883</u>

12. Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	212,252	-	-
Non-current Asset			
Long-term Bank Deposits	-	-	-

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

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Buildings	98,793				(4,017)	94,777
Furniture and Equipment	285,147	14,742	(36,753)		(35,536)	227,601
Information and Communication	52,741	19,548	(817)		(16,640)	54,833
Library Resources	14,229	1,500	(165)		(1,946)	13,619
Balance at 31 December 2016	450,910	35,789	(37,735)	-	(58,137)	390,830

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Buildings	160,228	(65,451)	94,777
Furniture and Equipment	574,102	(347,317)	227,601
Information and Communication	234,674	(179,841)	54,833
Library Resources	51,975	(38,356)	13,619
Balance at 31 December 2016	1,020,979	(630,966)	390,830

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2015						
Buildings	102,810				(4,017)	98,793
Furniture and Equipment	251,500	75,589			(41,942)	285,147
Information and Communication	53,332	12,867			(13,457)	52,742
Technology						
Library Resources	18,101	926	(2,764)		(2,033)	14,230
Balance at 31 December 2015	425,743	89,382	(2,764)	-	(61,449)	450,912

Accumulated Depreciation

2015	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	160,228	(61,435)	98,794
Furniture and Equipment	632,481	(347,334)	285,147
Information and Communication Technology	215,126	(162,385)	52,742
Library Resources	51,066	(36,837)	14,229
Balance at 31 December 2015	1,058,901	(607,991)	450,912

14. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	10,178	6,065	6,065
Accruals	6,766	18,987	18,987
Employee Entitlements - salaries	59,386	83,700	83,700
Employee Entitlements - leave accrual	1,032	12,425	12,425
	<u>77,362</u>	<u>121,177</u>	<u>121,177</u>
Payables for Exchange Transactions	77,362	121,177	121,177
	<u>77,362</u>	<u>121,177</u>	<u>121,177</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
International Student Fees	-	14,348	14,348
Other	2,813	2,734	2,734
	<u>2,813</u>	<u>17,082</u>	<u>17,082</u>

16. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	112,000	112,000	40,500
Increase to the Provision During the Year	(40,432)	-	71,500
Adjustment to the Provision	-	-	-
Use of the Provision During the Year			
Provision at the End of the Year	<u>71,568</u>	<u>112,000</u>	<u>112,000</u>
Cyclical Maintenance - Current	26,500	26,500	26,500
Cyclical Maintenance - Term	45,068	85,500	85,500
	<u>71,568</u>	<u>112,000</u>	<u>112,000</u>

17. 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.

18 Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	1,815	3,630
Full-time equivalent members	0.15	0.33
<i>Leadership Team</i>		
Remuneration	288,542	294,516
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	290,357	298,146
Total full-time equivalent personnel	3.15	3.33

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

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	115-120	120-130
Benefits and Other Emoluments	0-5	-
Termination Benefits	-	-

Other Employees

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

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

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

19. Contingencies

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

20. Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has not entered into any contracts.

(b) Operating Commitments

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

(a) operating lease of a photocopier;

	2016 Actual \$	2015 Actual \$
No later than One Year	3,847	24,804
Later than One Year and No Later than Five Years	618	13,990
Later than Five Years	-	-
	<u>4,465</u>	<u>38,794</u>

21. 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.

22. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	17,376	203,545	250,170
Receivables	64,729	92,474	92,473
Investments - Term Deposits	212,252	-	-
Total Cash and Receivables	<u>294,357</u>	<u>296,019</u>	<u>342,643</u>

Financial liabilities measured at amortised cost

Payables	77,362	121,177	121,177
Total Financial Liabilities Measured at Amortised Cost	<u>77,362</u>	<u>121,177</u>	<u>121,177</u>

23. Events After Balance Date

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

UHY Haines Norton (Auckland) Limited

Head Office
22 Catherine Street | Henderson | Auckland 0612 | New Zealand
PO Box 21143 | Henderson | Auckland 0650 | New Zealand
t: +64 9 839 0087 | f: +64 9 837 2992

Auckland CBD Office
4th Floor, Smith & Caughey Building
253 Queen Street | Auckland 1010
t: +64 9 303 5844

Kumeu Office
329A Main Road | Kumeu 0810
t: +64 9 412 9853

Helensville Office
34 Commercial Road | Helensville 0800
t: +64 9 420 7972

info@uhyhn.co.nz | www.uhyhn.co.nz

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PASADENA INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

The Auditor-General is the auditor of Pasadena Intermediate School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton, 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 17, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2016; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2017. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the 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 of Analysis of Variance Reporting, Kiwisport Report and the Members of Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the 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.



.....
Surgesh Singh
UHY Haines Norton
On behalf of the Auditor-General
Auckland, New Zealand

PASADENA INTERMEDIATE SCHOOL
Board of Trustee Members as at 31 December 2016

Name	Position Gained	How Position	Occupation	Term Expires
Jonathan Hughes	Principal		Principal	
Belinda Drake	Chairperson	Elected May 2016	Home Executive	November 2017
Mandy Tubman	Member	Elected May 2016	Home Executive	March 2019
Martin Wright	Member	Elected May 2016	Teacher	March 2019
Richard Green	Member	Elected May 2016	Director	March 2019
Jerome Brown	Staff Rep	Elected May 2016	Teacher	March 2019
Linda Pirrit	Member	Elected May 2016	Doctor	November 2017



Moray Place Pt Chevalier Auckland New Zealand
Telephone: + 64 9 846 2169
Email: office@pasadena.school.nz
www.pasadena.school.nz

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2016, the school received total Kiwisport funding of \$3,020 (excluding GST).

This funding is used to fund a leadership position in Physical Education and Sport.

School Name:	Pasadena Intermediate School	School Number: 1437
Strategic Aim:	Students - All students to show continuous academic improvement in relation to Reading, Writing and Mathematics.	
Annual Aim:	<p>1.1 Students performing below and well below the National Standard in Reading, Writing and Mathematics will be provided with targeted support to accelerate their progress towards the Standard by year end.</p> <p>1.2 Māori and Pasifika students who are below and well below the National Standard in Reading, Writing and Mathematics will be provided with extra support to accelerate their progress so they reach the standard by the end of the year.</p>	
Target:	<p>1.1 Reading: Of the 36 Year 8 students who are below the standard, 15 will move to at the standard by the end of the year.</p> <p>1.1 Writing: Of the 39 Year 8 students who are below the standard, 15 will move to at the standard by the end of the year.</p> <p>1.1 Mathematics: Of the 43 Year 8 students who are below the standard, 20 will move to at the standard by the end of the year.</p> <p>2.1 Māori: Reading: move 3 students one standard, from below to at the standard; Writing: move 1 student one standard, from below to at the standard; Mathematics: move 3 students one standard, from below to at the standard.</p> <p>2.1 Pasifika: Reading: move 6 students one standard, from below to at the standard; Writing: move 7 students one standard, from below to at the standard; Mathematics: move 6 students one standard, from below to at the standard.</p>	
Baseline Data:	<p>1.1 Reading – Year 7 2015: 36 students below or well below National Standard.</p> <p>1.2 Reading – Māori 2015: 6 students below or well below the National Standard.</p> <p>1.3 Reading – Pasifika 2015: 12 students below or well below the National Standard.</p> <p>1.4 Writing – Year 7 2015: 39 students below or well below National Standard.</p> <p>1.5 Writing – Māori 2015: 2 students below or well below the National Standard.</p> <p>1.6 Writing – Pasifika 2015: 14 students below or well below the National Standard.</p> <p>1.7 Mathematics – Year 7 2015: 43 students below or well below National Standard.</p> <p>1.8 Mathematics – Māori 2015: 6 students below or well below National Standard.</p> <p>1.9 Mathematics – Pasifika 7 2015: 11 students below or well below National Standard</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers participated in differentiated Professional Development in Reading, Writing In Mathematics with Nicky Knight from the Education Group.</p> <p>Teachers co-constructed planning and assessment expectations using best practice examples with Nicky Knight from the Education Group.</p>	<p>The analysis of the end of year National Standards data showed some very positive gains for the targeted students.</p> <p>In Reading, 81% of students are achieving At or Above the National Standard. When comparing students who were measured against the National Standards at the end of 2015 and 2016, students showed amazing acceleration with 66% (70 students) of Year 7 students in 2015 achieving At or Above the National Standard. These same students in 2016 were achieving with 87% (93 students) At or Above the national standard. This is a 21% (23 student) increase.</p>	<p>Teachers embraced the differentiated Professional Development opportunities that were provided and implemented accordingly into teaching and learning programmes.</p> <p>Teachers responded well to having robust systems and data that was moderated to determine National Standards.</p>	<p>Continue to investigate Ministry initiatives for Literacy and Numeracy including Accelerating Learning in Literacy (ALL) and Accelerating Learning in Mathematics (ALIM) to aid targeted students and to ensure progress is sustainable.</p>
<p>The Appraisal process was developed to include 'Teaching as Inquiry' with all staff selecting a goal with a focus on the strategic area of "students" and "future focussed".</p>	<p>students showed amazing acceleration with 66% (70 students) of Year 7 students in 2015 achieving At or Above the National Standard. These same students in 2016 were achieving with 87% (93 students) At or Above the national standard. This is a 21% (23 student) increase.</p>	<p>A number of the students who are Well Below the National Standard in Reading, Writing and Mathematics have diagnosed learning needs, which makes progress to being At the National Standard difficult.</p>	<p>Investigate Professional Development in regard to identifying the needs of Maori Pasifika students and ways to motivate these students in Reading, Writing and Mathematics to ensure culturally responsive teaching practices are occurring</p>
<p>All teachers had groups of Targeted students that included Priority Learners. Raising Achievement Plans were created to identify specific action points and progress for target/priority students (and shared with whanau).</p>	<p>The biggest movement in Reading, is with Year 8 students moving from Below to At the National Standard, with 28 being Below in 2015 compared to 8 in 2016. A reduction of 20 students.</p>	<p>By having target students as part of the appraisal process, teachers were able to design and reflect upon specific interventions for priority learners. The sharing of RAP plans and Learning Maps with whanau also allowed for clear communication pathways to be formed as well as areas for further development.</p>	<p>Continue to refine the systems we use to determine National Standards.</p>
<p>Teacher's started to implement communities of mathematical inquiry with a focus on mixed ability groups.</p> <p>Reviewed the process of determining the National Standards so it included a mix of standardised tests, overall teacher</p>	<p>In Reading, of the 36 Year 8 target students, 18 moved from Below the standard to At the standard.</p> <p>2016 Mid-year data identified that there were 135 students (59%) At or Above the National Standard compared with 189 students (81%)</p>	<p>Implementing communities of mathematical inquiry with a focus on mixed ability groups proved to increase the engagement and achievement of Maori and Pasifika learners.</p>	<p>Continue to ensure Maori and Pasifika students who are Below the National Standard are in Learning Support programmes that accelerate learning.</p> <p>Develop professional learning groups and continue to include Priority Learners in target groups in the classroom that align with the spiral of inquiry process/ appraisal systems.</p>

<p>judgements, and moderation between teams and year groups.</p> <p>Created Learning Maps, which identified how students learn, barriers to learning, who students learn with and what tools they currently use. These were completed twice a year and shared with whanau during student-led conferences.</p> <p>Through a yearlong contract with Core Education, teachers were provided with Professional Development to add a 'digital lens' to their development goal in the area of reading, writing or maths (linked to appraisals).</p> <p>Literacy review was conducted with staff and students to identify trends as well as areas for improvement.</p> <p>Teachers trialled using a Transdisciplinary approach to teaching and learning to ensure all concepts and resources were closely linked to the current unit of inquiry to increase the relevance and purpose of their learning.</p> <p>The school was involved with the ministry initiatives of Accelerating Learning in Maths (ALiM) and Accelerating Literacy Learning (ALL). One teacher for each of the above areas was released to work with a group of students Below the</p>	<p>being At or Above the National Standard by the end of the year.</p> <p>In Writing, excellent progress was made with 77% of students achieving At or Above the National Standard. A notable shift in particular was 70% of male students are At or Above the National Standard, compared to only 30% at mid year.</p> <p>In Writing, of the 39 Year 8 targeted students who were below the standard, 21 moved to the standard.</p> <p>2016 Mid-year data identified that there were 106 students (47%) At or Above the National Standard compared with 180 students (77%) being At or Above the National Standard by the end of the year.</p> <p>Great progress was made in Mathematics with 75% of students achieving At or Above the National Standard, which was a 25% increase since mid-year.</p> <p>Of the 43 Year 8 targeted students who were Below the standard, 27 students moved to At the standard</p> <p>2016 Mid-year data identified that there were 113 students (50%) at or above the National Standard compared with 176 students (75%) being at or above the National Standard by the end of the year.</p>	<p>Transdisciplinary teaching and learning approach allowed students to develop a wider understanding of concepts and make clear links between learning.</p> <p>Pasifika learners did not make expected progress. Part of this is due to students being transient, as well as having diagnosed learning difficulties. All these students attending Learning Support lessons and/or intervention programmes.</p>	<p>Construct a Maori and Pasifika action plan to ensure interventions and progress are tracked.</p> <p>Ensure a consistent approach is used with long term planning, differentiated planning as well as assessment practices that benefit target students. Continue to develop further systems of how to plan collaboratively to ensure strategies, ideas and resources are shared throughout the school.</p> <p>Continue to identify ways to teach conceptually to ensure clear links are made between units of inquiry, literacy and mathematics skills.</p> <p>Learning Centre to be 2-tiered with a focus on acceleration for students who are Below the standard, and a focus on skills with those who are Well Below the standard.</p>
---	---	---	--

<p>National Standard in order to accelerate progress.</p> <p>Learning support programme was in place through the use of a Learning Centre. It was a withdrawal programme, with students working in small groups based on specific needs.</p> <p>Power Reading programme was conducted in order to support students struggling in reading. Peer tutors were trained to guide and support a specific student in each class. All students who were involved in the Learning Centre programme had a peer tutor. This programme took place on a daily basis.</p> <p>Successfully applied for funding through the Teacher Led Innovation Fund to focus on developing Maths as Inquiry across the school. This project involves collaboration between 3 Intermediate Schools.</p> <p>A Curriculum Achievement Plan was developed with staff to guide achievement expectations for Years 7 and 8, as well as stating</p>	<p>For our targeted Maori students, in Reading, of the 6 targeted students, 3 have moved from below the standard to at the standard. In Writing, of the 2 targeted students, 1 has moved from below the standard to at the standard and in Mathematics, of the 6 targeted students, 3 have moved from below the standard to at the standard.</p> <p>For our targeted Pasifika students, in Reading, of the 12 targeted students, 2 have moved from below the standard to at the standard, in Writing of the 14 targeted students, 4 have moved from below the standard to at the Standard and in Mathematics of the 11 targeted students, 2 moved from below the standard to at the standard.</p> <p>As a result of participating in the Accelerated Literacy Programme, 9 priority learners increased their achievement and engagement in Writing. As a result of the Accelerated Learning in Maths intervention, all students made accelerated progress where 8 out of the 9 students reached the national standard for their year level.</p>	
--	---	--

the support options for students at varying need tiers/levels. National Standards moderation with local Primary Schools in the Areas of Reading, Writing and Mathematics.	The moderation process was clarified with our local Primary Schools to get some consistency. With the Power Reading programme, targeted students developed reading comprehension skills and extended their vocabulary knowledge. Peer tutors increased their own understanding of texts through their leadership role.	The process of moderating National Standards to be further investigated through our Community Of Learning.
--	---	--

Planning for next year:		
<ul style="list-style-type: none"> • Target students to be selected from those students currently below the National Standard • Participate in ALiM, ALL and TLIF Ministry initiative to get PD in regards to accelerating progress of priority and target students. • Use Learning Maps across all subject areas as a way of measuring progress • Math's as Inquiry and homework club to continue to support our Maori and Pasifika students • Initiate students as coaches. • Professional Learning Groups to share ideas, strategies, resources and data • Use the Spiral of Inquiry for school wide appraisal process. • Use reliable data from 2016 end of year National Standards to set targets for 2017 in our 3 key Strategic areas. • Continue to have Strategic targets for Maori and Pasifika students. • Continue to use outside facilitators when needed to provide a differentiated approach to Numeracy and Literacy and/or to ensure teaching practices are culturally responsive. • Restructure Learning Support Centre - 2 tiers (for those students below the National Standard, the focus will be on acceleration. For those students who are well below the National Standard, the focus is on skill building). • Through our Community of Schools, develop a network wide achievement challenge. • Embed Achievement Plans for all students below the National Standard, and all Maori and Pasifika students. • Continue to have Parent and Whanau meetings on a regular basis. • Continue to look at ways to share further information with our community around student achievement including Learning Maps. • Consolidate teaching Maths as Inquiry pedagogy across all classrooms in the school 		

School Name:	Pasadena Intermediate School: Future Focus Learning.	School Number: 1437
Strategic Aim:	Future Focus - To have a future focused curriculum and learning environment that develops well-rounded and balanced learners.	
Annual Aim:	For students to develop agency in their learning To develop a learning environment that reflects a 21 st century approach	
Target:	To provide three new initiatives where student voice and agency are developed and valued. For 70% of students to have regular access to digital technologies in the classroom For 4 classrooms to be converted into Innovative Learning Environments (ILEs)	
Baseline Data:	Students have some opportunities for student voice and agency school-wide. Currently the only digital technologies being used in the school are classroom computers and the IT suite Classrooms are single cell	

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers continued to experiment with Innovative Learning Environments (ILE) and ILE furniture within their own classrooms.</p>	<p>Students enjoyed using ILE furniture, which allowed students the opportunity to select where, and how they wanted to work in the classroom, based on the task and learning need.</p>	<p>Increased student engagement and motivation with more choices available around their learning.</p>	<p>Teachers and SLT to visit other schools to discuss and gather ideas about current ILE pedagogy to further understanding.</p>
<p>Bring Your Own Device (BYOD) policy was developed. Teachers experimented with pedagogical approaches to integrate technology into classroom programmes.</p>	<p>A greater number of students (74%) started to bring their own devices to help with their learning. This included laptops, chrome books, ipads etc. For those students that did not have their own device, all classrooms had 6 chromebooks, 4-6 hard wired computers as well as the ability to have access to laptops, ipads and chromebooks which were available via a booking system.</p>	<p>Digital devices have the potential to expand and enhance interaction in the classroom, improve learning outcomes, and engage students in new and exciting ways. Students with learning needs were supported through digital technologies (class programmes and assessment).</p>	<p>Monitor the use of BYOD through student voice and online activity data. Further Professional development to help integrate the strategy fully into pedagogical approach, emphasize on internet safety. Communicate with community about BYOD.</p>
<p>School purchased a range of digital devices. These included chromebooks, iPads, laptops and hard wired computers.</p>	<p>Teachers gained a more in-depth understanding of ways they could incorporate digital technology into teaching and learning programmes. Each staff member trialled and implemented strategies based around one of their developmental goals.</p>	<p>Teachers could reflect on strategies tried, pedagogical approaches used, as well engagement of students via the use of digital tools.</p>	<p>Digital Technology to be added to appraisals.</p> <p>Further digital technology to be provided in classrooms.</p>
<p>Staff were provided with professional development with Core Education.</p>	<p>Teachers gained a more in-depth understanding of ways they could incorporate digital technology into teaching and learning programmes. Each staff member trialled and implemented strategies based around one of their developmental goals.</p>	<p>Teachers could reflect on strategies tried, pedagogical approaches used, as well engagement of students via the use of digital tools.</p>	<p>Set up systems to allow further consultation with students around their learning so that student agency is developed and valued.</p>

Students were involved in the reporting process of the strategic plan with the BOT.

Learning Maps were created in order for students to show clear pathways with who helps them learn, barriers to learning, where they learn and what tools help them learn.

Students started to have a voice in the planning process with staff.

Student voice was collected throughout surveys as part of our Literacy Review as well as gathering voice around our Mathematics programme.

School wide conceptual framework was used for current units of inquiry with professional development provided by Global Innovation.

Planning took place with Ministry of Education relating to development of ILEs.

Learning Maps were shared with parents and whanau at student led conferences. This allowed for discussions to occur around what is helpful to the student learning, as well as an opportunity for goals to be set around what other support is available/could be needed. Students also shared with our BOT.

From the Literacy and Math survey, areas were identified of strength, as well as areas for improvement. Student voice was matched up with staff voice, which allowed for feedback on teaching and learning programmes.

Conceptual framework planning was supported school wide with help from Global Innovation. A Transdisciplinary approach was also used which created clear pathways between learning areas for the students.

4 classes were not converted into ILEs.

Learning Maps allowed students to articulate their learning and achievement to whanau in a clear and precise manner.

Embed understanding of conceptual framework with staff – continue to look at ways students can have greater agency in their learning.

Conceptual framework was used to ensure students could see clear links between curriculum areas and to identify the purpose of learning.

Due to Western Springs College re-development (having the option of building onto Pasadena land put all property on the Pasadena site on hold).

Continue to identify ways to strengthen student agency with the direction of the school.

Embed pedagogy around learning maps – use these to show how students progress over time.

Meet with the Ministry of Education to provide a work programme to develop ILE's across 10 classrooms in the school.

Planning for next year:

Continue to build upon conceptual framework across the school.

Embed inquiry process.

Continue to look at ways greater student voice and agency can occur.

Through the use of our 5YA property plan start to provide a physical school environment that incorporates ILE Pedagogies.

Select students to be coaches/mentors.

Further involve students in the planning process.

Continue to develop systems to incorporate greater use of digital devices in the classroom.

Continue to look at ways to use google docs as a way of collaboratively plan.

Buy more digital devices for the classrooms to ensure all students have sufficient access.

School Name:	Pasadena Intermediate School	School Number: 1437
Strategic Aim:	Community - To make Pasadena Intermediate the intermediate school of choice in the area.	
Annual Aim:	To improve the community's perception of Pasadena Intermediate School.	
Target:	Year 6 pre-enrolment numbers have increased by 20%.	
Baseline Data:	Over the past 4 years enrolment numbers have dropped by 40% due to parents sending their children to other intermediate schools due to poor community perception	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Started to develop a network with contributing primary schools and the local college.</p> <p>A parent survey was sent out each term to parents to gauge how they felt about initiatives at Pasadena.</p> <p>The information that was shared with parents and the local community was redesigned to have a fresh and dynamic look and to engage parents. The website and newsletter were redesigned in response to a parental survey.</p> <p>A marketing road show of students was taken around all of the local primary schools.</p> <p>A community meeting was held with Maori and Pasifika parents to explain and gain feedback on school initiatives.</p>	<p>In 2016 there has been an increase in enrolments of 24% in Year 7.</p> <p>Overall the schools' profile has increased in the local community with more parents considering Pasadena when they are looking at intermediate schools. This was noted through an increase in the number of parents viewing the school as part of their decision making process.</p>	<p>Year 6 contributing school parents and students felt that they had a better understanding of what Pasadena offered and how this would relate to their child.</p> <p>The school now has a stronger profile in the community.</p> <p>Parents felt more informed about the activities that were happening at Pasadena, and were encouraged to support and/or participate meaning greater parent involvement.</p> <p>Parents had an increased understanding of how their child was achieving. The use of Learning Maps as a means for students to explain aspects of their learning supported this, as did standardising expectations for student-led conferences and formal reporting. More information was shared with parents enabling them to have a greater understanding of their child's learning.</p> <p>Stronger links are evident between local primary schools and Pasadena. These have developed through professional discussions and relationships between the schools in a range of areas for</p>	<p>Aim to increase the Year 7 enrolments for 2017.</p> <p>Continue to build on the school's profile in the community by marketing Pasadena to the Year 6 students and families at contributing schools by including more information on the website, using social media to recognise achievements and successes, greater student involvement in community events, and creating stronger links with primary schools in the area.</p> <p>Continue to survey the school community on Strategic initiatives at regular intervals throughout the year and use this as a basis for self-review.</p> <p>Hold regular community meetings with Maori and Pasifika parents to enable greater input into the school, and to share the initiatives being implemented to support their child/ren's learning.</p>

	<p>example shared moderation of writing and mathematics National Standards, Pasadena students coaching primary students in sports, and professional leadership groups.</p> <p>Links with the local college have included Pasadena students being involved in their mathematics programme, viewing performances at the college, and professional discussions.</p>	
--	--	--

Planning for next year:

Continue to build the school links with the community through community events and performances.

Build further links with the local Primary schools by Pasadena students working with local Primary school students on initiatives.

Make regular visits to local schools with groups of Pasadena students.

Build the local school networks so information is shared with local primary schools.

Continue to hold regular meetings with Maori and Pasifika families and offer more opportunities for these families to come into the school.

Use Learning Maps to share information with the school community.

Survey the contributing Year 6 parents to gauge the perception of Pasadena in the community.

Update the school website with new information, logo and colouring.

Develop a school app to communicate with parents.

Develop an online media system for regularly promoting activities and successes in the school.

Increase student contribution and voice, including strategic areas, school wide.