

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF APARIMA COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Aparima College (the School). The Auditor-General has appointed me, Greg Thomas, using the staff and resources of BDO Invercargill, 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 22, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 2 June 2020. 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.

#### Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

#### 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 arises from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the analysis of variance and kiwisport paragraph included on pages 23 to 34, and BOT listing included on the title page, and the title page, but does not include the financial statements, and our auditor's report thereon.

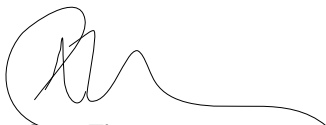
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Greg Thomas  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand

# APARIMA COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 409

**Principal:** Cameron Davis

**School Address:** 33 Leader Street, Riverton

**School Postal Address:** 33 Leader Street, Riverton 9822

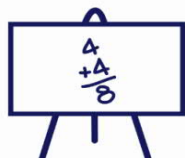
**School Phone:** 03 294 8900

**School Email:** [office@aparima.school.net](mailto:office@aparima.school.net)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Leon Black	Chair Person	Elected	May-22
Cameron Davis	Principal	ex Officio	
Fergus Murdoch	Student Rep	Elected	Dec-20
Sarah Wilson	Staff Rep	Elected	May-22
Micheal Berkers	Parent Rep	Elected	May-22
Lana Winders	Parent Rep	Elected	May-22
Lynley Woodward	Parent Rep	Elected	May-22

**Accountant / Service Provider:** Education Finance Ltd



**EDUCATION  
FINANCE**

[www.educationfinance.co.nz](http://www.educationfinance.co.nz)

# APARIMA COLLEGE

Annual Report - For the year ended 31 December 2019

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# Aparima College

## Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.


The School's 2019 financial statements are authorised for issue by the Board.

LEON GORDON BLACK  
Full Name of Board Chairperson

  
Signature of Board Chairperson

2/6/2020  
Date:

Cameron Francis Davis  
Full Name of Principal

  
Signature of Principal

2/6/2020  
Date:

## Aparima College

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	2,866,423	2,760,000	2,662,302
Locally Raised Funds	3	154,747	161,825	228,859
Interest income		1,081	2,000	-
		<hr/>	<hr/>	<hr/>
		3,022,251	2,923,825	2,891,161
<b>Expenses</b>				
Locally Raised Funds	3	110,069	121,950	86,754
Learning Resources	4	1,862,237	1,780,000	1,761,735
Administration	5	219,195	198,550	194,637
Finance		3,258	-	3,817
Property	6	724,786	773,000	791,473
Depreciation	7	94,328	73,500	110,194
Loss on Disposal of Property, Plant and Equipment		-	-	21,951
		<hr/>	<hr/>	<hr/>
		3,013,873	2,947,000	2,970,561
<b>Net Surplus / (Deficit) for the year</b>		8,378	(23,175)	(79,400)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		8,378	(23,175)	(79,400)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



## Aparima College

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>333,103</u>	<u>333,103</u>	<u>404,742</u>
Total comprehensive revenue and expense for the year		8,378	(23,175)	(79,400)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	7,761
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	23	<u>341,481</u>	<u>309,928</u>	<u>333,103</u>
Retained Earnings		341,481	309,928	333,103
Reserves		-	-	-
<b>Equity at 31 December</b>		<u>341,481</u>	<u>309,928</u>	<u>333,103</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.





# Aparima College

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	330,437	213,343	294,448
Accounts Receivable	9	148,351	115,000	111,989
GST Receivable		-	30,212	30,212
Prepayments		2,280	885	885
Inventories	10	-	1,553	1,553
		<u>481,068</u>	<u>360,993</u>	<u>439,087</u>
<b>Current Liabilities</b>				
GST Payable		11,770	-	-
Accounts Payable	12	183,801	220,000	242,125
Revenue Received in Advance	13	12,844	-	-
Provision for Cyclical Maintenance	14	87,720	-	53,923
Finance Lease Liability - Current Portion	15	16,713	15,116	15,116
Funds held for Capital Works Projects	16	-	-	27,871
Funds held on behalf of Transport Network	17	129,352	43,726	43,726
		<u>442,200</u>	<u>278,842</u>	<u>382,761</u>
<b>Working Capital Surplus/(Deficit)</b>		38,868	82,151	56,326
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	324,667	335,979	382,979
		<u>324,667</u>	<u>335,979</u>	<u>382,979</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	2,925	88,429	73,429
Finance Lease Liability	15	19,129	19,773	32,773
		<u>22,054</u>	<u>108,202</u>	<u>106,202</u>
<b>Net Assets</b>		<u>341,481</u>	<u>309,928</u>	<u>333,103</u>
<b>Equity</b>	23	<u>341,481</u>	<u>309,928</u>	<u>333,103</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



**Aparima College**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		615,063	635,000	646,970
Locally Raised Funds		171,712	146,125	219,169
Goods and Services Tax (net)		41,982	-	(85,853)
Payments to Employees		(284,037)	(257,000)	(299,111)
Payments to Suppliers		(516,248)	(481,936)	(498,639)
Cyclical Maintenance Payments in the year		-	(53,923)	-
Interest Paid		(3,258)	-	-
Interest Received		1,081	2,000	-
Net cash from Operating Activities		<u>26,295</u>	<u>(9,734)</u>	<u>(17,464)</u>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(31,793)	(30,500)	(17,783)
Net cash from Investing Activities		<u>(31,793)</u>	<u>(30,500)</u>	<u>(17,783)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	7,761
Finance Lease Payments		(16,269)	(13,000)	(12,618)
Funds Administered on Behalf of Third Parties		85,627	-	(47,352)
Funds Held for Capital Works Projects		(27,871)	(27,871)	(467,665)
Net cash from Financing Activities		<u>41,487</u>	<u>(40,871)</u>	<u>(519,874)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><u>35,989</u></u>	<u><u>(81,105)</u></u>	<u><u>(555,120)</u></u>
Cash and cash equivalents at the beginning of the year	8	294,448	294,448	849,568
<b>Cash and cash equivalents at the end of the year</b>	8	<u><u>330,437</u></u>	<u><u>213,343</u></u>	<u><u>294,448</u></u>

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 which form part of these financial statements..

# Aparima College

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

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

Aparima 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 2019 to 31 December 2019 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".

###### ***Standard early adopted***

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

###### ***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 11.

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

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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

### **Other Grants**

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

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

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

### **Interest Revenue**

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

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

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

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

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

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

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

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

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

### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

### **Prior Year Policy**

*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. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

### **Prior Year Policy**

*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.*

## **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.

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### **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
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 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.

### *Long-term employee entitlements*

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

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

#### **o) Revenue Received in Advance**

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

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

#### **p) Shared Funds**

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

#### **q) 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).

#### **r) 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.

#### **s) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.



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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

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

**v) Services received in-kind**

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

## 2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	592,067	576,000	557,395
Teachers' Salaries Grants	1,668,540	1,600,000	1,508,809
Use of Land and Buildings Grants	551,133	525,000	503,580
Other MoE Grants	26,091	29,000	60,974
Other Government Grants	28,592	30,000	31,544
	<b>2,866,423</b>	<b>2,760,000</b>	<b>2,662,302</b>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	13,933	14,000	14,886
Transport	-	25,000	50,000
Activities	54,687	22,300	55,648
Trading	4,604	22,500	13,950
House Rental Income	37,535	31,075	34,680
Fundraising	1,960	-	-
Other Revenue	42,028	46,950	59,695
	<b>154,747</b>	<b>161,825</b>	<b>228,859</b>
<b>Expenses</b>			
Activities	69,913	31,300	67,778
Trading	3,137	5,000	2,148
Fundraising (Costs of Raising Funds)	1,489	-	-
Other Locally Raised Funds Expenditure	35,530	85,650	16,827
	<b>110,069</b>	<b>121,950</b>	<b>86,754</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>44,678</b>	<b>39,875</b>	<b>142,105</b>

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	79,792	62,000	68,050
Employee Benefits - Salaries	1,771,776	1,701,500	1,681,249
Staff Development	10,669	16,500	12,436
	<b>1,862,237</b>	<b>1,780,000</b>	<b>1,761,735</b>

## 5. Administration

	2019 \$	2019 \$	2018 \$
Audit Fee	6,000	6,000	5,778
Board of Trustees Fees	2,910	4,000	2,375
Board of Trustees Expenses	2,870	2,000	11,058
Communication	8,886	10,000	11,031
Consumables	7,717	7,200	18,983
Operating Lease	337	-	8,170
Other	60,296	63,600	60,728
Employee Benefits - Salaries	119,938	95,000	69,017
Insurance	1,241	1,750	2,032
Service Providers, Contractors and Consultancy	9,000	9,000	5,465
	<u>219,195</u>	<u>198,550</u>	<u>194,637</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,600	5,500	5,090
Consultancy and Contract Services	49,052	48,000	46,665
Cyclical Maintenance Provision	12,793	15,000	18,737
Adjustment to the Provision	(49,500)	-	50,062
Grounds	8,189	12,000	22,228
Heat, Light and Water	56,295	65,000	67,684
Rates	3,717	5,200	6,014
Repairs and Maintenance	33,767	37,300	26,076
Use of Land and Buildings	551,133	525,000	503,580
Security	933	3,000	-
Employee Benefits - Salaries	53,807	57,000	45,338
	<u>724,786</u>	<u>773,000</u>	<u>791,473</u>

The use of land and buildings figure represents 8% of the school's total property value. 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.

## 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	15,944	9,000	15,944
Furniture and Equipment	24,427	15,000	31,231
Information and Communication Technology	24,991	34,000	30,863
Leased Assets	24,060	13,000	27,272
Library Resources	4,906	2,500	4,884
	<u>94,328</u>	<u>73,500</u>	<u>110,194</u>

## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	330,437	213,343	294,448
Cash and cash equivalents for Cash Flow Statement	<u>330,437</u>	<u>213,343</u>	<u>294,448</u>

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

Of the \$330,437 Cash and Cash Equivalents, \$129,352 is held by the School on behalf of the Aparima Transport Network. Movement is disclosed in Note 17. (2018 : \$43,726 )

## 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	1,386	-	5,507
Banking Staffing Underuse	29,403	-	4,183
Teacher Salaries Grant Receivable	117,562	115,000	102,299
	<u>148,351</u>	<u>115,000</u>	<u>111,989</u>
Receivables from Exchange Transactions	1,386	-	5,507
Receivables from Non-Exchange Transactions	146,965	115,000	106,482
	<u>148,351</u>	<u>115,000</u>	<u>111,989</u>

## 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	-	1,553	1,553
	<u>-</u>	<u>1,553</u>	<u>1,553</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Land	24,000	-	-	-	-	<b>24,000</b>
Building Improvements	202,058	-	-	-	(15,944)	<b>186,114</b>
Furniture and Equipment	68,880	14,160	-	-	(24,427)	<b>58,613</b>
Information and Communication	45,617	15,479	-	-	(24,991)	<b>36,105</b>
Leased Assets	35,939	4,222	-	-	(24,060)	<b>16,101</b>
Library Resources	6,486	2,154	-	-	(4,906)	<b>3,734</b>
<b>Balance at 31 December 2019</b>	<u>382,980</u>	<u>36,015</u>	<u>-</u>	<u>-</u>	<u>(94,328)</u>	<u><b>324,667</b></u>

	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2019</b>			
Land	24,000	-	<b>24,000</b>
Building Improvements	326,647	(140,533)	<b>186,114</b>
Furniture and Equipment	249,292	(190,679)	<b>58,613</b>
Information and Communication	191,942	(155,837)	<b>36,105</b>
Motor Vehicles	45,911	(45,911)	-
Leased Assets	72,362	(56,261)	<b>16,101</b>
Library Resources	41,228	(37,494)	<b>3,734</b>
<b>Balance at 31 December 2019</b>	<b>951,382</b>	<b>(626,715)</b>	<b>324,667</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2018</b>						
Land	24,000	-	-	-	-	<b>24,000</b>
Building Improvements	218,002	-	-	-	(15,944)	<b>202,058</b>
Furniture and Equipment	120,857	-	(20,746)	-	(31,231)	<b>68,880</b>
Information and Communication Technology	59,902	17,783	(1,205)	-	(30,863)	<b>45,617</b>
Leased Assets	97,574	8,645	-	(43,009)	(27,272)	<b>35,938</b>
Library Resources	11,370	-	-	-	(4,884)	<b>6,486</b>
<b>Balance at 31 December 2018</b>	<b>531,705</b>	<b>26,428</b>	<b>(21,951)</b>	<b>(43,009)</b>	<b>(110,194)</b>	<b>382,979</b>

	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2018</b>			
Land	24,000	-	<b>24,000</b>
Building Improvements	326,647	(124,589)	<b>202,058</b>
Furniture and Equipment	235,132	(166,252)	<b>68,880</b>
Information and Communication Technology	188,122	(142,505)	<b>45,617</b>
Motor Vehicles	45,911	(45,911)	-
Leased Assets	68,140	(32,202)	<b>35,938</b>
Library Resources	39,074	(32,588)	<b>6,486</b>
<b>Balance at 31 December 2018</b>	<b>927,026</b>	<b>(544,047)</b>	<b>382,979</b>

## 12. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	47,793	70,000	106,857
Accruals	6,000	10,000	7,000
Employee Entitlements - Salaries	123,569	115,000	102,299
Employee Entitlements - Leave Accrual	6,439	25,000	25,969
	<u>183,801</u>	<u>220,000</u>	<u>242,125</u>
Payables for Exchange Transactions	183,801	220,000	242,125
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>183,801</u>	<u>220,000</u>	<u>242,125</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	12,844	-	-
	<u>12,844</u>	<u>-</u>	<u>-</u>

## 14. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	127,352	127,352	68,393
Increase/ (decrease) to the Provision During the Year	12,793	15,000	18,737
Adjustment to Provision	(49,500)	-	50,062
Use of the Provision During the Year	-	(53,923)	(9,840)
Provision at the End of the Year	<u>90,645</u>	<u>88,429</u>	<u>127,352</u>
Cyclical Maintenance - Current	87,720	-	53,923
Cyclical Maintenance - Term	2,925	88,429	73,429
	<u>90,645</u>	<u>88,429</u>	<u>127,352</u>



## 15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	16,713	15,116	15,116
Later than One Year and no Later than Five Years	19,129	19,773	32,773
Later than Five Years	-	-	-
	35,842	34,889	47,889

## 16. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Design Services	<i>completed</i>	27,871	-	27,871	2,635	-
Totals		27,871	-	27,871	2,635	-

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

-

-

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Design Services	<i>in progress</i>	495,536	68,416	536,081	27,871
Totals		495,536	68,416	536,081	27,871

## 17. Funds Held on Behalf of Transport Network

Aparima School is the lead school and holds funds on behalf of the Aparima Transport Network, a group of schools funded by the Ministry.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held at Beginning of the Year	43,726	-	91,078
Funds Received from Network Members	-	-	-
Funds Received from MoE	382,262	-	363,047
Funds Spent on Behalf of the Network	(296,636)	-	(284,399)
Distribution of Funds			
Aparima College	-	-	(76,000)
Riverton Primary School	-	-	(50,000)
Funds Held at Year End	129,352	-	43,726

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

**Current Assets**

Cash at bank	129,352	-	43,726
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**Non Current Assets**

Property Plant and Equipment	-	-	-
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**Current Liabilities**

Operating Creditors	-	-	-
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**Non Current Liabilities**

Borrowings	-	-	-
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<b>Equity</b>	129,352	-	43,726
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**18. 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.

**19. Remuneration**

*Key management personnel compensation*

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

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,910	2,375
Full-time equivalent members	0.19	0.12
<i>Leadership Team</i>		
Remuneration	335,813	301,804
Full-time equivalent members	3	3
Total key management personnel remuneration	338,723	304,179
Total full-time equivalent personnel	3.19	3.12

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



### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	90-100
Benefits and Other Emoluments	3-4	2-3
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	1.00	2.00
	<u>1.00</u>	<u>2.00</u>

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

## 20. 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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

Nil

(Capital commitments at 31 December 2018: \$Nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

#### (a) Service Agreement of Photocopier

	2019 Actual \$	2018 Actual \$
No later than One Year	8,280	8,280
Later than One Year and No Later than Five Years	12,420	20,700
Later than Five Years	-	-
	<u>20,700</u>	<u>28,980</u>

## 23. 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.

## 24. Financial Instruments

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

### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	330,437	213,343	294,448
Receivables	148,351	115,000	111,989
Total Financial assets measured at amortised cost	<u>478,788</u>	<u>328,343</u>	<u>406,437</u>

### Financial liabilities measured at amortised cost

Payables	183,801	220,000	242,125
Finance Leases	35,842	34,889	47,889
Total Financial Liabilities Measured at Amortised Cost	<u>219,643</u>	<u>254,889</u>	<u>290,014</u>

## 25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## 27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

# Analysis of Variance 2019



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KAMAR Portal: [portal.aparima.school.nz](http://portal.aparima.school.nz)



## Operational Plan for Accelerating Student Achievement at Aparima College

Strategic Goal 1: Raise aspirations for all students.					PROGRESS SO FAR 2019
Focus Areas	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening	PROGRESS SO FAR 2019
<p>Ongoing introduction, and subsequent evaluation, of the new school values and the application of these to key school practices and processes including positive guidance practices.</p>	<p>Clarify and promoting school values:</p> <ul style="list-style-type: none"> <li>• Consult the school stakeholders to clarify the school's values, and in particular:                             <ul style="list-style-type: none"> <li>○ What these values look like in practice;</li> <li>○ The desired student behaviour</li> <li>○ The desired staff modelling</li> </ul> </li> <li>• Confirmed the school's values and develop:                             <ul style="list-style-type: none"> <li>○ An implementation plan for the coaching of these values;</li> <li>○ A communications plan to promote the values (and their benefits) to students, whanau, and the wider community.</li> </ul> </li> <li>• Investigate a school-wide recognition programme to support the implementation of the school values</li> <li>• Train all staff on their role in promoting school values;</li> </ul>	<p>End 2018 – community consultation completed</p> <p>Student voice collected Term 4 2018 and Term 1 2019</p> <p>Branding information updated Term 1</p> <p>Focus programme updated in Term 1</p>	<p>Led by Principal</p> <p>Google survey for community</p> <p>Leadership team collect student voice</p> <p>Back9 Design team – Invercargill Leadership team – Art/Design team</p> <p>DP to lead update of Focus programme – rebrand to Aparima F.I.R.S.T</p> <p>Resources provided to staff to use in classes to make links between their content/curriculum and values</p> <p>Pastoral Care Team</p>	<ul style="list-style-type: none"> <li>• School values are confirmed;</li> <li>• Implementation and communications plan developed and implemented;</li> <li>• Inquiry into an effective school processes of rewards and recognitions started.</li> <li>• Appropriate staff training devised and implemented</li> <li>• Regular reviews of the valued processes is undertaken.</li> <li>• Pastoral team focus on consistency of message in dealing with behaviour management.</li> <li>• Focus on values message in all school assemblies – links to speakers and events with values</li> <li>• Use of Pastoral Reporting data to monitor behaviour trends – create links to expected behaviours.</li> <li>• Developing of stronger links between expected behaviours and Key Competencies.</li> <li>• Reporting on expected behaviours ex KAMAR</li> </ul>	<ul style="list-style-type: none"> <li>• Communications plan implemented 2018 and early 2019.</li> <li>• New values confirmed – implanted fully aty school level.</li> <li>• Community survey completed; staff survey completed; student voice collected around proposed values – continuing process as we develop expected behaviours and understanding of these.</li> <li>• Continued through 2019 – established as part of normal school routines.</li> <li>• Staff discussion on expected behaviours – decided on narrow focus for each value.</li> <li>• New letterhead, signage underway – more to be developed as part of main office redesign. Main office redesigned – to further incorporate values signage inside the office aswell.</li> <li>• Focus programme redeveloped as F.I.R.S.T programme – implemented with years 7-8 – process taking time to embed with students – making progress but it is very slow.</li> <li>• Pastoral system reviewed – decision made to add extra Dean to process for 2020.</li> <li>• Pastoral care meetings narrowed focus – developing use of KAMAR data and profiling info.</li> <li>• School assemblies focused on values and expectations – message getting through to students – some of them not happy about continuing focus on 'expectations' – need to implement more celebrations aswell – Merit / Excellence awareness in assemblies – have done this twice in 2019. Process also begun in 2020 with Academic Blues assembly in January.</li> </ul>

	<ul style="list-style-type: none"> <li>• Post-training regularly monitor the effectiveness of values programme, including staff fidelity to the process.</li> <li>• Redesign of Pastoral care team <ul style="list-style-type: none"> <li>○ Removal of existing Deans system</li> <li>○ Creation of Pastoral Care Manager Roles <ul style="list-style-type: none"> <li>▪ DP – Year 10-12</li> <li>▪ AP – Year 7-9</li> <li>▪ Principal – Year 13</li> <li>▪ Inclusion of Guidance Counsellor in smaller Pastoral Care team</li> </ul> </li> </ul> </li> </ul> <p>Use of Well-Being @ School survey to measure student sense of well-being.</p>				<ul style="list-style-type: none"> <li>• Well-being survey for students not implemented as yet – well-being key focus of student voice process. Student survey being completed T1 2020.</li> <li>• Research into Well-being survey suggests it may be too onerous – looking for alternatives.</li> <li>• Further Pastoral system review</li> <li>• Staff survey completed in T2 – Leadership team analysed results. Key focus areas developed around trust – Staff meeting processes implemented for 2020 around this concept.</li> <li>• Staff fidelity to values process still not where we would like it to be. Reporting processes to be developed in 2020 to allow for greater focus on how we are explicitly teaching the expected behaviours we want to see.</li> </ul>
<p>Implementation and embedding of new systems for the collection, tracking, analysis and reporting of student progress, achievement, wellbeing and engagement.</p>	<p>Academic Profiling</p> <ul style="list-style-type: none"> <li>• Define the key attributes that support student academic success</li> <li>• Structure KAMAR to capture and sort the identified attributes</li> <li>• Train all teaching staff to use KAMAR as designed</li> <li>• Develop an academic coaching model and appointed appropriate staff to lead and manage the model</li> <li>• Train all teachers in the skills of mentoring students</li> <li>• Sort student data into coaching units</li> </ul> <p>Setting appropriate targets and establish a baseline of achievement:</p>	<p>By End of April have Profiling data completed and tracking system underway</p> <p>KAMAR training for all staff</p> <p>KAMAR Profiling section</p>	<p>Led by Principal and Leadership team HOD's to ensure data collated in timely fashion</p> <p>All staff to complete Profiling requirements at different stages through the year.</p> <p>All staff Pastoral Team</p>	<ul style="list-style-type: none"> <li>• KAMAR SMS is designed to capture and sort valued information.</li> <li>• Academic coaching model is developed.</li> <li>• Training in KAMAR and academic coaching takes place.</li> <li>• Regular monitoring takes place, and the outcomes reported to HODs and School Leaders.</li> <li>• Accurate levels of student achievement will be established for the 2019 year.</li> <li>• Barriers to achievement are identified and a range of strategies developed to address said barriers;</li> <li>• Students will be sorted into progress and achievement bands as an aid to providing a responsive curriculum</li> <li>• Set of appropriate targets will be established and monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Profiling well underway in Senior school – formed basis of new Parent – Teacher interview approach for 2019. Markbook profiling judgements allowed for greater tracking of movement.</li> <li>• Mentoring / coaching conversations have begun in Years 11-12 – to be built in as part of expected routine for these year groups to start with; some discussion with students around setting targets / goals. Information available to all staff once recorded as an interview</li> <li>• Attendance and achievement monitoring still taking place alongside this by DP</li> <li>• Regular values reporting attempted in 2019 – staff uptake not positive. New plan for 2020 to address this issue and focus on different value for each term – replacement of reporting in mid year we hope will lead to greater success for this plan.</li> <li>• Moving of students into groups re: writing requirements – happening at Junior level in Term 3 – sits alongside growing staff understanding around LPF. Has worked very well – see AOV target docs for student achievement progress.</li> </ul>

	<ul style="list-style-type: none"> <li>Using the 2018 achievement and progress data, determine: <ul style="list-style-type: none"> <li>The level of student achievement compared to curriculum expectations;</li> <li>Analyse the strengths and weakness in student learning;</li> <li>Sort students into learning units based on the analysed data – develop graduate profiles to use as baseline data</li> <li>From the collected data, set appropriate progress and achievement targets for each unit as 2019 performance measures.</li> </ul> </li> </ul>	<p>Junior Department to experiment in Term ½ with moving students around depending on student needs and teacher strengths, with particular reference to writing.</p>	<p>Junior HOD</p>		<ul style="list-style-type: none"> <li>New Junior reporting format implemented for first round of reports (end Term 2) – community / student feedback solicited – no major concerns with the change.</li> <li>Graduate profiles remain a focus for HOD group in early 2020.</li> <li>New Parent-teacher contact system used to positive effect in 2019. One way communication to begin with but all families contacted across the school in various ways.</li> <li>Live reporting on KAMAR portal made available for junior students so parents can see comments on progress as well as grades.</li> <li>Now made live for all grades in 2020.</li> </ul>
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Desired Outcomes for students:

- Greater staff / student clarity around values system and expected behaviours.
- Greater consistency of message from pastoral team – sense of fairness/well-being for students increased.
- Development of student goal setting/aspirational conversations as ‘the norm’.
- Greater focus on Merit/Excellence endorsements for all Senior students – continuing to ‘get students over the line’ but added focus of higher levels.
- Focus on progress rather than purely summative results may have effect on student growth mindset.
- Junior school programme – should see improved results in writing particularly for the Year 7 group who have come into the school very low. Progression for all Year 7 students will be able to be measured across the year.

HOW WILL WE MEASURE THESE?

- Student surveys // Academic Profiling data in KAMAR // Internal NCEA achievement rates
- Monthly/termly monitoring of at risk students – Pastoral and HOD focus //Recording of Student interviews with Form teachers re: Academic coaching/mentoring
- FIRST Values programme uptake // Community surveys // NZCER Well-being survey // KAMAR Focus grade reporting

Strategic Goal 2: To improve the level of written communication skills for all students across the curriculum.					
Focus Areas	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening	PROGRESS SO FAR 2019
<p>Building the capability of trustees, leaders and staff to analyse and use information on the progress, achievement, wellbeing and engagement of students to:</p> <ul style="list-style-type: none"> <li>Identify strategic priorities</li> <li>Set appropriate goals</li> <li>Inform planning for improvement</li> <li>Respond in a timely way to the needs of students</li> <li>Evaluate the effectiveness of planned strategies</li> </ul>	<ul style="list-style-type: none"> <li>Intro Learning Progression Frameworks on Teacher Only Day at beginning of year</li> <li>Make Writing focus standing agenda item for Dept Meetings</li> <li>HOD's to ensure staff are all asking themselves – "Where can I utilise LPF in my current programme?"</li> <li>TOD in June – also allocated for LPF work with staff</li> <li>Reflective writing task in Form Times to support SSR</li> </ul>	Evaluation Associates PLD support	<p>All staff</p> <p>Leadership Team involved in all facets, both as leaders of change and as learners in process of using LPF</p> <p>Form teachers / HOD's</p>	<ul style="list-style-type: none"> <li>Development of teacher confidence in identifying barriers to success in terms of writing</li> <li>Increased use of LPF in deconstructing tasks and written requirements, beyond content and context.</li> <li>Begin to see links between LPF understandings and success criteria across curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>2 TOD held with Evaluation Associates.</li> <li>First one was basic intro to Curriculum Progress Tools and what we were looking to try and achieve; established understanding of tools; developed clear sense of 'WHY' we were looking at this; showed potential links across subjects.</li> <li>since then the Ministry has updated access to tools and redeveloped their website.</li> <li>2<sup>nd</sup> TOD held in June.</li> <li>Focused on top levels of the Writing framework – idea of where we needed to get to. Working backwards from L5 down to L3.</li> <li>Identified tasks we were requiring kids to complete that had writing as a specific part of what the needed to do; established some level of understanding of what we are doing across the school and where gaps are.</li> <li>Staff feedback from day very positive – looking closely at next steps in terms of redesigning our current writing rubric and seeking further advice from Eval. Assoc about application of that.</li> <li>Writing rubric idea challenged by Eval. Associates PLD in terms of concern that it may lead to less interaction with LPF – ongoing discussion at HOD level and hoping to get Eval. Assoc back in 2020.</li> <li>Barriers to success re: writing being discussed openly across school.</li> <li>Increased understanding of LPF and potential links to Numeracy / Literacy requirements coming in NCEA change package.</li> </ul>



	<p>Lift teacher confidence in their curriculum knowledge:</p> <ul style="list-style-type: none"> <li>As part of departmental professional inquiry, teachers will undergo a SWOT analysis to identify the strengths and learning needs in their curriculum knowledge and practice</li> <li>The information captured by the SWOT analysis will be used to support departmental PLD vignettes, that focus on aspects of curriculum knowledge and classroom practice</li> <li>To support teacher inquiry, deliberate opportunities will be provided to explore the Curriculum Progress Tools (CPT), and especially the Learning Progression Frameworks in writing.</li> <li>Use of purposeful writing projects <ul style="list-style-type: none"> <li>Tree Project</li> <li>Runaka links</li> <li>Childcare/Kindy</li> <li>Riverton Primary School</li> <li>Riverton Maori-Medium Group</li> </ul> </li> </ul>	<p>Appraisal cycle – Principal key appraiser in 2019</p> <p>HOD's to lead Dept in internal PLD</p> <p>Staff Meetings</p> <p>2019 – major focus on developing staff confidence in using and understanding LPF for Writing. Lead into use of PaCT as mirror for judgements in 2020.</p> <p>Term 2-3 to develop process and writing tasks.</p>	<p>Evaluation Associates</p> <p>Leadership Team</p> <p>HOD's</p> <p>All staff as part of appraisal cycle</p> <p>HOD English; Tree Project Staff; Te Reo teacher; Principal</p>	<ul style="list-style-type: none"> <li>Each teacher will carry out a SWOT analysis as part of their ongoing professional reflection and inquiry.</li> <li>Each department will develop and implement a professional plan to support PLD in written communication within their curriculum area.</li> <li>Opportunities for teachers to explore the CPT will be timetabled into departmental schedules. Teacher reflections on this will form part of their annual professional inquiry.</li> <li>Greater staff understanding of the 'building blocks of writing' – will enable better focus on key skills required across curriculum – should lead to higher rates of achievement in writing.</li> <li>Translation of LPF understandings into all curriculum areas – not just English.</li> <li>Greater alignment between individual staff goals and Strategic Plan focus areas.</li> <li>Internal PLD has narrow focus on worthy goals, rather than piecemeal approach to many different aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Staff appraisals all initiated in 2019 – closed off 2018 process and looked at development of 2019 goals / aspirations. Ongoing inquiry refocused to include more explicit links to Teaching Standards. Taking lead from PLD received at Principal Conference from Teaching Council around what good practice looks like.</li> <li>Update later in 2019 – Teaching Council moving away from inquiry being a required part of appraisal process. Aparima College will continue inquiry to finish off 2019 appraisals but 2020 process to be created.</li> <li>HOD's leading departmental work on writing in their curriculum area – slow progress as we move through gears with LPF tool, but gaining traction.</li> <li>Clear links between individual goals and Strategic Focus areas evident. HOD's have looked at operational Plan but actively encouraged to keep eyes on higher end strategic goals.</li> <li>Tree Project developing all the time; positive links being made with community and some progress made around sustainable practices – writing focus still in early stages as we need to get past the Tremendous makeover in August. (see below re: Creatives project)</li> <li>Links made between Junior HOD and Yr 6 teacher from Riverton Primary School re: expectations / requirements.</li> <li>Actual writing tasks for students still being developed.</li> <li>Great progress made in terms of cultural links with Riverton Maori-Medium group – Matariki project.</li> <li>Further links created with Creatives in Schools project now well underway in 2020 – follows on from plans in 2019</li> </ul>
Desired Outcomes for students:					

- Barriers to success being broken down in terms of writing – greater understanding of LPF by staff should lead to narrower focus on key skills students need to focus on, rather than just ‘being better at writing’ – better feedback and feed forward. // Reflective writing developed in Years 9-12
- Purpose for writing tasks developed and links to local area strengthened.
- Specific target group in Years 9-10 developed and monitored. Based on 2018 E-Asttle data and 2019 Graduate Profiles.
- Junior school programme – should see improved results in writing particularly for the Year 7 group who have come into the school very low. Progression for all Year 7 students will be able to be measured across the year.

HOW WILL WE MEASURE THESE?

- E-Asttle results comparison for Years 7-10 – particular focus on Years 8,9,10 as they move from 2018 – 2019. // Student surveys re: use of SSR time
- Writing projects results // Progress reports for target groups in Years 7-10 // Dept Reports on key written assessments – e.g. Communicating in Science

Strategic Goal 3: Undertake full Curriculum Review over next three years					
Focus Areas	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently	PROGRESS SO FAR 2019
<p>Review of current curriculum opportunities for students and timetable structure to determine best plan for moving forward.</p> <p>Engage with other schools to look at good practice happening elsewhere (Rolleston College; Kuranui College; St Thomas' of Canterbury College)</p>	<ul style="list-style-type: none"> <li>• BYOD Implementation</li> <li>• Senior School</li> <li>• BYOD policy established</li> <li>• BYOD implementation organised, including:               <ul style="list-style-type: none"> <li>○ Devices sourced for student purchasing</li> <li>○ Variations organised for students unable to provide own device</li> <li>○ Infrastructure in place for:                   <ul style="list-style-type: none"> <li>▪ Insurance</li> <li>▪ Storage</li> <li>▪ Battery charging</li> <li>▪ Bandwidth</li> <li>▪ Server</li> <li>▪ Antivirus across system</li> <li>▪ Logins</li> <li>▪ Email addresses</li> </ul> </li> </ul> </li> </ul>	<p>PC Media support for device management</p> <p>Dept Meetings</p> <p>Staff Meetings – SAMR Process</p> <p>Network resources updated – Cloud Migration completed in Feb 2019</p> <p>By Term 3 we should have majority of Senior classes using devices on regular basis</p>	<p>Principal / AP</p> <p>HOD's</p> <p>All staff – led by Principal / HOD's</p> <p>BOT support through ICT budget</p>	<ul style="list-style-type: none"> <li>• Devices being used across curriculum in Senior school</li> <li>• Students able to bring their own devices, but devices made available for those who can't. Ubiquity of supply.</li> <li>• Planning of assessments using SAMAR model – teachers asking “What is the best tool for the job?”</li> <li>• Student development of use of multiple platforms – Google / Office 365</li> <li>• Students have real time access to work wherever they are.</li> <li>• Teacher design tasks so they can easily be transmitted and handed in online</li> <li>• Student absences should not affect access to work</li> </ul>	<ul style="list-style-type: none"> <li>• Devices being used regularly across the school; suite of Chromebooks in library being regularly used and we are able to track usage through library system.</li> <li>• Extar Chromebooks purchased for library and junior block – over 65% coverage for the school in terms of devices.</li> <li>• Year 12 – 13 mostly bringing own devices; less uptake in Year 11, but Years 7-9 using devices from library on regular basis.</li> <li>• Most senior classes ( and many junior classes) using Google Classroom.</li> <li>• SAMR model not actively looked at as yet – focus for 2020 as we begin to look at Digital Technologies curriculum - integrating</li> <li>• Access to class work available for majority of students – especially those with attendance issues; still have small number of students with no internet access at home. Access to work not making any significant impact on actual absences but have case of a few students with high absences who are still achieving well.</li> <li>• Course design discussed thoroughly with HOD's – less credits being offered across the board.</li> </ul>

	<ul style="list-style-type: none"> <li>• BYODs integrated into senior school practices and expectations</li> <li>• Cloud Migration – development of Office 365 program to offer students choice and ubiquitous access to learning.</li> <li>• Teacher Training</li> <li>• Teachers are briefed on expectations and use of devices;</li> <li>• Teacher inquiries into effective pedagogy using devices (forms part of appraisal documentation re self-reflection)</li> </ul>				<ul style="list-style-type: none"> <li>• Visited schools to look at timetable / curriculum options. <ul style="list-style-type: none"> <li>○ SGHS</li> <li>○ SBHS</li> <li>○ Tokomairiro High</li> <li>○ JHHS</li> <li>○ Menzies</li> <li>○ OBHS</li> </ul> </li> <li>• Discussions had with other schools – Kuranui College; Spotswood College</li> <li>• Looked at some concrete options for 2020 e.g. Outdoor Ed; Science subjects breakdown; semester set up. Decided against semester options at this stage.</li> <li>• Moved away from tertiary / vocational split for Maths /English and Science</li> <li>• Community survey re: curriculum pushed to 2020 as we develop more local curriculum resources.</li> <li>• Cloud Migration complete – Office 365 tools being used by all students with access to Google remaining.</li> </ul>
<p>Review of current course design in terms of numbers of credits being offered and internal assessment / external assessment balance. Also review development of links with local community resources e.g. tree Project links – Science Dept water testing; purposeful writing tasks – links to contributing schools.</p>	<ul style="list-style-type: none"> <li>• Course design (Local Curriculum)</li> <li>• Leadership/HOD Inquiry – redesign of curriculum using course methodology (including new timetable structure);</li> <li>• Develop a proposed Local Curriculum</li> <li>• Consult with relevant stakeholders</li> <li>• Prepare for 2020 implementation</li> </ul>	<p>Term 2/3 2019 – visits to other schools to look at different timetable options. Current plans</p> <ul style="list-style-type: none"> <li>• Kuranui College</li> <li>• St Thomas’ Canterbury</li> <li>• Menzies College</li> <li>• Rolleston College</li> </ul>	<p>Principal / AP – selected HOD’s</p>	<ul style="list-style-type: none"> <li>• Course design should reflect less internal credits on offer for students (focus on learning THEN assessment)</li> <li>• Should lead to greater focus on external exams</li> <li>• Development of integrated opportunities in Senior curriculum</li> <li>• Development of timetable scenarios to enable us to get better coverage across curriculum and eliminate any ‘dead end’ situations for students</li> </ul>	<p>HOD’s a;; discussing course design and amount of credits -less internals offered in 2019. Expectations of students to sit external exams lifted – almost all courses had external entries. Integrated opportunities discussed at HOD level – lack of buy-in from staff re: semesters and potential benefits. Curriculum coverage in Senior school very positive. Focus on developing focus on achievement standards and moving away from use of unit standards – particularly at L2.</p>
<p>Development and implementation of appropriate assessment</p>	<ul style="list-style-type: none"> <li>• Effective Evaluative Processes</li> <li>• MEASURING STUDENT PROGRESS</li> </ul>	<p>Term 1 – at HOD meetings.</p>	<p>HOD’s Leadership Team</p>	<ul style="list-style-type: none"> <li>• Consistent approach to NAME vs Curriculum level reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment audit partially completed as we looked at the assessment grades and scales being used.</li> </ul>

<p>practices to support the meaningful tracking of student progress and achievement in Years 1-10.</p>	<ul style="list-style-type: none"> <li>• Assessment Processes – Years 7-10</li> <li>• Audit current assessment practices, including: <ul style="list-style-type: none"> <li>○ The range of assessment tools used at different Year Levels</li> <li>○ The frequency of assessment</li> <li>○ The use of qualitative and quantitative data, and the balance between the two;</li> <li>○ The use of data; <ul style="list-style-type: none"> <li>▪ Reporting on achievement</li> <li>▪ Reporting on progress</li> <li>▪ Reporting on target students</li> <li>▪ Reporting on programme effectiveness</li> </ul> </li> <li>○ The effectiveness of the current process.</li> </ul> </li> <li>• Based on the findings of the audit, develop an action to respond to the recommendations made;</li> <li>• Organise data logically through KAMAR SMS so that the data is: <ul style="list-style-type: none"> <li>○ Collected and entered once</li> <li>○ Sorted as needed</li> <li>○ Easily accessed and available on a real time basis</li> <li>○ Sorts the students into different categories to assist timely</li> </ul> </li> </ul>	<p>Term 2 first reporting cycle</p>		<ul style="list-style-type: none"> <li>• Refined focus on benchmarks for graduate profiles – where students should be at certain stages of the year.</li> <li>• Greater focus on progress rather than snapshots at any point in time</li> <li>• Target / priority students regularly identified and reviewed – no target group should remain the same for longer than a term - students will be added/moved depending on markers and progress</li> <li>• Developed awareness from HOD's about quality of data we are collecting and its forward use in terms of planning next steps.</li> <li>• Greater efficiencies in assessment processes</li> <li>• Developed links from current assessment practices to focus on NZC principles and key competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate profiles to be developed.</li> <li>• Progress reporting made much simpler in junior school – developing staff use of KAMAR data and inputting to enable more accurate and regular reporting on progress.</li> <li>• Profiling process in Senior school needs to be adapted and brought down to Junior school. We need to develop some longitudinal info in KAMAR to develop clearer links between what is happening in years 7-10 and what is translated through into NCEA results. This remains a focus for 2020.</li> </ul> <p>Quantitative vs qualitative discussions being had in regards to junior reporting and how we communicate to parents. Following on from this we are trialling different reporting systems and use of live reporting features within KAMAR.</p> <p>Sorting of students into categories requiring different interventions happened effectively in the junior school with focus on writing. See AOV target info for progress measures.</p> <p>Staff using KAMAR more effectively to collate student data and track/monitor progress.</p> <p>Formation of accurate and useful criteria we can use to report on against NZC competencies; expected behaviours etc is still in development . Realistically – this is a 2-3 year process.</p>
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	<p>interventions (red, orange, green).</p> <ul style="list-style-type: none"> <li>• Measuring Progress – Years 7-10</li> <li>• Assess student achievement across Years 7-10 in terms of expected Curriculum Levels: <ul style="list-style-type: none"> <li>○ Further develop reporting criteria that will accurately place students against NZC levels;</li> <li>○ Calibrate current assessment processes so that the data collected can be referenced against these levels;</li> <li>○ Collect and collate progress data across these four cohorts to show: <ul style="list-style-type: none"> <li>▪ Gender</li> <li>▪ Ethnicity</li> <li>▪ Target Students</li> </ul> </li> <li>○ Use the information to inform teaching and learning decisions;</li> <li>○ Collect on a regular basis and compare data to previous reporting points;</li> <li>○ Link the data to student reports and student profiles.</li> </ul> </li> </ul>				<p>E-asttle reporting of progress against curriculum benchmarks we developed is enabling accurate measure of progress.</p> <p>Next piece of work is some external moderation with contributing Primary schools to ensure that our testing and subsequent reported starting levels are accurate – and vice versa. This is important work for us to continue with the primary schools over the coming years.</p>
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Desired Outcomes for students:

- Progress and learning at the forefront instead of assessment
- Greater focus on external assessment than currently for students
- Raised aspiration for students reflected in greater Merit/Excellence endorsements at senior levels
- Development of clearer links to front end of NZC

- Clear, consistent reporting for students and whanau

#### HOW WILL WE MEASURE THESE?

- BYOD uptake and student surveys
- Community surveys
- Student voice evident in curriculum design process

## **Kiwi Sport**

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwi Sport funding of \$ 3774.76 (excluding GST).

The funding was spent on:

Purchasing equipment to enhance opportunities to deliver small sided game sessions within the curriculum, that encourage involvement and enjoyment of all students. We also contributed to the cost of the swimming lessons for junior students.