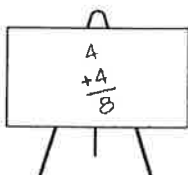


CENTRAL SOUTHLAND COLLEGE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: Grange St Winton
School Postal Address: P O Box 94 Winton 9720
School Phone: 03 236 7676
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Ministry Number: 399



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CENTRAL SOUTHLAND COLLEGE

Financial Statements - For the year ended 31 December 2017

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Central Southland 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.

Stephen James Dobson
Full Name of Board Chairperson
[Signature]
Signature of Board Chairperson
31/05/18
Date:

Grant Dick
Full Name of Principal
[Signature]
Signature of Principal
31/05/18
Date:

Central Southland College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	5,865,336	5,431,000	5,734,221
Locally Raised Funds	3	526,801	68,600	614,377
Interest Earned		13,854	15,000	13,310
International Students	4	67,637	25,000	42,024
		<u>6,473,628</u>	<u>5,539,600</u>	<u>6,403,932</u>
Expenses				
Locally Raised Funds	3	542,171	104,300	542,313
International Students	4	28,920	25,000	29,615
Learning Resources	5	3,930,543	3,743,400	3,780,550
Administration	6	346,061	311,100	294,161
Property	7	1,472,992	1,261,500	1,417,510
Depreciation	8	69,614	78,000	74,930
Loss on Disposal of Property, Plant and Equipment		918	-	837
		<u>6,391,219</u>	<u>5,523,300</u>	<u>6,139,916</u>
Net Surplus / (Deficit) for the year		82,409	16,300	264,016
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>82,409</u>	<u>16,300</u>	<u>264,016</u>

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



Central Southland College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	864,886	864,886	600,870
Total comprehensive revenue and expense for the year	82,409	16,300	264,016
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	30,822	-	-
Equity at 31 December	978,117	881,186	864,886
Retained Earnings	978,117	881,186	864,886
Reserves	-	-	-
Equity at 31 December	978,117	881,186	864,886

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



Central Southland College
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	69,314	587,103	682,932
Accounts Receivable	10	210,079	200,000	193,492
GST Receivable		10,780	-	-
Prepayments		10,895	9,558	9,558
Investments	11	1,101,430	440,646	440,646
		<u>1,402,498</u>	<u>1,237,307</u>	<u>1,326,628</u>
Current Liabilities				
GST Payable		-	3,211	3,211
Accounts Payable	13	242,393	300,000	326,688
Revenue Received in Advance	14	120,226	84,945	84,945
Provision for Cyclical Maintenance	15	184,792	-	59,672
Finance Lease Liability - Current Portion	16	4,008	3,682	3,682
Funds held in Trust	17	27,003	24,756	24,756
Funds held for Capital Works Projects	18	35,452	2,230	68,761
		<u>613,874</u>	<u>418,824</u>	<u>571,715</u>
Working Capital Surplus/(Deficit)		788,624	818,483	754,913
Non-current Assets				
Property, Plant and Equipment	12	381,120	368,362	381,362
		<u>381,120</u>	<u>368,362</u>	<u>381,362</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	187,552	303,309	263,309
Funds held in Trust	17	2,230	-	2,230
Finance Lease Liability	16	1,845	2,350	5,850
		<u>191,627</u>	<u>305,659</u>	<u>271,389</u>
Net Assets		<u>978,117</u>	<u>881,186</u>	<u>864,886</u>
Equity		<u>978,117</u>	<u>881,186</u>	<u>864,886</u>

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



Central Southland College
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,466,709	1,369,000	1,468,750
Locally Raised Funds		534,882	130,600	647,155
International Students		97,084	25,000	66,914
Goods and Services Tax (net)		(18,011)	-	16,113
Payments to Employees		(706,703)	(724,650)	(647,458)
Payments to Suppliers		(1,266,211)	(713,846)	(1,041,903)
Cyclical Maintenance Payments in the year		-	(59,672)	-
Interest Paid		-	-	-
Interest Received		15,872	15,000	11,292
Net cash from / (to) the Operating Activities		123,622	41,432	520,863
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(70,290)	(65,000)	(50,714)
Purchase of Investments		(660,784)	-	(200,000)
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(731,074)	(65,000)	(250,714)
Cash flows from Financing Activities				
Finance Lease Payments		(3,679)	(3,500)	-
Contribution by MOE -Furniture & Equipment		30,822	-	-
Funds Held for Capital Works Projects		(33,309)	(68,761)	68,761
Net cash from Financing Activities		(6,166)	(72,261)	68,761
Net increase/(decrease) in cash and cash equivalents		(613,618)	(95,829)	338,910
Cash and cash equivalents at the beginning of the year	9	682,932	682,932	344,022
Cash and cash equivalents at the end of the year	9	69,314	587,103	682,932

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

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



Central Southland College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Central Southland 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.

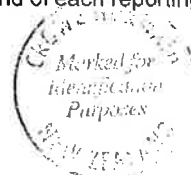
Critical Accounting Estimates And Assumptions

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

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 a 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) Investments

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

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

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

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

j) Property, Plant and Equipment

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

Improvements to buildings owned by the Proprietor 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	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students fees 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.

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

p) 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	1,252,104	1,262,000	1,238,929
Teachers' salaries grants	3,333,578	3,100,000	3,234,153
Use of Land and Buildings grants	1,069,069	900,000	1,031,318
Other MoE Grants	164,539	133,000	177,893
Other government grants	45,936	36,000	51,928
	<u>5,865,336</u>	<u>5,431,000</u>	<u>5,734,221</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	22,236	22,600	40,058
Other revenue	12,925	10,000	-
Trading	2,289	2,000	3,259
Activities	346,435	25,000	381,664
Curriculum Recoveries	142,916	9,000	189,396
	<u>526,801</u>	<u>68,600</u>	<u>614,377</u>
Expenses			
Activities	325,391	15,000	328,247
Trading	1,061	2,000	2,457
Curriculum Recoveries	215,719	87,300	211,609
	<u>542,171</u>	<u>104,300</u>	<u>542,313</u>
<i>Surplus for the year Locally raised funds</i>	<u>(15,370)</u>	<u>(35,700)</u>	<u>72,064</u>

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	4		8
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
International student fees	67,637	25,000	42,024
Expenses			
Other Expenses	28,920	25,000	29,615
	<u>28,920</u>	<u>25,000</u>	<u>29,615</u>
<i>Surplus for the year International Students'</i>	<u>38,717</u>	<u>-</u>	<u>12,409</u>

5. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	175,619	195,000	177,042
Library resources	12,753	12,000	3,305
Employee benefits - salaries	3,723,418	3,518,400	3,589,561
Staff development	18,753	18,000	10,642
	<u>3,930,543</u>	<u>3,743,400</u>	<u>3,780,550</u>

8. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	4,758	4,600	5,749
Board of Trustees Fees	5,020	5,000	4,305
Board of Trustees Expenses	3,545	4,800	6,303
Communication	14,269	15,000	17,895
Consumables	7,331	7,000	6,540
Operating Lease	4,668	3,500	5,380
Other	99,831	76,200	70,052
Employee Benefits - Salaries	187,398	176,500	160,632
Insurance	11,141	10,400	9,505
Service Providers, Contractors and Consultancy	8,100	8,100	7,800
	<u>346,061</u>	<u>311,100</u>	<u>294,161</u>

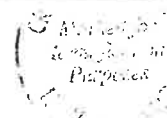
7. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	18,913	15,500	19,626
Cyclical Maintenance Expense	49,363	40,000	38,440
Grounds	35,453	19,500	22,529
Heat, Light and Water	95,477	94,000	94,436
Rates	12,199	11,000	9,943
Repairs and Maintenance	60,538	49,000	67,546
Use of Land and Buildings	1,069,069	900,000	1,031,318
Security	2,515	2,500	2,254
Employee Benefits - Salaries	129,465	130,000	131,418
	<u>1,472,992</u>	<u>1,261,500</u>	<u>1,417,510</u>

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.

8. Depreciation

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Building Improvements	3,431	6,000	5,881
Furniture and Equipment	36,975	40,000	38,942
Information and Communication Technology	22,264	30,000	27,632
Leased Assets	3,825	-	-
Library Resources	3,119	2,000	2,475
	<u>69,614</u>	<u>78,000</u>	<u>74,930</u>



9. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Westpac 00 Account	-	287,103	207,065
Westpac Savings Account	-	300,000	342,721
Westpac On Line Saver	-	-	133,106
ASB Transaction Account	70,847	-	-
Cash on Hand	40	-	40
ASB Visa	(1,194)	-	-
ASB Visa	(379)	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	<u>69,314</u>	<u>587,103</u>	<u>682,932</u>

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

Of the \$69,314 Cash and Cash Equivalents and \$1,101,430 Investments, \$35,452- is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$69,314 Cash and Cash Equivalents and \$1,101,430 Investments , \$29,223 of International Homestay fees is held by the School.

Of the \$69,314 Cash and Cash Equivalents and \$1,101,430 Investments , \$24,562 of International Student Fees fees is held by the School.

10. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Interest Receivable	-	-	2,018
Teacher Salaries Grant Receivable	210,079	200,000	191,474
	<u>210,079</u>	<u>200,000</u>	<u>193,492</u>
Receivables from Exchange Transactions	-	-	2,018
Receivables from Non-Exchange Transactions	210,079	200,000	191,474
	<u>210,079</u>	<u>200,000</u>	<u>193,492</u>

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	1,101,430	440,646	440,646
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Land	64,500	-	-	-	-	64,500
Building Improvements	91,108	-	-	-	(4,971)	86,137
Furniture and Equipment	115,554	49,706	-	-	(35,435)	129,825
Information and Communication Technology	59,695	20,584	(918)	-	(22,264)	57,097
Memorabilia	14,073	-	-	-	-	14,073
Leased Assets	11,484	-	-	-	(3,825)	7,659
Library Resources	24,948	-	-	-	(3,119)	21,829
Balance at 31 December 2017	381,362	70,290	(918)	-	(69,614)	381,120

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Land	64,500	-	64,500
Building Improvements	185,003	(98,866)	86,137
Furniture and Equipment	639,073	(509,248)	129,825
Information and Communication Technology	201,600	(144,503)	57,097
Memorabilia	14,073	-	14,073
Leased Assets	11,484	(3,825)	7,659
Library Resources	111,592	(89,763)	21,829
Balance at 31 December 2017	1,227,325	(846,205)	381,120

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Land	-	-	-	-	-	-
Land	64,500	-	-	-	-	64,500
Building Improvements	96,989	-	-	-	(5,881)	91,108
Furniture and Equipment	126,640	27,856	-	-	(38,942)	115,554
Information and Communication Technology	72,785	14,542	-	-	(27,632)	59,695
Memorabilia	14,073	-	-	-	-	14,073
Textbooks	-	-	-	-	-	-
Leased Assets	-	11,484	-	-	-	11,484
Library Resources	19,107	8,316	-	-	(2,475)	24,948
Balance at 31 December 2016	394,094	62,198	-	-	(74,930)	381,362

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Land	64,500	-	64,500
Building Improvements	186,068	(94,960)	91,108
Furniture and Equipment	617,056	(501,502)	115,554
Information and Communication Technology	197,700	(138,005)	59,695
Memorabilia	14,073	-	14,073
Leased Assets	11,484	-	11,484
Library Resources	111,592	(86,644)	24,948
Balance at 31 December 2016	1,202,473	(821,111)	381,362

*Account for
this item
purpose*

13. Accounts Payable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	21,085	100,000	122,274
Accruals	11,229	-	12,940
Employee Entitlements - salaries	210,079	200,000	191,474
	<u>242,393</u>	<u>300,000</u>	<u>326,688</u>
Payables for Exchange Transactions	242,393	300,000	326,688
	<u>242,393</u>	<u>300,000</u>	<u>326,688</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Student Fees	6,817	26,986	-
International Student Fees	36,585	-	39,739
Other	76,824	84,945	45,206
	<u>120,226</u>	<u>111,931</u>	<u>84,945</u>

15. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	322,981	322,981	300,888
Increase to the Provision During the Year	49,363	40,000	38,440
Use of the Provision During the Year	-	(59,672)	(16,347)
Provision at the End of the Year	<u>372,344</u>	<u>303,309</u>	<u>322,981</u>
Cyclical Maintenance - Current	184,792	-	59,672
Cyclical Maintenance - Term	187,552	303,309	263,309
	<u>372,344</u>	<u>303,309</u>	<u>322,981</u>

16. 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	4,008	3,682	3,682
Later than One Year and no Later than Five Years	1,845	2,350	5,850
Later than Five Years	-	-	-
	<u>5,853</u>	<u>6,032</u>	<u>9,532</u>

17. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	27,003	24,756	24,756
Funds Held in Trust on Behalf of Third Parties - Non-current	2,230	2,230	2,230
	<u>29,233</u>	<u>26,986</u>	<u>26,986</u>

These funds are held where the school is an agent for International Student homestay fees and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Held for Capital Works Projects

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block A Modifications <i>(In progress)</i>		68,761	5,952	83,995	-	(9,282)
Garage Upgrade <i>(In progress)</i>		-	158,290	113,556	-	44,734
Totals		<u>68,761</u>	<u>164,242</u>	<u>197,551</u>	<u>-</u>	<u>35,452</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	35,452
Funds Due from the Ministry of Education	-
	<u>35,452</u>

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block A Modifications <i>(In progress)</i>		-	138,425	69,664	-	68,761
Totals		<u>-</u>	<u>138,425</u>	<u>69,664</u>	<u>-</u>	<u>68,761</u>

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	5,020	4,305
Full-time equivalent members	0.25	0.23
<i>Leadership Team</i>		
Remuneration	362,067	351,478
Full-time equivalent members	3	3
Total key management personnel remuneration	367,087	355,783
Total full-time equivalent personnel	3.25	3.23

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	140-150	130-140
Benefits and Other Emoluments	1-2	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	2	2
	2.00	2.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	\$12,084	-
Number of People	1	-

22. Contingencies

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

23. Commitments

(a) Capital Commitments

(a) Contract for Garage upgrade to be completed in 2018, which will be fully funded by the Ministry of Education. \$158,290 has been received of which \$113,556 has been spent on the project to date. The school has entered contracts relating to this project of which \$56,061 remains unpaid at 31 December 2017.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

- (a) operating lease of laptops
- (a) operating lease of data projectors

	2017 Actual \$	2016 Actual \$
No later than One Year		
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	69,314	587,103	682,932
Receivables	210,079	200,000	193,492
Investments - Term Deposits	1,101,430	440,646	440,646
Total Loans and Receivables	<u>1,380,823</u>	<u>1,227,749</u>	<u>1,317,070</u>

Financial liabilities measured at amortised cost

Payables	242,393	300,000	326,688
Finance Leases	5,853	6,032	9,532
Total Financial Liabilities Measured at Amortised Cost	<u>248,246</u>	<u>306,032</u>	<u>336,220</u>

26. Events After Balance Date

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

**CENTRAL SOUTHLAND COLLEGE
BOARD OF TRUSTEES
2017**

NAME	POSITION	HOW POSITION ON BOARD WAS GAINED	TERM EXPIRES	OCCUPATION
Steve Dobson	Chairperson	Re-elected May 2016	April 2019	Farmer
Stewart Bryan	Deputy Chairperson	Re-elected May 2016	April 2019	Self Employed
Karen Blomfield	Parent Rep	Re-elected May 2016	April 2019	Farmer
Joanne Macgregor	Parent Rep	Elected May 2016	April 2019	Farmer
Frank van Miltenburg	Parent Rep	Elected May 2016	April 2019	Farmer
Adam Norman	Student Rep	Elected September 2016	September 2017	Student
Jenisis Petallana	Student Rep	Elected September 2017	September 2018	Student
Malcolm Jones	Staff Rep	Elected September 2016	September 2019	Teacher

**Central Southland College
Kiwisport 2017**

Students participated in organised sport. In 2017 the school received Kiwisport Funding of \$12,632.43 (2016 \$12,525.00). The funding was spent on topping up wages for our wonderful Sports Coordinator Andrea Beggs.

Analysis of Variance

CENTRAL SOUTHLAND COLLEGE

School No. 399

Strategic Goal

Raise student aspirations and achievement at all levels of the College.

Annual Target #1

Decrease variance between CSC Merit and Excellence Endorsement rates (5 yr average) and National rates (currently sitting at - 8.2% for Merit and -5.89% for Excellence - average across L1/2/3)

Objective

We will use data, academic signposting and student profiles to help inform an improvement in strategies to effectively target endorsement recognition. Staff will be informed of individual students targets and goals. Use of KAMAR profiles. Academic signposting timetable to be implemented in all Departments. Training for staff on use of KAMAR data to inform planning.

Baseline data

See chart below for comparisons over years and cohorts.

	Endorsements	Merit			Excellence		
		CSC %	National %	Decile %	CSC %	National %	Decile %
Level 1	2017	24.8	35.6	34	16.7	20.2	17.1
	2016	40.7	35.1	33.5	17.4	19.8	16.2
	2015	23.5	34.5	32.8	9.4	18.6	15.2
	2014	34	36	33	13	18	14
	2013	21	34	32	16	17	14
Level 2	2017	38.2	32.1	30.9	16.9	17.7	17.1
	2016	16.9	27	24.6	6.0	15.8	13.1
	2015	22.1	24.3	24.3	8.8	17.9	12.3
	2014	21	27	24	15	14	12
	2013	29	27	23	5	13	11
Level 3	2017	24.1	34.7	33.9	10.8	18.6	15.9
	2016	19.4	28.5	25.9	8.3	14.7	13.1
	2015	24.4	28.2	26	13.3	13.7	12.6
	2014	12	30	26	9	13	11
	2013	13	29	25	3	11	10

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
<ol style="list-style-type: none"> Focus for LAC continued in 2017 Embedded use of KAMAR profiles with achievement data F/T interviews focus for Senior school Academic recognition – Excellence badges at Assembly Focus on Pedagogy in Teaching and Learning Committee Assessment discussed number of credits offered to students – are we over-assessing? Continued focus on students attempting fewer externals 	<p>Actual variance for 2017 (over 5yrs) Merit – average variance across L1 / 2/ 3 = - 4.86% (a difference of +3.34) Excellence -average variance across L1 / 2 / 3 = -5.86 (a difference of +0.03%)</p> <ol style="list-style-type: none"> Continued discussion in LAC around how we can focus on this area as HOD group All staff entering Profile information into KAMAR which other teachers can access F/T interviews took place but sporadically across Senior school. Recognition at assembly continues to be a positive focus for students. Teaching and Learning committee remains on a voluntary membership basis. Some momentum lost in 2017 Continued discussion at Assessment committee – also development of Assessment planners for each year level to allow for teachers to manage assessment due dates more clearly for students. 	<p>Improvement at Merit level could be attributed to greater focus through Markbook Profiles.</p> <p>Excellence differential remains the same – we haven't translated our efforts into higher end grades across the school.</p> <p>F/T Interviews – there was perhaps a need to be more explicit with reasons / methods so we have more clearly outlined explicit expectations for staff to complete these at all Levels for 2018.</p>	<p>Continue to provide the students with opportunity to achieve endorsements.</p> <p>This should be included in all staff appraisals, a requirement to provide evidence that as a teacher opportunities have been provided for all students and that expectations have been made explicit to students around the requirements of achieving an endorsement.</p> <p>Discussion around number of credits being offered in each course needs to be addressed at Assessment committee.</p> <p>Continued focus on Profiling information and regular reviews – 2018 timetable to be earlier in the year to allow for more action in Term 3 – was too late in 2017</p>

Merit Endorsements = Cohort movement shows similar patterns between CSC and National figures. E.g. CSC Level 1 Cohort from 2014 gained 34% / 22.1% / 19.4% across the 3 levels over 3 years. By comparison, National figures show movement from 36% / 24.3 / 28.5%. Across Level 1 and 2 the movement is the same, but CSC figures are lower at Level 3 in 2016.

This same pattern occurs for the next cohort from 2015 onwards. CSC figures show 23.5% / 16.9% / 24.1% across the 3 levels over 3 years. National figures show 34.5% / 27% / 34.7%. While CSC is approx. 10% lower, the pattern is the same.

For the 2016 cohort the drop from 40.7% at Level 1 in 2016 is lower than in previous years but again matches the pattern for National figures.

Excellence Endorsements For the 2015 cohort CSC figs are 9.4% / 6% / 10.8%, while National figures are 18.6% / 15.8% / 18.6% - a similar pattern where it goes down from L1 to L2 and then back up for L3 though CSC is approx. 9% below across all levels.

For the 2016 cohort the change from L1 to L2 is 17.4% / 16.9%. National figures 19.8% / 17.7%. This mirrors the previous pattern though the numbers are higher.

By this measure, in 2018 we should expect to see endorsement rates at CSC be around 18-20% while National figures should be approx. 20-22%.

**CENTRAL SOUTHLAND
COLLEGE**

School No. 399

Strategic Goal

Raise student aspirations and achievement at all levels of the College.

Annual Target #2

Variance in overall achievement rates between CSC and National is decreasing over 5yr average

Objective

We will continually seek to provide our students with learning opportunities that encourage improved achievement and promote student academic success in NCEA.

Baseline data

See Analysis of Variance by Cohort chart above for comparisons over years and cohorts.

ACTIONS

Profiling system on Kamar, relevant for all students.
 Will enable better tracking of students at risk and for extension of those capable of Endorsements.
 Target groups established at Level 1 / 2 and 3
 PB4L recognition system fully implemented.
 Recording of Pastoral information on KAMAR yielding some data but need one more year of collating to establish firm patterns.
 Improve flow of data from year to year / teacher to teacher about individual students.

OUTCOMES

Refer attached Data.
 Level 1 average over past 5 years when compared with National is down only 2.1% which represents a small level of improvement from 2007 – 2013 figures (- 3.1 % variance) Same comparison with Dec 4-7 shows that we are tracking at the same level. Over shorter period of 4 years Level 1 achievement is up 13.1%; Level 2 is down 1.8% and Level 3 is down 3.5% against National stats.
 Level 2 figures show a variance of – 0.6% over past 5 years when compared with National figures. This is down slightly (0.3%) than 2007 – 2013 figures. Dec 4-7 comparison shows a 0.2% increase which is a decline from the 1.5% increase for 2007 – 2013 but is still a very small discrepancy.
 Level 3 figures show a variance of -9.2% over past 5 years when compared with National figures. This is significantly lower than the comparison over 2007 – 2013 where we show an increase of 4.4%. This shows we have been on a small but steady decline in terms of Level 3 achievement over the past 5 years. However, when tracked through over 10

REASONS FOR VARIANCE

See chart below for actions by Deans at level 1 and 2
 PB4L recognition system underway and successful with junior students – The aim is for this to filter through into Senior school as those students move through the school and it becomes normal practise.
 High Needs student information being passed to all teachers at beginning of the year – also increased awareness of use of KAMAR to access information across staff.

EVALUATION (where to next?)

Continue with the proposed actions, The aim of PB4L is to see long term gain and the implementation is intentionally slow. Continue discussions with our heads of Learning areas (newly established committee).
 Review the initiatives around allowing time and reducing the pace, share findings across curriculum areas.
 To be a focus for discussion within Assessment Committee in terms of Course planning and credit numbers.

years we are back to approximately the same levels (-0.9%). The fluctuations between cohorts seem to be larger at Level 3 than at other levels during the same period of time.

These figures are all based on participation levels as opposed to Roll-based statistics. The participation stats reflect the achievement of those students who are 'active participants in NCEA' i.e. those who are enrolled in credits to complete a course during the year. Roll-based figures include every student enrolled at the school, even though they may not actually be candidates for NCEA at the end of the year.

CENTRAL SOUTHLAND COLLEGE	School No. 399
Strategic Goal	<i>Raise student aspirations and achievement at all levels of the College.</i>
Annual Target #3	Level 2 NCEA achievement rate will be at 85% or greater for the year. (this is to contribute to and support the BPS target even though this has now been removed from government targets.).
Objective	We will support the Government's BPS target by setting a target of 85% or greater for our Level 2 achievement rate for our school leavers. We will also compare rates to just level 2 as well as all school leavers.
Baseline data	See chart below for school leaver information

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
Target group actions at Level 2 Actions stated in Annual Targets #1 and #2	See Analysis of variance chart at top for comparisons over years. 2017 data 87.4% level 2 pass rate. School leaver information is below.	There were 128 leavers during 2017 87 completed Level 2 before leaving 43 did not. Of those 43 8 went to undetermined locations 6 were International students 1 returned to Philippines 10 went to full time work (3 of which have opportunity to continue with credits towards level 2) 2 went to Tertiary courses 4 were attending Alt Ed 2 were major Attendance concerns and were not at school enough to warrant being on this list.	Continued targeting of those students who are intent on leaving school to ensure opportunities remain for them to complete / attempt Level 2 should they not get it while at CSC.

Year	All leavers with level 2 or better	All leavers with level 2 or better
	Excluding International students; returning to Philippines; going to another school ; attending tertiary courses and major attendance concerns	As in next column but also including those who went into permanent employment and those in Alternative Education
2017	81.3%	93.5%
2016	78.5%	84%
2015	81%	NA
2014	72%	NA
2013	69%	NA
2012	78%	NA

CENTRAL SOUTHLAND COLLEGE	School No. 399
Strategic Goal	<i>Maintain high level of community confidence in CSC as school of first choice.</i>
Annual Target #4	<ul style="list-style-type: none"> Improve consultation and reporting to the community. Improved academic signposting / reporting to parents
Objective	We will use develop a clear, concise and effective reporting structure for parents to follow and to allow greater engagement from home in terms of tracking and monitoring achievement and attendance in particular.
Baseline data	N/A

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
<p>Developed Parent Portal throughout 2017 to enable greater access for parents</p> <p>All reporting to parents is sent by email AND onto portal so it is available at all times with relevant assessment / financial and attendance information.</p> <p>Development of CSC App –</p> <p>Ongoing discussion around development of school Facebook page to add to social media presence for the school.</p>	<p>Use of portal growing all the time – number of reports that are requested to be printed out and mailed home down to approx. 5-10%</p> <p>Over 600 subscribers to the App by end of 2017. Designated by Deans as means of communicating messages out to students at each year level.</p> <p>Roll has grown again during 2017 – current figure at beginning of 2018 = 577.</p>	<p>Parents like the simple and ready access to the portal information which includes achievement data, progress reports, attendance information that is live and accurate; financial information.</p> <p>Gaining positive (useful) feedback from parents in terms of being able to communicate with the school and receive information in a more timely fashion.</p>	<p>Continued focus on awareness of what portal can do.</p> <p>Development of more regularly effort reporting for parents – weekly or fortnightly.</p> <p>Continued focus by Deans for use of APP</p> <p>Development of Facebook page for school – goal – greater engagement by parents.</p> <p>Measurable by use of App and hits on Facebook page (?) ultimate measuring tool could be parent teacher interviews.</p> <p>Currently reviewing Reporting timeframes and format for parents through use of KAMAR facilities. e.g. Weekly Effort Reporting format.</p>

CENTRAL SOUTHLAND COLLEGE	School No. 399
Strategic Goal	Accelerate progress for all students performing below expectations.
Annual Target #5	Continued focus on Target groups established at Senior levels of the College
Objective	We will use data, academic signposting and student profiles to help inform an improvement in strategies to effectively target endorsement recognition. Staff will be informed of individual students targets and goals. Use of KAMAR profiles. Academic signposting timetable to be implemented in all Departments. Training for staff on use of KAMAR data to inform planning..
Baseline data	See chart below for specific actions and monitoring for individual students.

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
See below for targeted actions for Year 11 and 12 students	Overall pass rate at Level 1 = 88.4% Overall pass rate at level 2 = 87.4%	109 year 12 students including internationals as at August 2017. overall pass rate was 87.4%, if the target group had not been addressed and they did not pass the data would be a less than 80% pass rate. 135 year 11 students including internationals as at August 2017. overall pass rate was 88.4%, if the target group had not been addressed and they did not pass the data would be a less than 80% pass rate.	Continue to develop further monitoring and tracking strategies. Improve Profiling information and use of it by Deans group Develop more targeted academic actions for those at risk rather than just primary focus on behaviour

Year 11 Target group information

Name	Initial notes	Action plan	Evaluation & Outcomes	Credits at Level 1 at end of 2017 (Does not include carry over of 20 into level 2)
1	Behaviour	Monthly meeting with Cw. Liaise with Da. Whanau group	Left for work when 16, with support from Da. No Level 1.	30 credits
2	Behaviour	Weekly meeting with Cw. Goal setting. Strategies for interacting with staff. Whanau group	Expelled for continual disobedience. Attending Aurora College Academy class	13 credits
3	Behaviour	Fortnightly meeting with Cw. Support for mum at home.	Left, moving to Dunedin with Mum, was going to find a job. No Level 1	35 credits
4	Behaviour	Monthly meeting with Cw. Support from Jenni. Regular contact home. Behavioural	Escalating poor behaviour in Terms 1 and 2. Intervention towards end of term 2 to outline changes needed in order to stay at school. Considerable turnaround in Terms 3 and 4. Almost zero	92 credits at level 23 at Level 2

			contract. Meetings with Da and Dk	incidents. Level 1 gained.	
4	Behaviour		Monthly meeting with Cw. Da and Dk meetings. Regular parent contact and meetings.	Escalating poor behaviour in Terms 1 and 2. Transferred formclasses from Jk to An - much improved. Behaviour incidents in class reduced. Still some out of class behaviour unacceptable but a general improvement. Will be 2 credits short of Level 1. Is considering not returning next year as has been offered a contracting job.	48 credits at Level 1 23 at Level 2
5	Attendance		Regular formteacher contact with home. Meet with Cw monthly	On-going focus for 2018. Attendance rate = 63%, mostly M. Looking for work but may stay to complete Level 2. Gained Level 1.	69 at Level 1 23 at Level 2
6	Attendance		Regular formteacher contact with home. Meet with Cw monthly Whanau group	On-going focus for 2018. Attendance rate = 53%, mostly Not Explained. Gained Level 1. Has had many days off with whanau bereavements.	105 credits at Level 1 – (24 external)
7	Attendance		Regular formteacher contact with home. Meet with Cw monthly Whanau group	On-going focus for 2018. Attendance rate = 57%, mostly M. 2 credits needed for Level 1.	94 credits at Level 1 (16 external)
8	Attendance/Support		Regular formteacher contact with home. Meet with Cw monthly Referral to Jenni	On-going focus for 2018. Attendance rate = 64%, mostly M. Has indicated she is not returning next year, going to work for Dad but I am working on getting her back to complete Level 1, only has 46 credits.	23 credits at Level 1 23 credits at Level 2 – has now left school.
9	Attendance/Support		Regular formteacher contact with home. Meet with Cw monthly. Referral to Jenni	On-going focus for 2018. Attendance rate = 63%, mostly M/D. Has 63 Level 1 credits. Returning next year to complete Level 1 and evaluate next steps.	62 credits at Level 1 (4 external) 5 credits at Level 2
10	Support		Fortnightly meeting with Cw. Referral to Jenni.	Has been involved in immature behaviour at times but in latter half of year would come and speak with Cw. Can be a target but is developing some survival strategies. Has 78 credits, needs 3 more Lit credits.	73 credits at Level 1 (12 external) 5 credits at Level 2
11	Support		Monthly meeting with Cw. Referral to Jenni	Generally making good choices, more settled in class as the year has progressed. Will seek out Cw if stressed or becoming angry.	75 credits at Level 1 (11 external)
12	Support		Monthly meeting with Cw. Referral to Jenni	Has been easily distracted, bunking periods etc with other friends, doesn't always make the best decisions re work effort. Really knuckled down in Term 3. Has Level 1. Probably not returning in 2018, has full-time dairy farm job.	Completed Level 1 – left school to permanent employment.
13	Support		Monthly meeting with Cw. Referral to Jenni	Moved to SGHS, has kept in touch and very happy there.	14 credits at Level 1 – went to another school

14	Support	Monthly meeting with Cw. Whanau group	Started the year well, moved to Australia in Term 2.	14 credits at Level 1 – moved to Australia in term 2
15	Support	Monthly meeting with Cw. Regular contact home	Some social issues throughout Term 1 and 2, but resolved. Has really focused in Terms 3 and 4, much more settled and avoiding getting involved in dramas. Has achieved Level 1.	82 credits at Level 1 19 credits at Level 2
16	Support	Monthly meeting with Cw. Regular contact home. Parent meetings	Settled well into classes, working steadily. Was still target in earlier part of year, esp in Tec but problem resolved. Achieved 46 Level 1 credits and has combined L1/2 timetable for next year.	37 credits at Level 1 10 credits at Level 2 2 credits at Level 3

Year 12 Target group actions and results (credits include 20 carried over at each level)

The following students were monitored closely for BEHAVIOUR throughout the year. Regular classroom visits, contact with home and frequent conversations with them were held

Student 1 = Completed Level 1 in 2016; 51 credits at Level 2; 20 credits at Level 3 – left school for full-time employment
 Student 2 = Level 1 in 2016, Level 2 in 2017; 51 credits at Level 3 – left school for full-time employment
 Student 3 = Level 1 in 2016, Level 2 in 2017; 51 credits at Level 3 – left school for full-time employment
 Student 4 = Level 1 in 2016, Level 2 in 2017; 53 credits at Level 3 – now in tertiary study
 Student 5 = Level 1 in 2016, Level 2 in 2017; 27 credits at Level 3
 Student 6 = 69 credits at Level 1; 44 credits at Level 2; left school for full-time employment
 Student 7 = Level 1 in 2016, Level 2 in 2017; 22 credits at Level 3 – still currently enrolled at CSC
 Student 8 = Level 1 in 2016, Level 2 in 2017; 22 credits at Level 3 – left school for full-time employment
 Student 9 = 67 credits at Level 1; 41 credits at Level 3 – enrolled at CSC in 2018
 Student 10 = Level 1 in 2016; 74 credits at Level 2; 26 credits at Level 3
 Student 12 = Level 1 in 2016, Level 2 in 2017; – enrolled at CSC in 2018

The following students were monitored for ATTENDANCE/TRUANCY - Contact with home when required and form teacher conversations

Student 13 – 68 credits at Level 1 – needs Numeracy; 21 credits at Level 2; 6 credits at Level 3
 Student 14 - Level 1 in 2016, Level 2 in 2017 – left for employment
 Student 15 - Level 1 in 2016, 74 credits at Level 2
 Student 16 - Level 1 in 2016, Level 2 in 2017; 33 credits at Level 3 – apprenticeship on offer starting term 2
 Student 17 - Level 1 in 2016, Level 2 in 2017; 26 credits at Level 3 – left for employment

The following students were monitored as ACADEMIC concerns

Student 18 – 96 credits at Level 1 but needs Numeracy – 43 credits at Level 2
 Student 19 - arrived during the year – Level 1 2016 – 53 credits at Level 2
 Student 20 - arrived late in the year – Level 1 2016; 32 credits at Level 2; 2 credits at Level 3.
 Student 21 - struggles. Level 1 and 2 in 2017. May struggle at level 3
 Student 22 - limited and unmotivated. Level 1 in 2017, 43 credits at Level 2; 2 at level 3
 Student 23 - little progress towards Level 1. Mixture of Level 1, 2 and 3 in 2018. 41 credits at level 1 – life skills progress important for 2018
 Student 24 - at risk of not completing work/assignments – Level 1 in 2016; Level 2 in 2017; 29 credits at Level 3
 Student 25 – Level 1 and 2 in 2017 – needed numeracy to finish off late in year. 26 credits at Level 3

Student 26 - arrived during the year – Level 1 in 2016; 53 credits at level 2; 22 at level 3.
Student 27 – Level 1 in 2016; 75 credits at Level 2

Numeracy and Literacy Information for CSC

Literacy (L1)	CSC %	National %	Decile %	Numeracy (L1)	CSC %	National %	Decile %
2017	94.8	91.1	92.1	2017	94.8	89.7	91
2016	91	91	92	2016	87	90	91
2015	93	91	92	2015	94	90	91
2014	91	90	91	2014	84	88	89
2013	92	90	90	2013	91	87	88
2012	89	89	89	2012	88	86	87

Literacy results have moved up 5.8% to mid 90's over past 6 years – pleasing results.

Numeracy results have moved 6.8% over past 6 years to mid 90's – also very pleasing.

These results are only the percentage of students who complete Literacy and Numeracy in year 11 – the percentage that do not have the ability to complete it in following years if they remain at school

CENTRAL SOUTHLAND COLLEGE	School No. 399
Strategic Goal	<i>Develop and enhance teaching and learning through effective use of Digital technology in classrooms.</i>
Annual Target #6	Development of engaging teacher practice using Technology in Classrooms
Objective	BYOD practice; Google expert groups; full school PLD; development of server and wireless environment
Baseline data	See below

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
Development of focus on providing opportunities for BYOD – increase of student devices throughout 2017.	Deeper engagement of staff with Digital tools – needs to be continued focus of PLD for 2018.	N/A	Introduction of full BYOD in 2018 – dramatic increase in device numbers. Full device count to be completed in March after roll return.
Staff PLD focus	Staff meeting PLD sessions held throughout 2017.		Continued PLD focus in 2018 from TOD at start of year and TOD in June – continued focus in Staff meetings
Google expert group developed – regular slot at Staff meetings and	T.O.D focus for beginning of 2017, looking at SAMR progression model for digitising of tasks.		Development of doc for staff to provide questions / activities to try etc
Continued focus on storage facilities for students who bring devices	Staff have mastered basics of Google Core Skills - - many staff moving along SAMR progression scale with digital tasks beyond Substitution and Augmentation		Development of working groups with leaders / mentors in each – separate from Departments
Team Drives being used consistently across school. Movement of school-wide documentation continuing – e.g. RAMS forms / leave forms etc, all being digitised.	Lockers purchased at end of 2017 – properly plan to be discussed in terms of placement and coverings.		Locker space to be confirmed as part of 5YP
Developed staff use of Google Classroom as a means of distributing information to students	All classes are using Google Classroom as a repository for information – many now using other Google tools for engagement e.g websites.		Digital Instruction programme in place for all year 9 students as part of Form Time activities. Form Teachers specifically selected to be involved in this programme.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CENTRAL SOUTHLAND COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Central Southland College (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe Horwath, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the Statement of Financial Position as at 31 December 2017, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis of 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 20 to 31, 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.



Michael Lee
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand