

SIR EDMUND HILLARY COLLEGIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1217 / 97 / 1251
Principals':	Kallie Ngakuru-Syder / Peter Uys / John Shearer
School Address:	2 Franklyne Road, Otara
School Postal Address:	PO Box 61054, Otara 2159
School Phone:	(09)274 5782
School Email:	admin@sehc.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Expiry Date
Ioane Vine	Chair Person	Elected	Jun-19
Kallie Ngakuru-Syder	Principal - Middle School	Appointed	n/a
Peter Uys	Principal - Senior School	Appointed	n/a
John Shearer	Principal - Junior School	Appointed	n/a
Tiparere Arthur	MOE Rep	Appointed	n/a
Robert Sullivan	MIT Rep	Appointed	n/a
Fale Sinoti	Parent Rep	Elected	Nov-18
Malia Fononga	Parent Rep	Elected	Jun-19
Tupou Manapori	Parent Rep	Elected	Jun-19
Maraea Howe	Parent Rep	Co-opted	Feb-18
Damon Salesa	Parent Rep	Elected	Jun-19
Tua Amerika	Parent Rep	Elected	Jun-19
Eugene Seiuli	Student Rep	Elected	Sep-18
Mark Sagala	Student Rep	Elected	Sep-19
Helen Espie	Staff Rep	Elected	Jun-19

SIR EDMUND HILLARY COLLEGIATE

Annual Report - For the year ended 31 December 2018

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Sir Edmund Hillary Collegiate

Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Mr Damon Salesa

Full Name of Board Chairperson



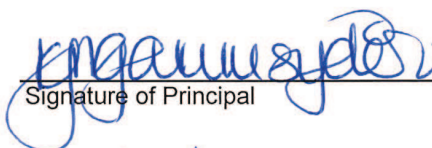
Signature of Board Chairperson

28/5/19

Date:

Mrs Kallie Ngakuru-Syder

Full Name of Principal



Signature of Principal

28/05/19

Date:

Sir Edmund Hillary Collegiate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	11,413,371	10,448,252	10,793,119
Locally Raised Funds	3	288,417	287,429	268,146
Interest Earned		32,358	15,150	26,460
Gain on Sale of Property, Plant and Equipment		250	-	-
		<hr/>	<hr/>	<hr/>
		11,734,396	10,750,831	11,087,725
Expenses				
Locally Raised Funds	3	108,422	131,500	126,184
Learning Resources	4	7,593,252	7,401,749	7,136,188
Administration	5	626,151	603,010	700,285
Finance		9,109	8,000	6,249
Property	6	3,063,510	2,264,180	2,698,967
Depreciation	7	399,128	340,000	364,641
Loss on Disposal of Property, Plant and Equipment		18,295	-	2,988
		<hr/>	<hr/>	<hr/>
		11,817,868	10,748,439	11,035,503
Net Surplus / (Deficit) for the year		(83,472)	2,392	52,222
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		(83,472)	2,392	52,222

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

Sir Edmund Hillary Collegiate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,784,386</u>	<u>1,784,387</u>	<u>1,673,999</u>
Total comprehensive revenue and expense for the year	(83,472)	2,392	52,222
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	58,166
Equity at 31 December	<u>1,700,914</u>	<u>1,786,779</u>	<u>1,784,386</u>
 Retained Earnings	 1,700,914	 1,786,779	 1,784,386
Equity at 31 December	<u>1,700,914</u>	<u>1,786,779</u>	<u>1,784,386</u>

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

Sir Edmund Hillary Collegiate
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	615,701	907,481	907,480
Accounts Receivable	9	568,060	555,911	555,911
GST Receivable		55,238	38,391	38,391
Prepayments		11,842	7,513	7,513
Inventories	10	21,717	17,270	17,270
Investments	11	500,000	200,000	200,000
		<u>1,772,557</u>	<u>1,726,566</u>	<u>1,726,565</u>
Current Liabilities				
Accounts Payable	13	748,024	742,516	745,089
Revenue Received in Advance	14	21,759	61,091	61,091
Provision for Cyclical Maintenance	15	142,084	100,691	100,691
Finance Lease Liability - Current Portion	16	52,807	47,753	47,753
Funds held in Trust	17	5,970	5,984	5,984
Funds held for Capital Works Projects	18	148,606	128,915	128,916
		<u>1,119,249</u>	<u>1,086,950</u>	<u>1,089,524</u>
Working Capital Surplus/(Deficit)		653,308	639,616	637,041
Non-current Assets				
Property, Plant and Equipment	12	1,382,020	1,354,396	1,354,577
		<u>1,382,020</u>	<u>1,354,396</u>	<u>1,354,577</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	303,475	138,552	138,552
Finance Lease Liability	16	30,938	68,681	68,681
		<u>334,413</u>	<u>207,233</u>	<u>207,233</u>
Net Assets		<u>1,700,914</u>	<u>1,786,779</u>	<u>1,784,386</u>
Equity		<u>1,700,914</u>	<u>1,786,779</u>	<u>1,784,386</u>

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

Sir Edmund Hillary Collegiate
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,472,746	3,379,199	3,379,199
Locally Raised Funds		265,977	293,362	293,362
Goods and Services Tax (net)		(16,847)	(10,116)	(10,116)
Payments to Employees		(1,885,408)	(1,803,310)	(1,803,310)
Payments to Suppliers		(1,394,364)	(1,393,388)	(1,393,388)
Cyclical Maintenance Payments in the year		(72,857)	(109,651)	(109,651)
Interest Paid		(9,109)	(6,249)	(6,249)
Interest Received		28,270	24,737	24,737
Net cash from / (to) the Operating Activities		388,408	374,584	374,585
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		250	-	-
Purchase of PPE (and Intangibles)		(367,425)	(274,626)	(274,626)
Purchase of Investments		(300,000)	(200,000)	(200,000)
Net cash from / (to) the Investing Activities		(667,175)	(474,626)	(474,626)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	58,166	58,166
Finance Lease Payments		(32,689)	(27,002)	(27,002)
Funds Administered on Behalf of Third Parties		(14)	(4,243)	(4,243)
Funds Held for Capital Works Projects		19,691	141,972	141,972
Net cash from Financing Activities		(13,012)	168,893	168,893
Net increase/(decrease) in cash and cash equivalents		(291,779)	68,851	68,852
Cash and cash equivalents at the beginning of the year	8	907,480	838,629	838,629
Cash and cash equivalents at the end of the year	8	615,701	907,481	907,480

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.

Sir Edmund Hillary Collegiate

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Sir Edmund Hillary Collegiate (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 2018 to 31 December 2018 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 purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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 of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	5 years
Information and communication technology	4–5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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.

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	2,857,327	2,770,122	2,849,835
Teachers' salaries grants	5,647,432	5,491,729	5,325,772
Use of Land and Buildings grants	2,098,143	1,438,649	1,980,460
Resource teachers learning and behaviour grants	58,601	7,000	16,059
Other MoE Grants	588,698	534,912	411,593
Other government grants	163,170	205,840	209,400
	<u>11,413,371</u>	<u>10,448,252</u>	<u>10,793,119</u>

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	65,272	151,100	32,182
Activities	74,679	30,378	47,799
Trading	74,509	61,901	84,936
Fundraising	13,003	1,000	7,754
Other Revenue	60,955	43,050	95,475
	<u>288,417</u>	<u>287,429</u>	<u>268,146</u>
Expenses			
Activities	77,059	72,900	84,317
Trading	21,879	18,000	15,439
Fundraising costs	4,117	600	2,547
Other Expenses	5,368	40,000	23,881
	<u>108,422</u>	<u>131,500</u>	<u>126,184</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>179,994</u>	<u>155,929</u>	<u>141,962</u>

Overseas Travel

During the year ended 31 December 2018, the Senior School Principal and Junior School Principal travelled to Samoa along with various other staff members (7), students (19) and parents (6) at a total cost of \$25,634. The purpose of the trip was for the Senior School Samoan Languages class to be exposed to their culture and provided an opportunity to gain NCEA credits which were moderated and verified by NZQA. (2017: nil)

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	367,319	348,122	336,355
Information and communication technology	72,508	85,330	68,648
Extra-curricular activities	83,664	58,600	59,908
Library resources	7,043	7,000	6,096
Employee benefits - salaries	7,014,265	6,869,197	6,635,447
Staff development	48,452	33,500	29,734
	<u>7,593,252</u>	<u>7,401,749</u>	<u>7,136,188</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,780	10,980	10,980
Board of Trustees Fees	5,220	6,850	4,901
Board of Trustees Expenses	7,333	14,750	9,700
Communication	34,039	30,000	40,030
Consumables	44,222	37,600	47,491
Operating Lease	13,335	14,050	26,292
Legal Fees	-	10,000	2,000
Other	82,127	69,030	97,553
Employee Benefits - Salaries	414,497	400,000	451,837
Insurance	11,206	8,500	8,224
Service Providers, Contractors and Consultancy	4,393	1,250	1,278
	<u>626,151</u>	<u>603,010</u>	<u>700,285</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	43,847	33,070	34,546
Consultancy and Contract Services	142,794	162,280	135,427
Cyclical Maintenance Expense	336,255	234,000	117,000
Grounds	18,147	11,000	15,386
Heat, Light and Water	130,706	123,600	127,532
Rates	2,426	-	-
Repairs and Maintenance	118,923	121,581	120,245
Use of Land and Buildings	2,098,143	1,438,649	1,980,460
Security	29,681	20,000	23,544
Employee Benefits - Salaries	142,587	120,000	144,827
	<u>3,063,510</u>	<u>2,264,180</u>	<u>2,698,967</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	57,378	56,941	56,941
Furniture and Equipment	118,497	82,947	92,947
Information and Communication Technology	143,737	152,435	167,076
Motor Vehicles	11,720	9,552	9,552
Textbooks	4,171	-	-
Leased Assets	53,433	27,694	27,694
Library Resources	10,192	10,431	10,431
	<u>399,128</u>	<u>340,000</u>	<u>364,641</u>

8. Cash and Cash Equivalents

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Cash on Hand	700	700	700
Bank Current Account	614,995	720,774	720,774
Bank Call Account	5	186,007	186,007
Cash and cash equivalents for Cash Flow Statement	615,701	907,481	907,480

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

Of the **\$615,701** Cash and Cash Equivalents, **\$204,051** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2019** on Crown owned school buildings under the School's Five Year Property Plan.

Of the **\$615,701**- Cash and Cash Equivalents, **\$20,958**- of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Receivables	104,599	82,159	82,159
Receivables from the Ministry of Education	64,804	119,711	119,711
Provision for Uncollectibility	(4,029)	(4,029)	(4,029)
Interest Receivable	5,915	1,827	1,827
Teacher Salaries Grant Receivable	396,771	356,243	356,243
	568,060	555,911	555,911
Receivables from Exchange Transactions	106,485	79,957	79,957
Receivables from Non-Exchange Transactions	461,575	475,954	475,954
	568,060	555,911	555,911

10. Inventories

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Stationery	21,717	17,270	17,270
	21,717	17,270	17,270

11. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	500,000	200,000	200,000

12. Property, Plant and Equipment

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	594,704	19,608	-	-	(57,378)	556,934
Furniture and Equipment	280,808	155,947	(4,400)	-	(118,497)	313,858
Information and Communication Technology	229,083	192,260	-	-	(143,737)	277,607
Motor Vehicles	60,037	18,495	-	-	(11,720)	66,812
Textbooks	-	14,027	-	-	(4,171)	9,856
Leased Assets	116,925	18,717	-	-	(53,433)	82,209
Library Resources	73,019	25,812	(13,895)	-	(10,192)	74,744
Balance at 31 December 2018	1,354,577	444,867	(18,295)	-	(399,128)	1,382,020

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	1,212,504	(655,571)	556,934
Furniture and Equipment	1,405,028	(1,091,169)	313,858
Information and Communication Technology	2,142,028	(1,864,422)	277,607
Motor Vehicles	154,801	(87,990)	66,812
Textbooks	14,027	(4,171)	9,856
Leased Assets	166,253	(84,044)	82,209
Library Resources	229,144	(154,399)	74,744
Balance at 31 December 2018	5,323,785	(3,941,765)	1,382,020

2017	Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	627,665	23,980	-	-	(56,941)	594,704
Furniture and Equipment	217,701	156,054	-	-	(92,947)	280,808
Information and Communication Technology	326,584	69,575	-	-	(167,076)	229,083
Motor Vehicles	57,429	12,160	-	-	(9,552)	60,037
Leased Assets	18,260	126,359	-	-	(27,694)	116,925
Library Resources	70,593	15,845	(2,988)	-	(10,431)	73,019
Balance at 31 December 2017	1,318,233	403,972	(2,988)	-	(364,641)	1,354,577

2017	Cost or \$	Accumulated \$	Net Book \$
Buildings	1,192,897	(598,193)	594,704
Furniture and Equipment	1,253,881	(973,072)	280,808
Information and Communication Technology	1,949,768	(1,720,685)	229,083
Motor Vehicles	136,306	(76,270)	60,037
Leased Assets	147,536	(30,611)	116,925
Library Resources	217,226	(144,207)	73,019
Balance at 31 December 2017	4,897,614	(3,543,038)	1,354,577

13. Accounts Payable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	162,761	176,813	176,813
Accruals	14,078	18,874	18,874
Employee Entitlements - salaries	495,163	460,899	463,471
Employee Entitlements - leave accrual	76,022	85,930	85,930
	<u>748,024</u>	<u>742,516</u>	<u>745,089</u>
Payables for Exchange Transactions	748,024	742,516	745,089
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>748,024</u>	<u>742,516</u>	<u>745,089</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	22,578	22,578
Other	21,759	38,513	38,513
	<u>21,759</u>	<u>61,091</u>	<u>61,091</u>

15. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	239,243	239,243	231,894
Increase/ (decrease) to the Provision During the Year	336,255	234,000	117,000
Use of the Provision During the Year	(129,939)	(234,000)	(109,651)
Provision at the End of the Year	<u>445,559</u>	<u>239,243</u>	<u>239,243</u>
Cyclical Maintenance - Current	142,084	100,691	100,691
Cyclical Maintenance - Term	303,475	138,552	138,552
	<u>445,559</u>	<u>239,243</u>	<u>239,243</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:

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	52,807	-	41,167
Later than One Year and no Later than Five Years	30,938	-	58,206
Later than Five Years	-	-	-
	<u>83,745</u>	<u>-</u>	<u>99,373</u>

17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	5,970	5,984	5,984
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>5,970</u>	<u>5,984</u>	<u>5,984</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore 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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Art Relocation Project	<i>on hold</i>	(17,217)	-	-	-	(17,217)
Learning Support Project	<i>completed</i>	57,578	-	42,934	-	14,644
Drainage Project	<i>in progress</i>	(4,163)	19,000	23,496	-	(8,659)
E Block - Music Refurbishment	<i>in progress</i>	(3,650)	-	-	-	(3,650)
Fire Sprinkler Remediation	<i>in progress</i>	(7,729)	-	16,319	-	(24,047)
Security System Upgrade	<i>in progress</i>	98,705	-	1,980	-	96,725
Staffroom Flood Damage Remediation	<i>completed</i>	5,391	2,500	7,892	-	-
MR Toilet Refurb & Heating Upgrade	<i>completed</i>	-	19,800	21,000	-	(1,200)
Library Carpet Replacement	<i>in progress</i>	-	32,269	1,326	-	30,943
Roofing & Window Joinery Replacement	<i>in progress</i>	-	250,000	188,262	-	61,738
Library Flood Repairs	<i>in progress</i>	-	30,368	31,039	-	(672)
SA14 Fire Repairs	<i>completed</i>	-	3,907	3,907	-	-
Totals		<u>128,916</u>	<u>357,844</u>	<u>338,154</u>	<u>-</u>	<u>148,606</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	204,051
Funds Due from the Ministry of Education	(55,444)
	<u>148,606</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Art Relocation Project	<i>on hold</i>	(17,217)	-	-	-	(17,217)
Learning Support Project	<i>in progress</i>	4,161	454,824	401,407	-	57,578
Drainage Project	<i>in progress</i>	-	-	4,163	-	(4,163)
E Block - Music Refurbishment	<i>in progress</i>	-	-	3,650	-	(3,650)
Fire Sprinkler Remediation	<i>in progress</i>	-	-	7,729	-	(7,729)
Security System Upgrade	<i>in progress</i>	-	98,705	-	-	98,705
Staffroom Flood Damage Remediation	<i>in progress</i>	-	5,391	-	-	5,391
Totals		<u>(13,056)</u>	<u>558,920</u>	<u>416,949</u>	<u>-</u>	<u>128,916</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 and Principals.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,220	4,901
Full-time equivalent members	0.12	0.10
<i>Leadership Team</i>		
Remuneration	449,890	427,645
Full-time equivalent members	3	3
Total key management personnel remuneration	455,110	432,546
Total full-time equivalent personnel	3.12	3.10

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.

Principals

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

	2018 Actual \$000	2017 Actual \$000
Senior School (U6)		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-
Middle School (U4)		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

	2018 Actual \$000	2017 Actual \$000
Junior School (U6)		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	1.00	1.00
	1.00	1.00

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

21. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2018** (Contingent liabilities and assets at **31 December 2017**: \$64,536.90 as indicated below).

2017 Weather Tightness Issue

Remedial works commenced in 2017 in the areas affected by weather tightness issues. Major Works scoping also commenced in 2017 with a business case being presented to the Ministry of Education. This larger project is expected to receive approval to commence works from the Ministry of Education in 2018. Indication from the MOE is that these larger repairs are likely to take 2-3 years to complete.

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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

- (a) \$293,644 contract for Site Roofing Replacement and Window Joinery Replacement to be completed in 2019, which will be fully funded by the Ministry of Education. \$250,000 has been received of which \$188,262 has been spent on the project to date;
- (b) \$30,777 contract for Library Carpet Replacement to be completed in 2019, which will be fully funded by the Ministry of Education. \$32,269 has been received of which \$1,326 has been spent on the project to date; and
- (c) \$98,704 contract for Security System Upgrade to be completed in 2019, which will be fully funded by the Ministry of Education. \$98,704 has been received of which \$1,980 has been spent on the project to date; and

(b) Operating Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for operating commitments. (Operating Commitments as at 31 December 2017: nil)

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:

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	615,701	907,481	907,480
Receivables	568,060	555,911	555,911
Investments - Term Deposits	500,000	200,000	200,000
Total Loans and Receivables	<u>1,683,761</u>	<u>1,663,392</u>	<u>1,663,391</u>

Financial liabilities measured at amortised cost

Payables	748,024	742,516	745,089
Finance Leases	83,745	116,434	116,434
Total Financial Liabilities Measured at Amortised Cost	<u>831,769</u>	<u>858,950</u>	<u>861,523</u>

25. Events After Balance Date

There is currently major weather tightness building projects at the School and being managed by the Ministry of Education, Capital Works division. The areas affected by weather tightness are blocks AD, WH, GY, L, MP, MA, MB, JA and JB. These major work projects are expected to be completed by the end of 2020.

Sir Edmund Hillary Collegiate Board of Trustees Members

As of 31 December 2018

Name	Position on Board	<i>Elected, Re-elected, Co-opted or Appointed</i> How Gained	<i>Need date term expires or expired</i> Term Expired/Expires
Peter Uys	Senior School Principal	Appointed 19/11/2010	
Kallie Ngakuru-Syder	Middle School / Executive Principal	Appointed 31/1/2004	
John Shearer	Junior School Principal	Appointed 02/5/2005	
Tiparere Arthur (MOE)	MOE Trustee	Appointed 19/6/2015	
Robert Sullivan (MIT)	MIT Trustee	Appointed November 2017	
Ioane Vine (Board Chair)	Parent Trustee	Re-elected 10/6/2016	Expires June 2019
Tupou Manapori	Parent Trustee	Re-elected 10/6/2016	Expires June 2019
Fale Sinoti	Parent Trustee	Re-elected 10/6/2016	Resigned November 2018
Malia Fononga	Parent Trustee	Re-elected 10/6/2016	Expires June 2019
Damon Salesa	Parent Trustee	Elected 10/6/2016	Expires June 2019
Tua Amerika	Parent Trustee	Elected 10/6/2016	Expires June 2019
Maraea Howe	Co-opted Trustee	Co-opted 24/11/2015	Resigned 9/2/2018
Helen Espie	Staff Trustee	Elected 10/6/2016	Expires June 2019
Eugene Seiuli	Student Trustee	Elected 29/9/2017	Expires September 2018
Mark Sagala	Student Trustee	Elected 21/9/2018	Expires September 2019

JUNIOR SCHOOL

LEGISLATIVE REQUIREMENTS

KIWI SPORT

In 2018 the Junior School received \$5,239.17 which was spent on additional sports equipment and coaching seminars. Junior School students were involved in a variety of school and interschool sports such as rugby, tag, touch, rugby league, soccer, softball, cricket, netball, aquatics, and athletics. The funding has also allowed the school to purchase games and equipment to keep students moving during their break times. We were also able to run an enhanced physical education programme focusing on basic skills and increasing students' fitness levels.

STATEMENT OF RESOURCES FOR JUNIOR SCHOOL

Sir Edmund Hillary Collegiate Junior School for the year ended 31 December 2018

PHYSICAL RESOURCES

The School had a property occupancy agreement with the ministry of Education for 2 Franklyne Road, Otara.

The site comprises:

A total of 7.07 hectares of land

18 permanent classrooms

1 resource room

1 re-locatable classroom

3 mobile pods

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare wananga
- Auditorium
- Grounds and caring taking shed
- Tuck shop
- Caretakers residence
- ICT suite

In 2018 the Junior School has access to owned computer technology equipment. There are no lease agreements. The school has a range of sports and musical equipment.

The Junior School was open for **384 half days**.

MIDDLE SCHOOL

LEGISLATIVE REQUIREMENTS

KIWI SPORT

This is a Government funding initiative to support students' participation in organised sport. In 2018 the Middle School received \$2,566.12, which was spent on equipment for our school wide Tabloids events held each week. We also used the KiwiSports funds to replenish our sports balls that we hand out student students during break times and new equipment for our daily fitness program. The additional balls and equipment we have purchased have helped to make our physical education program more exciting.

STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate Middle School for the year ended 31 December 2018.

PHYSICAL RESOURCES

The school had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, OTARA

The site comprises of 7.07 hectares of land

The middle school occupies:

- 12 classroom spaces

- 1 hall/gymnasium

- 2 multi purpose Technology classrooms

and shares:

- 1 Administration /Staffroom

- 1 tuck shop

- 1 grounds and caretaking storage shed

 - 1 assembly hall

- 1 library

- 1 Whare wanaga

- 1 Gymnasium/ dance room

- Caretakers residence

- ICT Suite

- Health Centre Facilities

In 2018 Middle School has access to leased computer equipment and owned computer and digital devices in technology. The school has a wide range of musical equipment and sports equipment.

The Middle School was open for **384 half days**.

SENIOR SCHOOL

LEGISLATIVE REQUIREMENTS

KIWI SPORT

This is a Government funding initiative to support students' participation in organised sport. In 2018 the Senior School received a total amount of \$11,768.04 for Year 9-13 students which was paid to the school as quarterly payments of \$2,940.00 (first quarter), \$2,940.00 (second quarter), \$2,946.03 (third quarter) and \$2,942.01 (fourth quarter). This incorporated all students Year 9 to 13. The school participated in all codes and the following teams were sent to the Nationals competitions: Volleyball; Boys Football.

STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate for the year ended 31 December 2018.

PHYSICAL RESOURCE

The School had a property occupancy agreement with the Ministry of Education for 2 Franklyne Road, Otara.

The site comprises of:

A total of 7.07 hectares of land

13 permanent buildings

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare Wānanga
- Auditorium
- Grounds and caretaking shed
- Tuckshop
- Caretakers residence

The school has a range of sports and musical equipment.

The Senior School was open for **380 half days**.

Analysis of Variance Reporting



School Name:	SIR EDMUND HILLARY COLLEGIATE	School Number:	Junior 1251, Middle 1217, Senior 0097
Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.		
Annual Aim:	Goal 1: Develop SEHC students to be agentic learners empowered by teacher leadership.		
Target:	<ol style="list-style-type: none"> 1. Consolidate collegiate wide leadership practices 2. Develop systems/ processes so that transition within schools is more seamless 3. Create opportunities for regular student feedback to teachers on learning. 		
Baseline Data:	<ul style="list-style-type: none"> • Schools work with their own students to provide leadership opportunities • Transition of students undertaken by individual schools prior to students moving, using RTLB for additional support • Staff appointed to oversee learning needs Year 7-13 		

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p>Principal Group</p> <ul style="list-style-type: none"> Oversee the seamless teams <p>Student Leadership</p> <ul style="list-style-type: none"> Year 6 mentoring and leadership programs Year 8 girls and boys Leadership group established for the year 	<p>Presented progress at the collegiate staff meeting over the year, Maths seamless team established and meeting regularly.</p> <p>Year 6 Tuakana teina concepts established, Cool School mediators, road patrollers</p> <p>Year 8 Aspire Programme for boys to increase empowerment developing increased engagement. Went on Camp. Boys ran 'donate a can' within the school then donated all cans back to Salvation Army. Diamonds for Girls program focuses on developing positive self-esteem also went to camp. Presented at 100 years' celebration for ATWC. Book and Video created to document years' program</p>	<p>Some seamless team's momentum has decreased</p> <p>Boys group success over the year. Attendance and engagement increased, 1 student withdrew from the program. Attendance increased from 84% to 92% at the end of the year. Diamonds group was very successful. There were many opportunities for the group to practice their skills. Confidence levels increased with girls leading confidently in school assemblies</p>	<p>Set up meeting beginning of 2019 to reset focus</p> <p>Establish Yr7-10 Crown Yourself mentoring program</p> <p>Establish Yr6-13 Youth Health Council</p> <p>Establish Yr7-8 councillors to work on collegiate projects with Prefects on their portfolios</p>
<ul style="list-style-type: none"> Year 11/12 Duke of Edinburgh Hillary Award; Bluelight Future Leaders for girls Y11 - YWCA Rising Foundation/ATWC Boys Group Prefects mentoring program and camp Year 13 MATES mentoring 	<p>Students achieved Bronze Duke of Edinburgh Awards</p> <p>Ongoing meetings throughout the year at school</p> <p>Providing activities throughout the year for collegiate students to take part in during break times</p> <p>Prefects completed programme at YMCA</p> <p>Regular meetings for students throughout the year</p>	<p>Increased numbers of students displaying readiness for NCEA exams</p>	<p>Duke of Edinburgh Award extending to silver in 2019</p> <p>Continue with Future Leaders program</p> <p>Utilise Rising Foundation for Boys engagement program</p> <p>Prefects/student leaders Yr1-13 plan and present collegiate wide assembly</p>

<p><u>Collegiate Māori Team collaboration</u></p> <ul style="list-style-type: none"> • Delivery of Year 1-8 Te Reo Māori Program • Monitor and analyse Māori engagement <p><u>Pedagogical Team</u></p> <ul style="list-style-type: none"> • Continue to work with Hine Waitere focusing on cultural responsive and relational practices. • Survey families on how they think their children best learn and what they want to learn • Create a school rubric on responsive and relational practices 	<p>Year 1-6 Teachers have flash cards to deliver Te Reo; Te Waka Ora Unit delivering 20% Māori Students in Year 7/8 Te Reo program from Workbook with delivery of 1 lesson per week for the year</p> <p>Health and well-being survey data shows Y6 Māori students feel supported and connected.</p> <ul style="list-style-type: none"> • <u>Nens</u> - continuous absence with family allowing this (40%, 8 of the 20 Māori students) • <u>Housing</u> - moving to a new location (35%, 7 out of 20 Māori students) • <u>Family reasons</u> - break down of family, or moving to live with another family member (25%, 5 out of 20 Māori students) <p>Kaitiaki for students appointed to support and support whanau to send child to school</p> <p>Year 7-13 staff have worked with Hine Waitere establishing a rubric for cultural responsive and relational pedagogy</p> <p>Students and whanau survey have been completed and results analysed</p> <p>Year 9-13 staff have begun shadow coaching where they identify and strengthen responsive practices and reflect on personal practices</p> <p>Transition of Year 8 students to Year 9 had a greater focus with students completing 'I am' forms and being interviewed by Learning needs teacher. Learning needs data shared across the collegiate</p>	<p>Variable deliver of program due to teacher capability</p> <p>Yr1-6 leaver data highlights that while Māori are not the biggest ethnic group in the school, our Māori students are our biggest group of transient's</p> <p>Aligning processes and expectations across collegiate</p> <p>Schools at different stages of progress so are unable to share ideas and thoughts</p>	<p>Review and refine Te Reo Program</p> <p>Continue to monitor Māori engagement</p> <p>Review of programmes end of 2009</p> <p>Initiate meeting to create seamless processes</p> <p>Yr1-6 begin work with Hine Waitere on Matrix</p> <p>Yr7-8 start shadow coaching and reflection to enhance cultural responsive and relational practices</p> <p>Share Matrix from all schools to develop collegiate expectations for CR practices</p>
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Curriculum Seamless Team <ul style="list-style-type: none"> • Student learning needs team focus on across transition points for students • Maths team sharing planning overview to find common areas to focus across school learning • Literacy team open invitation to share Literacy sessions in senior school 	<p>Maths team have identified times for collegiate collaboration throughout next year. Year 1-8 DMIC collaboration regularly over the year proving successful and increasing teacher capacity</p> <p>Staff from Year 7/8 attended Senior school PLD on teaching Literacy across the curriculum with Year 9-13 teachers</p>	<p>Focus of teams needs to be manageable for continued success</p>	<p>Maths team to focus on aligning Maths planning across collegiate Investigate Financial Literacy programmes for collegiate</p> <p>Investigate and trial Project based learning Yr1-13</p> <p>Establish Pathway Alignment Team</p>
Planning for next year: <ul style="list-style-type: none"> • Opening year with Prefect Led assembly • Investigate Mentoring opportunities for students across the collegiate • Review and refine transition processes and systems • Continue the work with Hine Waitere on Rongohia te Hau for Yr1-13 • Submit application for central funding for responsive and relational practices with Hine Waitere • Confirm seamless team focus for the year and dates to feedback on progress to whole collegiate • Investigate and Trial Project Based Learning Yr1-13 • Establish Pathway Alignment Team 			

Analysis of Variance Reporting



Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.
Annual Aim:	Goal 2: Develop cultural responsive pedagogical practice that impacts on student progress and achievement.
Target:	<ol style="list-style-type: none"> 1. Develop pedagogical model of inquiry to promote student outcomes 2. Develop cultural responsive practices in the collegiate 3. Develop strategies for seamless transition
Baseline Data:	<ul style="list-style-type: none"> • Responsive pedagogical practices are not used in all classroom environments across the collegiate. • Teachers have different ideas and practices for cultural responsive and relational practices • Whanau and community voice currently collected by individual schools as needed, working towards more seamlessness

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p><u>Teaching as Inquiry</u></p> <ul style="list-style-type: none"> Engaged Hine Waitere to implement Rongohia Te hau programme into all classes Year 1-13 Teachers establish common understand and create school rubric for cultural responsive practices In class observations of teacher/student interaction and feedback Schools overall rate for cultural responsive practice identified Introduce shadow coaching 	<p>PLD with Hine Waitere conducted across the collegiate with schools creating own responsive rubric</p> <p>Whanau survey completed with findings analysed</p>	<p>Each school began their journey with Rongohia te Hau programme at different times</p> <p>Rubrics are yet to be shared between schools</p> <p>Shadow coaching for Yr1-8 teachers will begin in 2019</p>	<p>Bring all findings together to create across collegiate common thinking in relation to rubric for responsive and relational practices</p> <p>Complete application for central funded PLD dates</p> <p>Creating collaboration groups to share pedagogy on responsive practices</p> <p>Incorporate inquiry through Shadow Coaching</p>
<p><u>Relational practices that embed bi-culturalism</u></p> <ul style="list-style-type: none"> New staff receive powhiri Morning and afternoon Karakia shared across collegiate Celebration collegiate wide for Matariki and Māori Language Week Collegiate staff meetings using Tainui protocol - opening karakia and himene Collegiate haka taught to students 	<p>Staff, special guests welcomed to collegiate with Powhiri</p> <p>Year 1-8 use shared karakia for morning and afternoon</p> <p>Sharing of waiata across collegiate</p> <p>Successful Māori Academic Awards with large numbers of whanau in attendance</p>	<p>Staff have varying understanding and the importance in acknowledging and sharing of Te Ao Māori</p>	<p>Investigate presentation to staff on Treaty of Waitangi to collegiate staff</p> <p>Continue to celebrate Māori achievement</p> <p>Capture iwi links and enrol all student with their iwi</p> <p>Review local curriculum connections with local community incorporating natural and spiritual world</p>

<ul style="list-style-type: none"> • Collegiate Māori Academic Awards held to celebrate achievement • Sharing of waiata across the collegiate • Students from Year 1-10 share their whakapapa verbally 			<p><i>‘Ehara taku toa i te toa takitahi engari he toa takitini’ I come not with my own strengths but bring with me the gifts, talents, and strengths of my family, tribe and ancestors.</i></p> <p>Common phrases shared with staff across collegiate</p>
Planning for next year:			
<ul style="list-style-type: none"> • Investigate presentation for collegiate staff on Treaty of Waitangi to refresh and strengthen understanding • Continue to celebrate Māori achievement • Capture iwi links and enrol all student with their iwi • Review local curriculum connections with local community incorporating natural and spiritual world • Common phrases shared with staff across collegiate every 3 weeks at collegiate meeting time • Enrol all Māori student to their Iwi • Apply for further central funded money to continue to deliver Rongohia te Hau • Continue Inquiry process of Staff shadow coaching 			

Analysis of Variance Reporting



Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.
Annual Aim:	Goal 3: Provide a seamless pathway so learning is coherent across the collegiate.
Target:	<ol style="list-style-type: none"> 1. Consult with parents, whanau and community on delivery of Health Education 2. Develop model of inquiry on responsive and relational practices 3. Establish across collegiate teams in Science to conduct curriculum review 4. Implement and embed Mathematics initiatives cross collegiate 5. Scope and implement Digital technology
Baseline Data:	<ul style="list-style-type: none"> • Maths, Pastoral, Digital Tech, Māori Development Seamless teams are meeting on a regular basis • Collaboration of staff cross collegiate is becoming stronger • Schools identified key staff to lead Digital Technology curriculum and attended PLD • Whanau meetings occur on regular monthly basis • Kaitiaki for students has been appointed to work on retention and engagement <p>2018 Year 3 & 4 Mathematics Targets: By the end of the year high priority learners who are below expectations for Mathematics have made accelerated progress to achieve at or above expectations.</p> <p>2018 Year 8 Mathematics Target: That 80% all students will make accelerated academic progress to Mathematics Curriculum level 4 by the end of the 2018 year.</p>

2018 Year 5 & 6 Writing Targets: By the end of the year high priority learners who are below expectations for writing have made accelerated progress to achieve at or above expectations.

2018 Year 8 Writing Target: That 80% of all students will make accelerated academic progress to Writing Curriculum Level 4 by the end of the 2018 year.

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p><u>Collegiate Curriculum Review</u></p> <ul style="list-style-type: none"> • Collaboration and meetings of seamless teams • Board continuing to receive reports on students' progress and achievement • Investigate further MIT Links 	<p>Meeting with Seamless teams are meeting every term, with summary to Principal Group.</p>	<p>Teams meetings need to be regular</p>	<p>Providing calendar for feedback for teams to Principal group</p>
<p><u>Maths Seamless Team</u></p> <ul style="list-style-type: none"> • Review overview of strand to occur cross collegiate, sharing expectations of students at transition points • Discussions beginning of ways to use digital technology within Maths • DMIC report sent to MOE, new staff receive in class support and attend PLD • Discussion on delivery of DMIC 	<p>Strand overview revised to make links cross collegiate. Sharing of resources and ideas shared at meetings. Decision to have Collegiate wide Maths week celebration planned for 2019. Regular DMIC collaboration meetings Year 1-8 teams</p>	<p>Earlier stages of developing collaboration and practice</p>	<p>Plan collegiate Math Week</p> <p>Observe teaching of Maths across collegiate</p> <p>Share good practice of DMIC teaching at collegiate meetings</p> <p>Yr7-8 Staff completing Post grad Maths paper</p>
<p><u>Digital Technology (DT) Team</u></p> <ul style="list-style-type: none"> • Key staff identified for Digital Technology • Key staff attend variety of PLD 	<p>Staff from across collegiate have met to discuss DT curriculum roll out. Schools trialling different programmes and ideas.</p>	<p>Varied understanding of what DT curriculum is developing shared understanding</p>	<p>Apply for funding to deliver DT</p> <p>Identify key facilitator</p> <p>Work through digital readiness online – Kia Takatūa Matihiko</p>

<ul style="list-style-type: none"> Investigate central funding for PLD Cross school discussions on what is happening in DT <p><u>Pastoral Seamless Team</u></p> <ul style="list-style-type: none"> Establish Transition program for students RTLB funding with report to board Appoint Kaitiaki for retention Plan student programs with SWIS Collate data base for whanau needing pastoral support 	<p>WSNUP paperwork all completed for completion 2019.</p> <p>Funding application for Year 1-8 completed and received.</p> <p>Introduction of Kia Takatū a Matihiko – digital readiness</p> <p>Transition program establish and 'I am' forms completed with Interviews for students going into Year 9.</p> <p>Report written and presented to the board.</p> <p>Kaitiaki appointed and working with schools and whanau.</p> <p>Student programs addressing self-esteem and Leadership sourced using SWIS funding.</p> <p>SWIS team of 2 relocated in Middle School.</p>	<p>Alignment of programs and systems are different</p>	<p>Track Progress of Kaitiaki work to see impact</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> Plan collegiate Maths Week activities Share Maths practice at collegiate meeting Year 7/8 staff complete Post grad Maths paper Further application to central funding for DMIC Application for central funding for Digital Technology Staff complete online Kia Takatūa Matihiko Track progress of Kaitiaki work to see impact 			

YEAR 1-6 CURRICULUM TARGET ANALYSIS

2018 Year 3 & 4 Mathematics Targets: By the end of the year high priority learners who are below expectations for Mathematics have made accelerated progress to achieve at or above expectations.

2018 Year 5 & 6 Writing Targets: By the end of the year high priority learners who are below expectations for writing have made accelerated progress to achieve at or above expectations.

Actions	Outcomes	Reasons for the variance	Evaluation
<p>Targeting of Māori and Pasifika students to work within contextual themes related to their everyday life in Mathematics and Literacy.</p> <p>Whanau: Target student's families are engaged to support student learning. Hui's with families to discuss progress and ways to assist their children's learning.</p> <p>Student voice: Students targeted surveyed on how they feel about mathematics/ writing. Multi levelled Mathematical-thinking groups, tuakana teina relationships developed. Exploring problems. Literacy best practice and peer mentoring for Literacy, levelled writing reviewed with students. Teachers coaching each other.</p> <p>Staff: DMIC (Developing Mathematical Inquiry Communities) professional learning caters for the needs of individual teachers. Staff work with mentors to strengthen pedagogical practice; established</p>	<p>Initially 100% of target students were below: By the end of the year</p> <p>Mathematics Targets were:</p> <ul style="list-style-type: none"> • 15% Below • 73% At and 12% Above • 85% At or Above • 80% Māori group achieved target • 86% Pacifica group achieved target • 74% Male group achieved target <p>5 out of the 31 students left, reducing numbers to 26 (3 families leaving Otara, 2 leaving due to family).</p> <p>Writing Targets were:</p> <ul style="list-style-type: none"> • 3% Below • 82% AT and 15% ABOVE • 97% At & Above • 100% Māori group achieved target • 97% Pacifica group achieved target • 100% Male group achieved target • 94% Female group achieved target 	<p>During mathematics Teacher's focus on problem solving, moving lotus of control to students but supporting their learning through questioning. Thinking groups give students the opportunity to reflect, revoice and learn from their peers.</p> <p>Teachers strengthening their own practice in mathematical problem solving and scaffolding students from where they are at, to where they need to go. The use of authentic or real world problems, makes math a living curriculum.</p> <p>In writing vocabulary and sentence structure, continues to be a need. Students are hitch hiking on exemplars and building fluency through deliberate acts of teaching e.g. how to write a report essay-using pyramid of facts and scientific vocabulary.</p>	<p>Student surveys continue to monitor their view of learning within specific curriculum areas.</p> <p>Goal setting nights: engaging whanau support for target students.</p> <p>Explore opportunities for partnership with whanau.</p> <p>DMIC programme strengthens Collegiate pathways from Yr1-8 in mathematics.</p> <p>PAC (professional analysis conversations) ongoing, utilising collegiate inquiry document.</p> <p>Cultural capital – explore relationship building inclusive practices.</p>

class norms. Professional relationships, collaborations fostered through team planning. Planned PAC Inquiry (Professional Analysis Conversations) to take place within teams based on teacher inquiry.	Teacher's professional relationships are strengthened within their Kāhui Ako. Teacher's appraisals show progress towards achieving targets. Teachers more proficient in their inquiry process.	Teacher conferencing with target students on their writing has also proven to be successful due to getting feedback on the go and in real time.	Revisit OTJ and range of assessments used to formalise the level students are AT or ABOVE.
Planning for next year: <ul style="list-style-type: none"> • Use 2018 Achievement data results to decide on 2019 targets • Support Collegiate wide and Col focuses e.g. Wellbeing 			

2018 Mathematics Targets: By the end of Year 3-4 high priority learners who are below expectations for Mathematics will have made accelerated progress to achieve At or Above expectations.

Mathematics	Below		At		Above		Total
Year 3 Targets	17	55%					17
Year 4 Targets	14	45%					14
All Targets	31	100%					31
Maori Students	7	100%					7
Pacifica Students	24	100%					24
Samoan Students	13	100%					13
Cook Island	4	100%					4
Tongan Students	6	100%					6
Niuean Students	1	100%					1
Male	18	100%					18
Female	13	100%					13
End data	Below		At		Above		Total
Year 3 Targets	5	38%	8	62%			13
Year 4 Targets			10	77%	3	23%	13
All Targets	4	15%	19	73%	3	12%	26
Maori Students	1	20%	4	80%			5
Pacifica Students	3	14%	15	72%	3	14%	21
Samoan Students	3	25%	9	75%			12
Cook Island			2	67%	1	33%	3
Tongan Students			3	75%	1	25%	5
Niuean Students					1	100%	1
Male	4	26%	10	67%	1	7%	15
Female			9	82%	2	8%	11

Initial data: 100% Below

High Priority Learners:

- 23% of the target group is Maori.
- 58% of the target students are Male
- 77% of the target group are Pacifica

Endpoint data: 15% Below

- 73% At and 12% Above
- 85% At or Above

Note: 5 out of the 31 students left, reducing numbers to 26 (3 families leaving Otara, 2 leaving due to family breakdowns).

- 80% Maori group achieved target
- 86% Pacifica group achieved target
- 74% Male group achieved target

What worked:

- Whanau support: families knowing their child is a target could help including supporting their attendance.
- Teacher Inquiry on student targets
- Developing thinking groups, students learnt from each other and problem solved within real world context.

What's not happening and why? Students using a range of problem solving strategies that shifted them into taking numbers apart and recombining them effectively. They need to separate numbers into units to solve addition and subtraction, e.g. $7 + 8$ can be done as $7 + 7 + 1$ (doubles) or $9 + 7$ is the same as $10 + 6$ (tidy tens).

What are we going to do to influence what is not happening? Target high priority learners in mathematics and focus on strategies needed to move students from Level 1 into Level 2 e.g. part whole thinking (ability to take a number apart when problem solving). Continue with Mathematical Thinking groups, students learning from peers a range of math problem solving strategies.

2018 Writing Targets: By the end of Year 5-6 high priority learners who are below expectations for Writing will have made accelerated progress to achieve At or Above expectations.

Writing	Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 5 Targets	20	100%					20
Year 6 Targets	13	100%					13
All Targets	36	100%					33
Maori Students	7	100%					7
Pacifica Students	26	100%					26
Samoan Students	13	100%					13
Cook Islands	2	100%					2
Tongan Students	8	100%					8
Niuean Students	3	100%					3
Male	15	100%					15
Female	18	100%					18
End of Year	Below		At		Above		Total
Year 5 Targets	1	5%	14	70%	5	25%	20
Year 6 Targets			13	100%			13
All Targets	1	3%	27	82%	5	15%	33
Maori Students			5	71%	2	29%	7
Pacifica Students	1	3%	22	85%	3	12%	26
Samoan Students	1	8%	10	77%	2	15%	13
Cook Islands			2	100%			2
Tongan Students			8	100%			8
Niuean Students			2	67%	1	33%	3
Male			14	93%	1	7%	15
Female	1	6%	13	72%	4	22%	18

Initial data: 100% Below

High Priority Learners:

- 21% of the target group is Maori.
- 45% of the target students are Male
- 79% of the target group are Pacifica

Endpoint data: 3% Below

82% AT
15% ABOVE
97% At & Above

- 100% Maori group achieved target
- 97% Pacifica group achieved target
- 100% Male group achieved target
- 94% Female group achieved target

What worked:

- Meeting with whanau to discuss their child being chosen along with strategies to help at home.
- Teacher Inquiry on student targets
- Conferencing with students - one on one.
- Goal setting each term re: targets.

What's not happening and why? Interrupted programmes due to student's attendance rate of 80%. Needs to develop vocabulary and discernment.
What are we going to do to influence what is not happening? Target high priority learners in attendance and literacy needs. Double up on students who are targets, but have been identified as target concerns e.g. On days they are here, they get a double dose.

YEAR 7/8 CURRICULUM TARGET ANALYSIS

2018 Year 8 Mathematics Target: That 80% all students will make accelerated academic progress to Mathematics Curriculum level 4 by the end of the 2018 year.

2018 Year 8 Writing Target: That 80% of all students will make accelerated academic progress to Writing Curriculum Level 4 by the end of the 2018 year.

Actions	Outcomes	Reasons for the variance	Evaluation
<p>Mathematics</p> <ol style="list-style-type: none"> Staff continue to collaborate weekly on DMIC questions Maths Inquiry teams (Lesson Study process) continue to share practice and strategies In-class support and mentoring delivered to all staff from Maths facilitators from Massey Uni. Complete evaluation for central funding and send Collaboratively analyse class maths data as a staff Identify targeted students to move Incorporate cultural responsive and relational practices into planning 	<ul style="list-style-type: none"> DMIC maths collaboration with Year 1-6 teachers is working well with staff meeting every term to share ideas and practice Lesson Study Inquiry has seen staff capacity and confidence increase. Students identify high level interest in delivery of maths. (84%) Staff end of term reflections have stated DMIC PLD and the analysis PLD beneficial to their individual teaching practice (100%) Teachers use authentic cultural context questions that students can relate to 	<p>Varying understanding of teacher's capability is reducing with constant planning collaboration and Lesson Study observations of practice</p> <p>Collaboration has been the catalyst to opening minds of staff allowing open sharing of success</p>	<ul style="list-style-type: none"> Incorporate Yr1-6 teachers to collaboration of DMIC PLD Staff undertake completing Post Grad. Maths Paper at Massey delivered by Bobby Hunter Collect and analyse student voice on delivery of DMIC program Identify possible cultural responsive and relational practices and strategies all teachers can incorporate in Maths lessons Invite Yr9-13 Maths teachers to observe DMIC lessons with the view to expand DMIC into Yr9 maths classes Meet with Maths Department to discuss hot spots they see in Yr9 students coming through

<p>Writing</p> <ol style="list-style-type: none"> 1. Plan for authentic opportunities and experiences for writing program 2. Invite NZ poet and spoken word people to inspire writers 3. PLD writing focus on aTTle writing elements on Ideas, vocabulary, structure and language and organisation 4. Focus on reading genre to support writing genre to reinforce understanding of writing elements 5. Implement Stepsweb online program to strengthen student's vocabulary 	<ul style="list-style-type: none"> • Plan writing program around school trips and visits • Students worked over a week with Spoken Word poets to write piece • Students presented spoken word at Otara Library • Students regularly sharing writing during success assembly times • Staff reflections show PLD was well received and staff report it assisting delivery of writing program • Stepsweb implemented for targeted students who were writing well below their expected writing curriculum level 	<p>Concentration of PLD focus on writing elements has given students the tools to shift in their writing</p>	<ul style="list-style-type: none"> • Conduct writing moderation with HOD English and Yr6 teachers to get common understanding • Undertake further PDL on analysing writing data, looking for hot spots and how to teach to accelerate • Provide Staff with Stepsweb PLD for delivery in all classes in 2019 • Identify and incorporate cultural responsive and relational practices into writing planning • Integrate Digital Technology into writing program
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Begin writing and Maths Home School Partnership program • Teacher sign up for Post Grad. Maths paper at Massey • Identify and incorporate cultural and responsive and relational practices into all class programs • Continue to provide staff with PLD on analysing data and identifying students' needs and adapt teaching and learning program to accelerate achievement • Incorporate Digital Technology activities into writing and maths programs • Establish writing moderation processes with Year 6 and HOD Senior school staff • Collect and analyse student voice on what things will help them learn better in writing and maths • Implement Stepsweb throughout the school • Utilise Shadow coaching Inquiry method to increase teacher capability and strengthen cultural and responsive and relational practice 			

MATHEMATICS DATA							
Year 7 Initial	Curriculum L2		Curriculum L3		Curriculum L4		Total
Māori	9	40%	9	40%	5	22%	23
Pasifika	33	46%	32	45%	6	8%	71
Other	1	50%	1	50%			2
All year 7	43	45%	42	44%	11	11%	96
Samoan	15	48%	15	48%	1	3%	31
Tongan	10	59%	7	41%	-		17
Cook Island	8	38%	8	38%	5	5%	21
Niuean	-		2	100%	-		2
Total Pasifika	33	46%	32	45%	6	8%	71
Male	19	46%	20	49%	2	5%	41
Female	24	43%	22	40%	9	16%	55
Total Gender	43	44%	42	44%	11	11%	96
Year 7 Post	Curriculum L2		Curriculum L3		Curriculum L4		Total
Māori	3	13%	5	22%	15	65%	23
Pasifika	9	12%	25	35%	37	52%	71
Other		-	1	50%	1	50%	2
All year 7	12	12%	31	32%	53	55%	96
Samoan	2	7%	13	48%	12	44%	27
Tongan	2	11%	6	33%	10	55%	18
Cook Island	4	16%	6	25%	14	58%	24
Niuean	1	50%	-	-	1	50%	2
Total Pasifika	9	12%	25	35%	37	52%	71
Male	7	17%	21	51%	13	32%	41
Female	5	9%	20	36%	30	54%	55
Total Gender	12	29%	41	43%	43	45%	96

Initial Year 7 Māori data showed:
80% of students were working at Level 2&3

- 91% of all Pasifika students were working at Level 2&3
- All year 7 students that there were 11% working in Level 4
- The majority of students at Level 2 were working within to end of Level 2. Class teachers have targeted these students to move them to working in Level 3

By the end of the year the data showed:

- There were 65% (15) of all year 7 Māori students working at Level 4, 22% (5) at Level 3 and 13% (3) at Level 2; compared to the initial data showing of 80% (18) students at Level 2&3
- 47% of Pasifika students are working in Level 2&3 compared to the initial data of 91%
- Both ethnic groups have made accelerated progress, this substantial movement has not moved students to Level 4 but must be considered successful movement
- 55% of all year 7 students are working in Level 4 compared to 11% at the beginning of the year.
- Teachers are confident that the students presently in Level 3 will move into Level 4 in their 2019 year, leaving the 12% in Level 2 as the target group

MATHEMATICS DATA									
Yr 8 Initial	Curric. L2		Curric. L3		Curric. L4		Curric. L5		Total
Māori	7	29%	12	50%	5	21%			24
Pasifika	25	32%	40	51%	13	16%			78
Other			1	100%	-	-			1
All year 8	33	32%	53	51%	18	17%			103
Samoan	11	24%	27	58%	8	17%			46
Tongan	6	12%	8	47%	3	17%			17
Cook Island	8	61%	4	30%	1	7%			13
Niuean	-		1	50%	1	50%			2
Total Pasifika	25	32%	40	51%	13	16%			78
Male	14	28%	28	56%	8	16%			50
Female	19	35%	25	46%	10	18%			54
Total Gender	33	32%	53	51%	18	17%			103
Year 8 Post	Curric. L2		Curric. L3		Curric. L4		Curric. L5		Total
Māori			7	8%	14	58%	3	12%	24
Pasifika			24	30%	41	52%	13	19%	78
Other							1	100%	1
All year 8			31	30%	56	54%	17	16%	103
Samoan			12	25%	28	61%	6	13%	46
Tongan			8	47%	8	47%	2	11%	17
Cook Island			4	31%	4	31%	5	35%	13
Niuean			-		1	100%	-		1
Total Pasifika			24	23%	41	40%	13	33%	78
Male			15	30%	28	56%	7	14%	50
Female			16	30%	28	52%	10	18%	54
Total Gender			31	30%	56	52%	17	16%	104
<p>What worked:</p> <ul style="list-style-type: none"> PLD of DMIC where questions are unpacked and teachers work through all possible solutions before lesson is taken Teacher inquiry focused on targeted students Collaborative thinking of students in their groups to support all learners 									

Initial Year 8 Māori data shows:

29% in NZC Level 2
50% in NZC Level 3
21% in NZC Level 4

Initial Pasifika data shows:

32% in NZC Level 2
51% in NZC Level 3
17% in NZC Level 4
83% of all year 8 students are working in Level 2 & 3

TARGET

80% of all Year 8 students will make accelerated academic progress to Mathematics Curriculum level 4 by the end of the 2018 year.

By the end of the year the data showed:

- All students 32% who were in Level 2 had successfully moved to Level 3
- There were 79% of Māori students working in Level 2 and 3 initially, by the end of the year there were 8% remaining in Level 3, this is a substantial movement. All of the 7 students are working at the end of Level 3.
- 83% Pasifika students working in Level 2 and 3, by the end of the year there were 30% of students remaining in Level 3
- 73% of all year 8 students are working in Level 4 or better
- The target was a very aspirational with 86 of the 104 students working within level 2 & 3. All students moved from level 2, all started students moved into Level 4
- By the end of the year 70% of all year 8 students were working in Level 4

What is not happening so well and why:

Reinforcing of the launch needs to be presented well so groups can understand what they need to do

What changes will we make:

Revisit the main concepts of DMIC to set teachers and students up for success

Allow time for teachers to observe each other for clarification

WRITING DATA							
Year 7 Initial	Curriculum L2		Curriculum L3		Curriculum L4		Total
Māori	2	7%	16	69%	5	22%	23
Pasifika	24	34%	39	55%	8	11%	71
Other	1	50%	1	50%	-	-	2
All year 7	27	28%	56	58%	13	13%	96
Samoan	11	35%	17	55%	3	9%	31
Tongan	6	35%	10	59%	1	6%	17
Cook Island	5	24%	12	57%	4	19%	21
Niuean	2	100%	-	-	-	-	2
Total Pasifika	24	34%	39	55%	8	8%	71
Male	17	41%	22	53%	5	12%	41
Female	10	18%	23	42%	8	14%	55
Total Gender	27	28%	56	58%	13	13%	96
Year 7 Post	Curriculum L2		Curriculum L3		Curriculum L4		Total
Māori	-	-	8	5%	15	65%	23
Pasifika	9	12%	36	51%	26	36%	71
Other	-	-	1	50%	1	50%	2
All year 7	9	12%	45	47%	42	44%	96
Samoan	4	13%	11	35%	16	51%	31
Tongan	3	17%	8	47%	6	35%	17
Cook Island	2	9%	16	76%	3	14%	21
Niuean	-	-	1	50%	1	50%	2
Total Pasifika	9	12%	36	51%	26	37%	71
Male	5	12%	18	44%	18	44%	41
Female	4	7%	27	49%	24	44%	55
Total Gender	9	12%	45	47%	42	44%	96

Initial Māori Data showed:

- That there were 7%(2) Māori students writing in Level 2
- 69%(16) in Level 3
- 22%(5) in level 4

Initial Pasifika data showed:

- There were 34%(24) Pasifika students writing in Level 2
- 55%(39) in Level 3
- 11%(8) in Level 4

TARGET
80% of all Year 8 students will make accelerated academic progress to Writing Curriculum Level 4 by the end of the 2018 year.

By the end of the year the data showed:

- Māori data showed that there were no students in Level 2, 5%(8) in Level 3 and 65%(15) in Level 4
- Pasifika data showed 12%(9) in level 2, 51% (36) in Level 3 and 36%(26) in Level 4
- From the beginning of the year to the end of the substantial progress has been made. Students now working in Level 3 are either working in or at the end of Level 3. This will mean that in 2019 teacher will be able to work to shift these students into Level 4 which is the expected level.
- The 9 students remaining in Level 2 will become the targeted group and teachers will work to progress them to close to the end of Level 3

WRITING DATA

Year 8 Initial	Curriculum L2		Curriculum L3		Curriculum L4		Total	<p>Initial Māori data showed:</p> <ul style="list-style-type: none"> • 33% (8) in Level 2 • 50%(12) in Level 3 • 19%(15) in Level 4 <p>Initial Pasifika data showed:</p> <ul style="list-style-type: none"> • 36%(28) in Level 2 • 45%(35) in Level 3 • 19%(15) in Level 4 <p>TARGET</p> <p>80% of all Year 8 students will make accelerated academic progress to Writing Curriculum Level 4 by the end of the 2018 year.</p> <ul style="list-style-type: none"> • By the end of the year 4 Māori students were working at the end of Level 2 and 4 students at the end of Level 3, with 67% at Level 4, compared to 20 students at the beginning of the year working in Level 2 and 3 • Māori students working in Level 4 progressed from 17% to 67% working at Level 4 • At the end of the year there were 31 Pasifika students writing in Level 2&3 compared to 63 at the beginning of the year • Students working in Level 4 progressed from 19% to 60% • Progress achieved in both year groups was substantial. The movement of students both Māori and Pasifika from Level 2 to level 3&4 was very positive. More than 80% of students made academic progress.
Māori	8	33%	12	50%	4	17%	24	
Pasifika	28	36%	35	45%	15	19%	78	
Other	-	-	1	100%	-	-	1	
All year 8	36	35%	48	47%	19	18%	103	
Samoaan	20	43%	19	41%	7	15%	46	
Tongan	8	47%	7	41%	2	12%	17	
Cook Island	-	-	8	61%	5	38%	13	
Niuean	-	-	1	100%	-	-	1	
Total Pasifika	28	36%	35	45%	15	19	78	
Male	21	43%	20	41%	8	16%	49	
Female	15	28%	28	52%	11	20%	54	
Total Gender	36	35%	48	47%	19	18%	103	
Year 8 Post	Curriculum L2		Curriculum L3		Curriculum L4		Total	
Māori	4	16%	4	16%	16	67%	24	
Pasifika	8	10%	23	29%	47	60%	78	
Other	-	-	-	-	1	100%	1	
All year 8	12	11%	27	26%	64	62%	103	
Samoaan	4	9%	14	30%	28	61%	46	
Tongan	4	23%	4	23%	9	53%	17	
Cook Island	-	-	5	38%	8	61%	13	
Niuean	-	-	-	-	1	100%	1	
Total Pasifika	8	10%	23	30%	47	60%	78	
Male	8	16%	12	24%	29	60%	49	
Female	4	7%	15	28%	35	65%	54	
Total Gender	12	11%	27	26%	64	62%	103	

What worked well:

1. PLD for staff looking at analysis of student's data and what steps need to be taken to make successful shifts
2. PLD for staff looking at Teaching and Learning program focusing on the writing elements so students understand what their individual writing requires to move to the next level
3. Students sharing their writing during Pod meetings, school assemblies and also to the wider community

What did not work well and why:

1. Teachers have reflected that more individual conferencing would have worked better than in group situations
2. Choosing books that are the same as the transactional writing so students can make comparisons

What changes will we make:

1. Introduce individual conferencing with the students so they personal plans to focus on for their writing
2. Additional PLD to focus on teacher competency and understanding
3. Continue to invite key writers to school to work alongside students

School Name:	Sir Edmund Hillary Collegiate Senior School	School Number:	0097
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Strategic Aim:	Create a seamless learning and transitional pathway to accelerate Sir Edmund Hillary students’ achievements so that 85% of all school leavers graduate with a minimum of Level 2 NCEA by 2019.																				
Annual Aim:	<p>Goal 1: Develop leadership to implement collaborative vision.</p> <p>Goal 2: Establish collegiate wide cohesive pedagogy.</p> <p>Goal 3: Provide a seamless pathway that accelerates students’ learning.</p> <p>Goal 4: Success for Māori learners as Māori.</p>																				
Target:	<p><u>NUMERACY</u></p> <p>Students in Year 9 and 10 working at NZC Level 3 will make accelerated progress to NZC Level 4 by the end of 2018.</p>																				
Baseline Data:	<p>Using e-asTTle as a tool showed the following data recorded in February 2018.</p> <p>The assessment was based on Number and Algebra mainly.</p> <table><tr><th>Level</th><th>Year 9</th><th>Level</th><th>Year 10</th></tr><tr><td>2</td><td>28%</td><td>2</td><td>21%</td></tr><tr><td>3</td><td>40%</td><td>3</td><td>32%</td></tr><tr><td>3</td><td>19%</td><td>4</td><td>19%</td></tr><tr><td>4</td><td>12%</td><td>5</td><td>8%</td></tr></table>	Level	Year 9	Level	Year 10	2	28%	2	21%	3	40%	3	32%	3	19%	4	19%	4	12%	5	8%
Level	Year 9	Level	Year 10																		
2	28%	2	21%																		
3	40%	3	32%																		
3	19%	4	19%																		
4	12%	5	8%																		

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p>Starting to work across the Senior and Middle school to develop and sustain mathematical concepts and processes.</p> <p>Staff attended Auckland Maths Association (AMA) on Saturdays once a term Workshops.</p> <p>Teachers' ongoing observations within the department (Teaching as Inquiry) led to collaborative planning and action. Started the process of spiralling of inquiry across school groups.</p> <p>Started to work on shadow coaching and culturally responsive relational pedagogy.</p>	<p>Students in Year 9 were tested at the end of 2018 and the following results were recorded.</p> <p>Level 2 or less – 5 % Level 3 – 36 % Level 4 – 59 %</p> <ul style="list-style-type: none"> This means that the percentage increase in Year 9 of students working at Level 4 or above increased from 12 to 59. It is also noteworthy that the cohort working at Level 2 < has decreased from 28% to Level 5. <p>In Year 10 the following results were recorded at the end of 2017.</p> <p>Level 2 – 10 % Level 3 – 32 % Level 4 - 34% Level 5 – 24%</p> <ul style="list-style-type: none"> It is noteworthy that all students in Year 10 moved. The Year 11 cohort obtained a 83.3% pass late in Level 1 Numeracy. Level 2 was at 90%. Level 3 at 95%. 	<p>In the light of the fact that NZC Level 4 is a requirement for success in Level 1 (NCEA) Numeracy; it is a positive shift that the Level 4 increased with 47%.</p> <p>This is a substantial shift.</p>	<ul style="list-style-type: none"> The BOT approved that the school has a target that all students make accelerated progress to NZC Level 4 by 2018. This is for both Year 9 and Year 10. Appoint a HOD to focus specifically on the advancement of Year 9 and Year 10 students in Numeracy.
Planning for next year:			
<p>NCEA Level 1 standards will again be offered to Year 9 worth 2 credits and two standards to Year 10 worth 7 credits.</p> <p>More staff PD on analysing the personal profile results on e-asTTle and reteaching them.</p> <p>Students are offered additional tuition in the afternoons, Tuesday evenings, lunchtimes and holiday classes in order to achieve good results.</p>			

Target:	<p><u>LITERACY</u></p> <p>Students in Year 9 and 10 working at NZC Level 3 will make accelerated progress to be at or above NZC Level 4 by the end of 2017.</p>
Baseline Data:	<p>The Year 9 cohort indicates that the average writing level in March 2018 was 2A. This improved by one level to 3B. 27% of students are writing at Level 4 or above.</p> <p>The Year 10 cohort indicates that the average writing level in March was 2A and this improved by one sub-level to 3B. At the end of the year 38% of students were at Level 4.</p>

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<ul style="list-style-type: none"> Meetings are held regularly at different levels of the school (for example, focus groups, whole staff) to analyse and critically discuss evidence about learning and teaching Where appropriate, external expertise is enlisted to provide new knowledge and alternative viewpoints Artefacts (for example, student data and voice, video, observation templates) are used to maintain focus on improving student learning Participants work collaboratively to test interpretations of data, develop shared meaning, and build collective responsibility and collective efficacy. 	<p>Effective subject specific and collegiate wider Literacy Strategies are in the process of being established.</p> <p>NCEA Literacy: The following was achieved Level 1 – 80.8% Level 2 – 89% Level 3 – 97%</p>	<p>This compares very favourably with the National Statistics which are 85%, 93% and 93%.</p>	<p>Literacy Strategies embedded in planning documentation. Learning programmes reflect individual pathways of student support and acceleration.</p>

<ul style="list-style-type: none"> • Google Group to share research, strategies and articles; Goggle classroom to share practice and discussion. Leaders maintaining momentum • Designated roles for literacy leadership, for example, a Literacy Leader and a member of senior management with literacy in their portfolio. • Ongoing communication of literacy-related goals and expectations of teachers • Processes to induct new teachers into school-wide literacy practices (including inquiry processes and professional learning communities) • Teachers are regularly observed and receive feedback about literacy teaching practices • Leaders who ensure that literacy practices are consistent with other instructional programmes in the school • Leaders who avoid taking on board too many additional programmes/initiatives. 			
Planning for next year:			

Target:	Improve NCEA Result
Baseline Data:	Support students to achieve more credits during February. Create new pathways for students e.g. Engineering

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p>Continuously supporting students to achieve.</p> <p>Arrange additional courses at MIT.</p> <p>Arrange additional assessment opportunities.</p>	<p>NCEA RESULTS</p> <p>The school achieved the following NCEA results in 2018 (preliminary)</p> <p>Year 11 – 46%</p> <p>Year 12 – 63.5%</p> <p>Year 13 – 62.1%</p> <p>UE – 15.8%</p>	<p>A new system of calculating results was introduced in 2018. The result of this that result of the school, decile 1 – 3 and the National results were all down compared to previous year.</p> <p>Our Year 11's are still below the National and decile one rate 70% and 54% respectively.</p> <p>Our Year 12 are close to the decile 1 – 3 (67%) and our Level 3 are substantially better than the decile 62.1% - 54.6% and very close to the national 63.8%</p>	<p>Support students to achieve more credits during February.</p> <p>Create new pathways for students</p> <p>e.g Engineering</p>
Planning for next year:			

Target:	Success for Māori Learners as Māori			
Baseline Data:	Our Māori Level One students achieved the following			
		SEHC	Decile 1 - 3	National
	Level 1	24.3	47.7	55.6
	Level 2	58.8	61.3	66.7
	Level 3	51.5	47.6	50.8
	UE	15.2	18.1	27.0
Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.			
Annual Aim:	Goal 4: SEHC Māori students are connected and succeeding as Māori			
Target:	<div>1. Implement revised plan with new goals</div> <div>2. Embed practices that enable Māori students to stay at school and succeed</div> <div>3. Investigate strategies to increase retention of Māori students in Y9-10</div> <div>4. Embed Te Reo Māori Y1-8</div> <div>5. Review and embed Tikanga principles</div>			
Baseline Data:	<div><div></div><div>Maths, Pastoral, Digital Tech, Māori Development Seamless teams meeting on a regular basis with partial feedback to Principal Group</div><div></div><div>Collaboration of staff cross collegiate is becoming stronger</div><div></div><div>Schools identified key staff to lead Digital curriculum and attend PLD</div><div></div><div>Whanau meetings occur on regular monthly basis</div><div></div><div>Kaitiaki for students has been appointed to work on retention</div></div>			

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p><u>Māori engagement and retention</u></p> <ul style="list-style-type: none"> Review and collect data on student retention Appoint community liaison person to support whanau and students come to school Investigate mentor program for y7-13 students to develop ongoing positive relationships with other students and their whanau Establish Collegiate Māori student council <p><u>Whanau and Kura Partnership</u></p> <ul style="list-style-type: none"> Plan Whanau Day Consult with whanau about their aspirations Meet with whanau to collect feedback 	<p>Exit data collected of student leavers</p> <p>Liaison person appointed and called student Kaitiaki</p> <p>Diamonds girls group established through ATWC to focus on Leadership skills and run over the year culminating with a parent evening and printed book of student's journey</p> <p>Whanau Academic evening planned and executed at the end of 2018</p> <p>Students completed Well-being survey y6-10; Ronghia te Hau whanau survey completed Y7-13</p>	<p>Some whanau left without completing exit process so reason for leaving was not collected</p>	<p>Continue to collect and analyse data on all student leavers</p> <p>Collect Student voice from well-being survey and make recommendations for action</p> <p>Establish Māori student council</p> <p>Promote Te Reo Māori across collegiate by delivering greetings, statements during collegiate meetings for staff to use</p> <p>Plan for whanau involvement during Matariki and Māori Language Week</p> <p>Continue to collect voice from whanau using Ronghia te Hau survey and action aspirations</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> Continue to collect and analyse data on all Māori student leavers Collect Student voice from well-being survey and make recommendations for action Establish Māori student council Promote Te Reo Māori across collegiate by delivering greetings, statements during collegiate meetings for staff to use Plan for whanau involvement during Matariki and Māori Language Week Continue to collect voice from whanau using Ronghia te Hau survey and action aspirations 			

Independent Auditor's Report

To the Readers of Sir Edmund Hillary Collegiate's Financial Statements

For the Year Ended 31 December 2018

The Auditor-General is the auditor of Sir Edmund Hillary Collegiate (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

CHARTERED ACCOUNTANTS & ADVISORS

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William Buck (NZ) Limited.

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 controls.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as

a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information in the Annual Report. The other information comprises the information included in the annual report being the Kiwisport Report, the Members of the Board of Trustees and the Analyses of Variance, 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.

A handwritten signature in blue ink, appearing to read "D. Wright".

Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand