

Ao Tawhiti Unlimited Discovery

2014 Annual Report and Financial Statements

School number	683
School address	PO Box 4666 Christchurch 8140
School phone	(03) 377 7773
Email address	unlimited@aotawhiti.school.nz
Web address	www.aotawhiti.school.nz

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Ao Tawhiti Unlimited Discovery

Statement of Responsibility

For the year ended 31 December 2014

The Board of Trustees (the Board) has pleasure in presenting the annual report of the School, incorporating the financial statements and the auditor's report, for the year ended 31 December 2014.

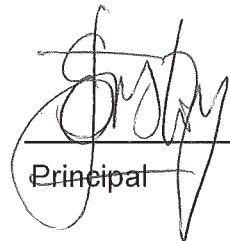
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

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

In the opinion of the Board's management, the annual financial statements for the financial year fairly reflect the financial position and operations of the School.

The School's 2014 financial statements are authorised for issue by the Board Chairperson and Principal.



Chairperson

Principal

12/5/2015
Date

11/5/2015
Date

Ao Tawhiti Unlimited Discovery

Members of the Board of Trustees 2014

Name	Position	Held Until
<i>Belinda Nicholls</i>	<i>Elected Chairperson</i>	<i>Apr 2016</i>
<i>Belinda Nicholls</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>John Duncan</i>	<i>Ministerial Appointed Independent Chairperson</i>	<i>Apr 2014</i>
<i>John Duncan</i>	<i>Co-opted Member</i>	<i>Dec 2014</i>
<i>Daniel McKay</i>	<i>Co-opted Member</i>	<i>Apr 2016</i>
<i>Tanja Grzeta</i>	<i>Co-opted Member</i>	<i>Jul 2014</i>
<i>Feroze Brailsford</i>	<i>Student Representative</i>	<i>Dec 2014</i>
<i>Melanie Stopford</i>	<i>Staff Representative/Acting Co-Director</i>	<i>Apr 2014</i>
<i>Karen Wylaars</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>Karen Wylaars</i>	<i>Elected Member</i>	<i>Apr 2016</i>
<i>Marc Palmer</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>Matthew Ayton</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>Evan Kidd</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>Evan Kidd</i>	<i>Elected Member</i>	<i>Apr 2016</i>
<i>Dalene Mactier</i>	<i>Ministerial Appointed Parent Representative</i>	<i>Apr 2014</i>
<i>Dalene Mactier</i>	<i>Co-opted Member</i>	<i>Apr 2016</i>
<i>Matthew Parrett</i>	<i>Elected Member</i>	<i>Apr 2016</i>
<i>Sarina Dickson</i>	<i>Elected Member</i>	<i>Apr 2016</i>
<i>Steven Mustor</i>	<i>Principal</i>	

Ao Tawhiti Unlimited Discovery

Statement of Significant Accounting Policies

For the year ended 31 December 2014

a) Reporting Entity

Ao Tawhiti Unlimited Discovery (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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

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 New Zealand equivalents to International Financial Reporting Standards (NZ IFRS) as appropriate to public benefit entities that qualify for differential reporting.

Differential reporting

The School qualifies for differential reporting exemptions because it is not publicly accountable as defined in the Framework for Differential Reporting (the Framework) and it is not large. Many of the reporting exemptions available under the Framework have been applied.

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.

Specific accounting policies

The accounting policies used in the preparation of these financial statements are set out below. The policies have been consistently applied to all the years presented.

c) Revenue Recognition

Government Grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

Donations

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

Interest income

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

d) Use of Land and Buildings Expense

The School operates from two separate sites. In 2013 the Ministry of Education leased land and buildings from the University of Canterbury and have added additional prefabricated classrooms. The total value of the lease payments were \$296,000. The school had a right to occupy these facilities during the term of the lease that expired 31 December 2014. There are further rights of renewal up until 18 April 2016 and this has been taken up by the Ministry of Education.

The Ministry of Education has also leased land and buildings from St John of God Hauora Trust. The lease commenced in 2013 and expires on 31 December 2016. There is one right of renewal for a further year. The annual lease cost is \$75,660.

Given the temporary nature of the arrangement, the right to occupy the land and buildings has not been valued for financial statement purposes.

e) Operating Lease Payments

An operating lease is a lease that does not transfer to the lessee substantially all of the risks and rewards incidental to ownership of the asset, therefore the school does not include the asset in the Asset Register.

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

'Accounts Receivable' represents items that the School has issued invoices for, but has not received payment for, at year end. Debtors are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt.

h) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

Share investments held by the School are measured at fair value. If shares do not have a quoted market price in an active market and fair value cannot be reliably measured, the shares are measured at cost. Any movements in shares measured at fair value are recognised in equity.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the Statement of Comprehensive Income.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

i) Property, Plant and Equipment

Improvements to buildings 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 Income.

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 Income.

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 Income.

The estimated useful lives of the assets are:

Artworks	100 years
Building improvements	20 years
Furniture & equipment	10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Musical equipment	5 years
Plant & equipment	10 years
Sports equipment	5 years
Library resources	12.5% DV

j) 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.

k) Employee Entitlements

Salary Accruals

Salary accruals mainly reflect annual leave owing to teachers and ancillary staff and are recognised in respect of employees' services to balance date and are measured at the amounts expected to be paid when the liabilities are settled. There is a corresponding teacher's salaries grant receivable from the Ministry to fund the liability.

Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

For non-teaching staff, the school is required to report a liability in dollar terms for the relevant leave types, where this information is readily available. Any liability is reported in the school's Current Accounts Payable note to the Financial Statements.

l) Income Received in Advance

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

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, GST 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, funds held on behalf of the Ministry of Education and GST payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

o) Goods and Services Tax (GST)

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

p) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board of Trustees.

Ao Tawhiti Unlimited Discovery

Statement of Comprehensive Income

For the year ended 31 December 2014

	Notes	2014 Actual \$	2014 Budget \$	2013 Actual \$
Income				
Government grants	1	4,420,305	4,548,300	3,487,906
Local fundraising	2	90,600	147,012	157,268
Other income	3	142,064	87,720	125,304
Interest		29,983	21,504	15,130
		4,682,952	4,804,536	3,785,608
Expenditure				
Fundraising (costs of raising funds)	2	3,968	504	6,921
Other income expenditure	3	14,396	35,492	1,584
Learning resources	4	4,072,399	4,055,748	3,120,937
Administration	5	462,927	437,568	428,987
Property	6	163,999	104,976	114,370
Depreciation	7	80,675	60,000	47,822
Loss on disposal of equipment		22,650	-	15,715
		4,821,013	4,694,288	3,736,336
		(138,061)	110,248	49,272
Earthquake related Insurance payout		-	-	249,348
Total comprehensive income		(138,061)	110,248	298,620

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

Ao Tawhiti Unlimited Discovery
Statement of Changes in Equity
For the year ended 31 December 2014

		2014 Actual \$	2014 Budget \$	2013 Actual \$
Equity at the start of the year		704,948	704,948	356,328
Total comprehensive income		(138,061)	110,248	298,620
Ministry capital contribution for equipment		-	-	50,000
Equity from Discovery One School Merge	19	93,774	-	-
Equity at the end of the year		660,661	815,196	704,948

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

Ao Tawhiti Unlimited Discovery Statement of Financial Position

As at 31 December 2014

	Notes	2014 Actual \$	2014 Budget \$	2013 Actual \$
Total Equity		660,661	815,196	704,948
Represented by:				
Current Assets				
Cash and cash equivalents	8	169,915	105,196	187,265
Accounts receivable	9	362,665	510,000	632,585
Prepayments		-	-	1,739
Investments	10	394,669	450,000	150,164
		927,249	1,065,196	971,753
Current Liabilities				
Accounts payable	12	419,931	410,000	405,439
Income received in advance	13	60,772	60,000	65,235
		480,703	470,000	470,674
Working Capital Surplus		446,546	595,196	501,079
Non-current Assets				
Property, plant and equipment	11	214,115	220,000	203,869
		214,115	220,000	203,869
Net Assets		660,661	815,196	704,948

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

Ao Tawhiti Unlimited Discovery

Notes to the Financial Statements

For the year ended 31 December 2014

1. Government Grants

	2014 Actual \$	2014 Budget \$	2013 Actual \$
Operational grants	970,914	965,088	755,815
Teachers salaries grant	3,308,768	3,499,992	2,518,018
Other MOE grants	96,694	41,220	191,440
Other government grants	43,929	42,000	22,633
	<u>4,420,305</u>	<u>4,548,300</u>	<u>3,487,906</u>

2. Local Fundraising

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

	2014 Actual \$	2014 Budget \$	2013 Actual \$
<i>Income</i>			
Fundraising & Donations	90,600	147,012	157,268
	<u>90,600</u>	<u>147,012</u>	<u>157,268</u>
<i>Expenditure</i>			
Fundraising (costs of raising funds)	3,968	504	6,921
	<u>86,632</u>	<u>146,508</u>	<u>150,347</u>

The school received grants totalling \$24,304 from the New Zealand Red Cross 2011 Earthquake Fund. The funds were used on various student related activities and \$19,388 has been carried forward to 2015.

3. Other Income

	2014 Actual \$	2014 Budget \$	2013 Actual \$
<i>Income</i>			
Curriculum Recoveries	109,377	30,000	87,753
Activities Fees	10,705	17,724	1,400
Other	21,982	39,996	36,151
	<u>142,064</u>	<u>87,720</u>	<u>125,304</u>
<i>Expenditure</i>			
Activities	14,396	35,492	1,584
	<u>14,396</u>	<u>35,492</u>	<u>1,584</u>
	<u>127,668</u>	<u>52,228</u>	<u>123,720</u>

4. Learning Resources

	2014 Actual \$	2014 Budget \$	2013 Actual \$
Curricular	289,504	230,244	237,754
Repairs and maintenance	-	-	34,352
Employee benefits - salaries	3,691,904	3,722,004	2,761,307
Teacher development	28,839	19,500	13,776
Information and communication technology	2,884	28,008	-
Finance/Lease costs	59,268	55,992	73,748
	<u>4,072,399</u>	<u>4,055,748</u>	<u>3,120,937</u>

Notes to the Financial Statements (continued)

5. Administration

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Communication	23,608	40,512	30,444
Board of Trustees fees & expenses	31,212	15,000	33,566
Consumables	24,718	16,992	30,194
Audit Fees	-	6,996	4,990
Accounting Services	7,175	5,760	4,860
Insurance	2,375	-	26,904
Employee benefits - salaries	285,451	275,004	219,201
Employee benefits - salaries, merger related	-	-	2,898
Other Consultancy and Contracts	3,122	7,992	-
General	85,265	69,312	75,930
	462,927	437,568	428,987

6. Property

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Caretaking and cleaning consumables	10,325	3,996	4,125
Consultancy and contract services	60,262	30,000	26,084
Repairs and maintenance	33,200	10,992	4,719
Heat, light and water	34,397	40,992	20,830
Security	4,492	-	122
Employee benefits - salaries	-	-	56,163
Other	21,324	18,996	2,327
	163,999	104,976	114,370

7. Depreciation

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Electronic Equipment	51,429	-	24,449
Furniture and Equipment	14,304	-	9,782
Plant and Equipment	6,209	-	4,158
Motor Vehicles	6,000	-	6,000
Musical Equipment	1,591	-	1,990
Sports Equipment	1,142	-	1,443
	80,675	60,000	47,822

8. Cash and Cash Equivalents

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Current account	17,296	30,196	58,400
Merged School Account	-	-	55,928
Call account	110,635	75,000	72,937
Cash Float	350	250	-
Term Investments - less than three months	41,633	-	-
	169,915	105,196	187,265

Notes to the Financial Statements (continued)

9. Accounts Receivable

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Debtors	25,670	182,000	304,718
Interest accrued	4,820	3,000	2,132
GST Receivable	21,051	25,000	-
Teacher salaries grant	311,123	300,000	296,915
Banking staffing underuse	-	-	28,820
	362,665	510,000	632,585

10. Investments

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Short-term deposits with maturities between three months and one year	394,669	450,000	150,164
	394,669	450,000	150,164

11. Property, Plant and Equipment

	Cost	Accumulated Depreciation	Net Book Value
2014	\$	\$	\$
Electronic Equipment	265,042	172,510	92,532
Furniture and Equipment	149,922	108,569	41,353
Plant and Equipment	70,363	16,994	53,369
Motor Vehicles	30,000	16,590	13,410
Musical Equipment	17,113	13,122	3,991
Sports Equipment	16,206	6,745	9,461
	548,646	334,531	214,115

	Cost	Accumulated Depreciation	Net Book Value
2013	\$	\$	\$
Electronic Equipment	216,743	109,459	107,284
Furniture and Equipment	103,269	66,897	36,372
Plant and Equipment	52,354	16,114	36,240
Motor Vehicles	30,000	10,590	19,410
Musical Equipment	14,575	11,531	3,044
Sports Equipment	7,218	5,699	1,519
	424,159	220,290	203,869

	2014	2013
	\$	\$
Net book value reconciliation		
Net book value at start of year	203,869	174,072
Less: Disposals at book value (other)	-	(21,367)
Less: Depreciation charges for the year	(80,674)	(47,822)
Less: Assets written off	(22,650)	-
Add: Book value of assets from Discovery	58,054	-
Add: Asset acquisition at cost	55,516	98,986
Net book value at year end	214,115	203,869

Notes to the Financial Statements (continued)

12. Accounts Payable

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Creditors	35,451	39,000	39,343
GST Payable	-	-	17,510
Banking Staffing Overuse	54,863	50,000	-
Employee benefits - salaries accrual	329,617	321,000	348,586
	<u>419,931</u>	<u>410,000</u>	<u>405,439</u>

The carrying value of payables approximates their fair value.

13. Income Received in Advance

	2014 Actual	2014 Budget	2013 Actual
	\$	\$	\$
Grants in advance	47,279	50,000	-
Other	13,494	10,000	65,235
	<u>60,772</u>	<u>60,000</u>	<u>65,235</u>

14. Related Party Transactions

The school is an entity controlled by 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.

15. Remuneration

Board of Trustee and Committee members

The total value of the remuneration paid or payable to trustees of the Board and Committee members was as follows:

	2014 Actual	2013 Actual
	\$	\$
Board of Trustees	6,301	6,618
Committee members	-	-
	<u>6,301</u>	<u>6,618</u>

Principal

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

	2014 Actual	2013 Actual
	\$000	\$000
Salaries and other short term employee benefits:		
Salary and other payment Principal	130-140	40-50
Salary and other payment Co-director/Acting Princip	120-130	100-110
Salary and other payment Principal Designate	-	20-30
Benefits and other emoluments	-	-
Termination benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2013: nil).

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

Notes to the Financial Statements (continued)

16. Compensation and other Benefits upon leaving

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

	2014 Actual	2013 Actual
Total value	-	74,690
Number of people	-	3

17. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2014.

(Capital commitments at 31 December 2013: nil)

(b) Operating Commitments

As at 31 December 2014 the Board has entered into the following contracts:

Operating leases for laptops and photocopiers

	2014 Actual	2013 Actual
	\$	\$
No later than one year	45,888	46,161
Later than one year and no later than five years	68,020	68,533
Later than five years	-	-
	<u>113,908</u>	<u>114,694</u>

Leased land and buildings

	2014 Actual	2013 Actual
	\$	\$
No later than one year	371,660	371,660
Later than one year and no later than five years	371,660	371,660
Later than five years	-	-
	<u>743,320</u>	<u>743,320</u>

The School operates from two separate sites. In 2013 the Ministry of Education leased land and buildings from the University of Canterbury and have added additional prefabricated classrooms. It is understood the lease has been extended up until 18 April 2016 but no lease documents have been provided by the Ministry of Education to date. The Ministry of Education has also leased land and buildings from St John of God Hauora Trust and a copy of the lease is held by the school. The lease commenced in 2013 and expires on 31 December 2016. There is one right of renewal for a further year. The annual lease payments for both sites are paid directly by the Ministry of Education to the lessors'.

18. Canterbury Earthquake

As a result of the earthquakes that have struck the Canterbury region since 4 September 2010, the Board of Trustees has incurred additional expenditure. Some of this expenditure was covered by proceeds from insurance claims, additional Ministry of Education funding, and other sources. The Board of Trustees negotiated a settlement in relation to fixed assets damaged in the Christchurch earthquakes. The insurance proceeds have been recognised as revenue in 2013. Damaged fixed assets were written-off for accounting purposes in 2011.

	2014	2013
	Actual	Actual
	\$	\$
Additional funding from Ministry of Education	1,060	12,445
Insurance proceeds	-	249,348
	1,060	261,793
Additional staffing costs	-	15,469
Other minor expenditure items	-	250
	-	15,719

Notes to the Financial Statements (continued)

19. Merger with Discovery One School

The Unlimited Paenga Tawhiti merged with Discovery One School from 28 January 2014. The new merged school is governed by a single combined board of trustees. Years 1 to 8 of the new school continue to be located at the Halswell site until a combined campus can be established in a few years time. The merger has not materially impacted on the value of the assets and liabilities as disclosed in 2013 comparative figures are for Unlimited Paenga Tawhiti as the continuing school.

20. KiwiSport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2014, the school received Kiwisport funding of \$9,615 (excluding GST) which was spent on employment of a Sports Co-ordinator.

21. Contingent Assets and Liabilities

The Company has no contingent assets or liabilities as at 31 March 2014, (2013 Nil).

Ao Tawhiti Unlimited Discovery

Explore your learning • Achieve your potential

Analysis of Variance 2015

Annual Aim 1 - To achieve aspirational and realistic literacy and numeracy goals for our students.

2013 Baseline data

24.4% of Y1-8 students at below or well below the national standard for reading. 53.8% of our Y1-3 students are below or well below the national standard for reading. Our school wide data suggests that as a school we are able to remedy this, with over 50% of our Y7-8 students achieving above the standard.

19.6% of Y1-8 students are below or well below the standard for mathematics. 28.2% of our Y1-3 students are below or well below the national standard for mathematics.

Year 13 data shows improvement across all NCEA levels, but a drop in UE achievement. The drop in UE may be indicative of misunderstanding the rules around approved subjects. There has also been difficulty in ensuring the UE Literacy and Numeracy standard has been met by all students. Placing a focus on UE Literacy and Numeracy could help the school to identify students at risk of not achieving their Literacy or Numeracy so that they can be placed in appropriate level courses. These need not be English or Math classes, as Literacy and Numeracy can be gained from a range of subjects.

Currently there are no alternative data sets to show student achievement in the school. We intend to develop a school wide curriculum review that focuses on achievement against learning outcomes, as well as introducing a system to track personal student goals (at all year levels).

2014 Student Targets:

1. To raise the number of Y13 students achieving University Entrance from 19 (2013) to 30 (of 74 Y13-14 students) by focusing on UE literacy and numeracy requirements
2. Year 1-2 students identified as "below" or "well below" the national standard for reading in 2013 (Year 2 and 3 in 2014), will have made more than one year's progress to be "at" or "above" the national standard for reading or equivalent.
3. Year 3 students identified as "below" or "well below" the national standard for mathematics in 2013 (Year 4 in 2014), will have made more than one year's progress to be "at" or "above" the national standard for mathematics or equivalent.
4. To develop a system to collect and track students' personal achievement goals.

Actions to be taken (as outlined in 2014 Annual Plan)

1. Analyse December 2013 achievement data to inform progress and planning for 2014
2. Monitoring meetings every 4 weeks to discuss progress of target group
3. Interview Y1-3 students and parents to identify reading genre preferences
4. Review start of year e-asTTle (2012) achievement data to identify target groups and their priorities
5. Trial peer reading initiatives in Y1-3
6. Celebrate mathematics in school newsletters
7. Analyse December 2014 achievement data to inform progress and planning for 2015
8. Community forums with parents and families about reading - at school and at home
9. Purchase of reading resources for Y1-8 students
10. Students at risk of not achieving UE Literacy or Numeracy discussed at monthly meetings
11. NCEA Level staff meet to discuss literacy and numeracy credits that are available in each course.
12. Literacy and numeracy standards are publicised in the descriptors
13. Y12-13 students are asked at each 1:1 meeting about Literacy and numeracy goals and these are tracked throughout the year.
14. Process for school wide curriculum review is established and implemented
15. System for personalised and qualification goals is created.

2014 Baseline data

Baseline data 2014 - National Standards

Maths: 78% of our students are 'at' or 'above' the National Standard, with boys out performing girls by 88% to 68%. 35% of Maori students are performing below the standard and 5% are well below. 80% - 90% of our year 6, 7 and 8 students are achieving 'at' or 'above' the National Standard. One third of our students in years 2, 3 and 5 are achieving either below or well below the standard.

Writing: 64% of our students are 'at' or 'above' the National Standard, with girls out performing boys 68% to 60%. 40% of Maori students are achieving below the standard 5% are well below. We have 70% - 80% of students in years 2, 3 and 6 achieving 'at' or 'above' the National Standard. Year 4 and 5 students are in most danger with over 50% of these students below or well below the standard.

Reading: Our students are exceptional readers as a cohort, but this takes time with our Y1-3 students performing poorly compared to the National Standard. The data shows 43% of students performing above the standard, with boys out performing girls by 78% to 62% ('at' or 'above' the National Standard). 30% of Maori students are performing below the standard and 20% well below. 85% - 100% of students in years 6, 7 and 8 are achieving 'at' or 'above' the National Standard. 55% - 65% of year 1 and 2 students are achieving 'below' or 'well below' the National Standard.

Baseline data 2014 - NCEA

Achieving agreed NCEA Qualification Goals

Level 1	19/63 (30.2%)
Level 2	33/75 (44%)
Level 3	42/75 (56%)

NZQA Roll Based Data

National averages are in brackets

Y11 achieving NCEA Level 1	32.8% (71.1)
Y12 achieving NCEA Level 2	37.3% (74.3)
Y13 achieving NCEA Level 3	41.7% (58.8)
Y13 achieving UE	27.8% (44)

Participation Rate Data

National averages are in brackets

Y11 achieving NCEA Level 1	71% (82.7)
Y12 achieving NCEA Level 2	70.5% (85.9)
Y13 achieving NCEA Level 3	81.1% (78.8)
Y13 achieving UE	52.6% (58.8)

Analysis

NCEA

We set a target with the staff to raise the number of students leaving with NCEA level 2. A key focus here was supporting students in achieving literacy and numeracy. We have improved here, but are still short of the Ministry target of 85%. We raised the achievement rate to 76.4% of our Y13 students achieved Level 2 or better in 2014. This was an improvement from 2013. It suggests that our focus on course based NCEA achievement combined with careful monitoring can raise the attainment of Level 2 NCEA.

Our focus on Literacy and Numeracy (including appointing middle leadership positions to monitor these two areas, did not have the desired outcome of raising the level of literacy and numeracy achievement.

We did raise the level of achievement of UE. We were still under the national average. We would be wise to focus on further education with our students and staff on the entry requirements for UE (the national statistics for 2014 would suggest this is a national concern)

A major reason for the variance could be the focus on attaining Level 2 NCEA certificate over literacy and numeracy standards. Despite the plan to focus on alternative ways to obtain NCEA literacy and numeracy standards, we did not have time to make this happen. We need to ensure that the plan is followed in 2015.

National standards

Our target group of students improved slightly in their reading. The major reasons seem to be the professional learning undertaken by staff (including Reggio), collaborative planning and moderating, and further development of literacy choices for all students. That said, 45% of our students in Y2-3 still performed below or well below the standard. Our cumulative data suggests that this is an ongoing trend for our school. Students in Y4-6 dramatically improve in reading, and our Y7-8s are exceptional readers. A continued focus on reading at Y1-3 seems counter productive. Instead we intend to focus on maintaining the way we promote and offer reading choices to our junior students, and aim to make sure all of our Y7-8 students are reading at or above the national standard.

Our Y4 students greatly improved their maths results in 2014. 76.9% of our Y4s achieved at or above the standard. The focus on running information evenings with parents, collaborative planning and moderating, integration of SOLO into feedback and assessment, as well as continued purchasing of resources seems to have made a difference.

Next steps

NCEA literacy and numeracy

As a school we need a continued focus on UE Literacy and Numeracy. The Math and English teams should work to identify (early) students at risk of not achieving their Literacy or Numeracy so that they can be placed in appropriate classes. These need not be English or Math classes, as Literacy and Numeracy can be gained from a range of subjects.

Year 1-8 National Standards

We need to ensure that we run literacy information evenings for our Y1-8 parents, that help promote literacy as a holistic process rather than just something that happens at school. A number of our parents do not believe in promoting reading and writing as a compulsory option. As a school we need to be mindful that literacy helps our students engage with their world, but it does not have to happen in only traditional ways. The continued purchasing of a wide range of literacy resources for our Y1-6 students will help our students have material available that matches their passions and interests, rather than simple being a reading resource.

Annual Aim 2 - To set aspirational and realistic targets for all students undertaking a programme incorporating NCEA

2013 Baseline data

Students attempting enough credits to achieve a NCEA certificate are currently achieving well, with 75% of Y11 achieving Level 1, 85% of Y12 achieving Level 2 and 78% of Y13 achieving Level 3. This compares favourable to national participation based achievement rates. These participation statistics are important at Ao Tawhiti Unlimited Discovery as our school encourages students to work at the most appropriate level rather than their age level. With that said our roll based statistics for 2013 are very low, with 33 of 86 Y11s achieving NCEA Level 1, 39 of 85 Y12s achieving Level 2 and 24 of 71 Y13s achieving Level 3. We do not currently have a reliable system to record personalised qualification goals. This would provide the school with a better gauge of how successful our students were in achieving their goals. For example if a Y11 sets a Level 3 qualification or a Y13 sets a Level 1 qualification goal, we would like to be able to report on these in addition to the NZQA statistic sets, as this is the information that actually matters to our students and their families.

2014 Student Targets:

- 2.1 At least 85% of students with a NCEA Level 1 Certificate qualification goal, will achieve their NCEA Level 1 certificate
- 2.2 At least 85% of students with a NCEA Level 2 Certificate qualification goal, will achieve their NCEA Level 2 certificate
- 2.3 At least 85% of students with a NCEA Level 3 Certificate qualification goal, will achieve their NCEA Level 3 certificate

Actions to be taken (as outlined in 2014 Annual Plan)

1. Set NCEA qualification goal prior to the end of Term 1 for all Y11-13 students
2. Monitor Y11-13 student progress through monthly meetings with curriculum learning advisors
3. More emphasis on attainment of certificates given at student and parent NCEA meetings.
4. Develop and document a process to alert parents to students at risk of not achieving
5. All staff to continue developing a professional subject network to ensure standards are being appropriately delivered and accurately assessed
6. Promote NCEA in newsletters and information evenings to parents.
7. LAs to identify students at risk of not achieving and discuss them at monthly meetings. Identified students are discussed individually and plans made in 1:1s to mentor and set goals for achievement.
8. Emphasis on accurately recording student standards and accurately entering student standards to NZQA

2014 Baseline data

Achieving agreed NCEA Qualification Goals

Level 1	19/63 (30.2%)
Level 2	33/75 (44%)
Level 3	42/75 (56%)

NZQA Roll Based Data

National averages are in brackets

Y11 achieving NCEA Level 1	32.8% (71.1)
Y12 achieving NCEA Level 2	37.3% (74.3)
Y13 achieving NCEA Level 3	41.7% (58.8)
Y13 achieving UE	27.8% (44)

Participation Rate Data

National averages are in brackets

Y11 achieving NCEA Level 1	71% (82.7)
Y12 achieving NCEA Level 2	70.5% (85.9)
Y13 achieving NCEA Level 3	81.1% (78.8)
Y13 achieving UE	52.6% (58.8)

Analysis

Our NCEA achievement is extremely poor even by our preferred measure - personal qualification goals. There are countless possible explanations for this. The reality is however that as a school we need to greatly improve the level of achievement for our NCEA students. 2014's NZQA MNA report highlighted that our students are quite successful in the standards they sit. The report clearly identified a need to quickly remedy the fact that many students did not sit enough standards to achieve a certificate. As a school we need a continued focus on UE Literacy and Numeracy. The Math and English teams should work to identify (early) students at risk of not achieving their Literacy or Numeracy so that they can be placed in appropriate classes. These need not be English or Math classes, as Literacy and Numeracy can be gained from a range of subjects.

We set a target with the staff to raise the number of students leaving with NCEA level 2. A key focus here was supporting students in achieving literacy and numeracy. We have improved here, but are still short of the Ministry target of 85%.

The roll based data is extremely poor. This is not a new experience for Unlimited Paenga Tawhiti. It has always struggled with this measure. Effectively it measures for one year, the number of Year 11s that achieved Level 1. Our students do not work inside that box. Our roll based data will always be lower than other schools. This is because we have many students working at levels below or above their "normal" year level (eg NCEA level 1 at Year 11). Regardless these numbers are extremely low (although not that different from UPT data).

We need to promote qualifications as a pathway with our students in IEMs and ensure that this is built into their IEP. The Senior Leadership Teams has no issue with our roll based statistics being low. Our issue is when our other school based measures are equally low. A large number of our students simply did not attempt enough credits during the year to achieve a qualification at any level. This was highlighted in our MNA report in 2014. With most students taking 4-5 courses throughout the year, they have approximately 56-70 credits offered to them during the year (excluding external examinations). When developing an individual education plan at Y11-13 it is important for our learning advisors, parents and students to make sure that the chosen pathway offers enough opportunities for students to reach their set goal.

Our participation stats are considerably better but I would like to see these higher than the national average. Participation is a better measure for us as it only includes students that were entered in enough credits to achieve that qualification. Being higher here still doesn't help measure the multilevel nature of our students. What it does show however is that when students have built programmes that offer enough credits, they are mostly achieving them (particularly at Level 3).

University entrance requirements changed last year. Students now need Level 3 and UE literacy and numeracy. The national average dropped almost 12% last year. Again I do not think this is a good measure for students at Ao Tawhiti Unlimited Discovery, as it ignores the personalised pathways we attempt to build.

Overall our concern is the lack of data that we have to measure our personalised approach. The LMS should over time rectify this. As a school we should be more than happy to argue that the NZQA provided measures, which work incredibly well for traditional schools, are inadequate for us. However it is difficult to not make this simply sound like convenient excuse-making without strong data sets that do reflect our special character. This must be a priority for 2015 and beyond if we are to deal with the potentially harmful negative press that comes from the publishing of league tables each year (UPT experienced this several years ago the publication of an opinion article following the publishing of the league tables).

Examining the qualification goals suggests that the students, parents and learning advisors at Ao Tawhiti Unlimited Discovery need support in setting qualification goals. Of the students that did not achieve their goal the majority were not even close. This would suggest that the goal was either not appropriate for the learner, not monitored closely enough or simply not able to be achieved. I am extremely comfortable with student's not meeting realistic goals through failure or lack of personal engagement / responsibility. I find it difficult to believe this was the case for every student. In fact looking at the data suggests that only 10 students were close to achieving their goal but failed. This would suggest that they had set a realistic goal but simply did not quite get there. We would have expected this to have been the case for most if not all of the students who did not meet their intended goal.

In 2014 every student sitting any NCEA set a qualification goal (QG). The purpose of this was to allow us to track the personalised NCEA goals set by our students. This was reported on by homebase learning advisors at the end of each term to help provide students and parents with an indication of how the student was tracking towards achieving this goal. The secondary purpose was to create a data set that could be used to highlight how our students were actually using NCEA. Traditionally, and by NZQA, schools track NCEA level 1 against enrolled Year 11s, NCEA Level 2 against enrolled Year 12s and NCEA Level 3 against enrolled Year 13s. As our students work at the appropriate level to their learning this often left us performing very poorly against this measure. The Qualifications goal were there to provide a more accurate measure.

Further analysis of the 2014 Qualification Goal data shows that we are a long way off having a good system to track our students. If this is a more accurate measure then we are performing worse than the NZQA produced measures. For example, only 19/63 (30.2%) of students who set a NCEA Level 1 qualification goal, achieved it, compared with 32.8% of enrolled Y11s achieving NCEA Level. Both are considerably below the national average of 71.1%. As a school that prides itself on being to create successful personalised programmes for students, neither statistic is satisfactory.

Having reviewed the entire qualification goal set, there is an immediate need to work with students and learning advisors to set appropriate goals and to improve the way we track them. Last year we set targets of 85% of students to achieve their set QG. This was at the time seen as realistic. We did not get half way for any certificate.

The statistics below require the Y10-13 learning advisors and SLT to improve our efforts when setting and tracking goals

- 49.8% of those with an NCEA goal were successful
- 50.02 of those with an NCEA goal failed to achieve it
- 28% of students who were reported as being "on target" at the end of term 3, failed to achieve their NCEA goal
- 76% of students who were reported as "progressing towards" at the end of term 3, failed to achieve their NCEA goal
- 100% of students who who were reported as "not progressing" at the end of term 3, failed to achieve their NCEA goal
- 47% of students who failed to achieve their NCEA goal and were reported as "progressing towards" gained less than 40 credits towards their stated qualification in 2014
- 1 student was reported having achieved their NCEA goal when they had not

Next steps

We intend to maintain the target of 85% at all levels from last year as this should be our minimum expectation. To do this we need to invest considerable time into PLD on goal setting with our staff, parents and students. This should include information evenings, work parties and discussion groups.

To overcome our concerns with goal setting we intend to place a considerable amount of professional learning into goal setting, using GROW and ARA models to improve the way we work with students with an NCEA goal.

We also need to examine why students enrolled in courses at school are choosing to not sit the NCEA assessments on offer, when it supports their stated goal. We also need to ensure that courses clearly state the number of credits on offer, when they are on offer and that recording of results is managed in a timely manner.

As a school, NCEA is not the driving factor for learning. However last year's failure to achieve against our own measure requires a concerted focus by the entire community.

Annual Aim 3 - To ensure that Māori and Pasifika students are supported in achieving educational success

2013 Baseline data

2014 Student Targets:

- 3.1 All Māori and Pasifika students with an NCEA qualification goal will achieve their set goal.
- 3.2 5 Māori students below the national standard for mathematics will make one years accelerated progress to be "at" or "above" the national standard or equivalent

Actions to be taken (as outlined in 2014 Annual Plan)

9. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
10. Personal achievement goals monitored in each 1:1 or conference and IEP
11. Māori and Pasifika reported on to BoT on regular basis
12. Continue He Kakano PLD (1 year extension)

Analysis

The 2014 National Standards data shows that Maori students performed significantly poorer than our non Maori students. Overall data shows that 10 (50%) of our Maori students sitting the reading national standards were below or well below. This drops to 9 students (45%) for the writing national standard and 8 students (40%) in mathematics. We set a target last year of improving the levels of achievement for our Maori students. The students identified did not move down but did not move to at or above.

Last year we intended to continue to be involved with He Kakano. This did not occur with the school leadership never contacted about the project despite committing to the project in 2013. There is still a considerable difference in Maori professional learning and opportunities between the staff originally from Discovery 1 and Unlimited. The senior leadership and Board have identified that we need to further develop our engagement with Maori and our knowledge of working with Maori students. We will build a relationship with Tuahiwi Marae as a staff and use this to further support our students.

We have also identified that we need to greatly improve our support of all of our NCEA level students, including Maori. The vocational pathways, youth guarantee scheme and mentoring promoted by Rawhiri Gibson and Trevor McIntyre are already a nature part of our process. We need to make sure that as a staff we are aware of our Maori students and are continuing to promoted Maori achievement.

Our NCEA data shows that there were no Year 11 Maori attempting Level 2 or 3. Maori attempting NCEA Level 1 performed below the national average. At Year 12 our Maori students performed significantly below the national average at both Level 1 and 2. No Maori attempted NCEA Level 3 or UE at Year 12. Year 13 Maori achieved closer to the national averages for Year 13. We intend to improve Maori achievement in NCEA by improving our identification of Maori students coupled with setting of goals early in the year, and monitoring these goals through improved 1:1 meetings and support. We also

need to improve the frequency and relevance of our consultation with our Maori community. These meetings need to be focused on discussing and implementing ways to promote personal success for our Maori students. Again all the advice we have received suggests that this should help all our Maori students achieve their qualification goals.

Next Steps

We have a considerable issue at NCEA. We do not have a Te Reo Maori Learning Advisor. We will continue to make this a priority for the first term. We also have a concern with our Maori statistics targets for 2015. The opening of Te Pa means that we have lost several of our Maori students to the new school.

There is still a need to improve the PLD of the staff. We need to build our relationship with Tuahiwi Marae.

We also need to connect more effectively with our whanau groups in the school. Termly meetings to discuss Maori student success should be a focus of the BOT and SLT.

There is a considerable need to focus on developing the our delivery of reading for our Y1-8 Maori students. This should be a focus of any discussion with have with PLD providers or the community.