

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2015

School Address:

Years 0 to 6 - Discovery Campus
90 McMahon Drive, Halswell
Christchurch 8025

Years 7 to 13 - Unlimited Campus
Wairarapa Block, University of Canterbury,
Cnr Parkstone Ave & Oak Drive
Christchurch 9041

School Postal Address:

PO Box 4666
Christchurch 8140

School Phone:

(03) 377 7773

Ministry Number:

683

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

Financial Statements - For the year ending 31 December 2015

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Cashflow Statement
6 - 8	Statement of Accounting Policies
9 - 15	Notes and Disclosures

Ao Tawhiti Unlimited Discovery School

Statement of Responsibility

For the year ended 31 December 2015

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 2015.

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

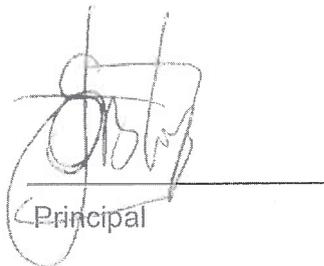
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2015 fairly reflect the financial position and operations of the School.

The School's 2015 financial statements are authorised for issue by the Board Chairperson and Principal.



Chairperson



Principal

19/5/2016

Date

19/5/2016

Date

Ao Tawhiti Unlimited Discovery School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Revenue				
Government Grants	2	4,506,863	4,706,300	4,420,305
Locally Raised Funds	3	143,329	288,010	232,664
Interest Earned		29,602	24,000	29,983
		<u>4,679,793</u>	<u>5,018,310</u>	<u>4,682,952</u>
Expenses				
Locally Raised Funds	3	30,496	-	18,364
Learning Resources	4	3,754,108	4,371,928	4,098,396
Administration	5	431,295	397,624	436,929
Finance Costs	6	1,409	-	-
Property	7	388,403	158,700	164,000
Depreciation	8	96,384	61,000	80,675
Loss on Disposal of Property, Plant and Equipment		1,641	-	22,650
		<u>4,703,736</u>	<u>4,989,252</u>	<u>4,821,014</u>
Net Surplus / (Deficit)		(23,943)	29,058	(138,062)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(23,943)</u>	<u>29,058</u>	<u>(138,062)</u>

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

Ao Tawhiti Unlimited Discovery School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2015

	Actual 2015 \$	Budget (Unaudited) 2015 \$	Actual 2014 \$
Balance at 1 January	660,660	704,948	704,948
Total comprehensive revenue and expense for the year	(23,943)	29,058	(138,062)
Owner transactions			
Contribution - Furniture and Equipment Grant	-	-	93,774
Equity at 31 December	<u>636,717</u>	<u>734,006</u>	<u>660,660</u>
Retained Earnings	636,717	734,006	660,660
Reserves	-	-	-
Equity at 31 December 2015	<u>636,717</u>	<u>734,006</u>	<u>660,660</u>

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

Ao Tawhiti Unlimited Discovery School
Statement of Financial Position
As at 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Current Assets				
Cash and Cash Equivalents	9	397,007	117,890	169,914
Accounts Receivable	10	422,571	340,000	341,614
GST Receivable		3,579	-	21,051
Investments	11	43,646	500,000	394,669
		<u>866,803</u>	<u>957,890</u>	<u>927,248</u>
Current Liabilities				
Accounts Payable	13	383,588	395,000	419,931
Revenue Received in Advance	14	48,715	-	60,773
		<u>432,304</u>	<u>395,000</u>	<u>480,704</u>
Working Capital Surplus or (Deficit)		434,499	562,890	446,544
Non-current Assets				
Property, Plant and Equipment	12	202,218	171,116	214,116
		<u>202,218</u>	<u>171,116</u>	<u>214,116</u>
Net Assets		<u>636,717</u>	<u>734,006</u>	<u>660,660</u>
Equity		<u>636,717</u>	<u>734,006</u>	<u>660,660</u>

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

Ao Tawhiti Unlimited Discovery School
Cash Flow Statement
For the year ended 31 December 2015

		2015	2015	2014
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		4,314,550	1,010,428	4,713,559
Locally Raised Funds		95,271	296,754	170,147
Goods and Services Tax (net)		17,472	25,000	(38,561)
Payments to Employees		(3,811,077)	(519,012)	(3,941,057)
Payments to Suppliers		(681,391)	(944,248)	(742,486)
Interest Paid		(1,409)	-	-
Interest Received		28,781	22,000	27,295
Net cash from / (to) the Operating Activities		(37,803)	(109,078)	188,897
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)			(12,116)	
Purchase of PPE (and Intangibles)		(86,127)	-	(55,517)
Purchase of Investments		(62,730)	(50,000)	(244,505)
Proceeds from Sale of Investments		413,753		
Net cash from / (to) the Investing Activities		264,896	(62,116)	(300,022)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	93,774
Net cash from Financing Activities		-	-	93,774
Net increase/(decrease) in cash and cash equivalents		227,093	(171,194)	(17,351)
Cash and cash equivalents at the beginning of the year	9	169,914	289,084	187,265
Cash and cash equivalents at the end of the year	9	397,007	117,890	169,914

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

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

Ao Tawhiti Unlimited Discovery School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2015

a) Reporting Entity

Ao Tawhiti Unlimited Discovery 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 2015 to 31 December 2015 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 PBE Accounting Standards (PBE IPSAS) 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. These financial statements are the first set of financial statements presented in accordance with the new PBE accounting standards.

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

In preparing these financial statements the School has made estimates and assumptions concerning the future in regard to asset lives and impairment of assets. Where these estimates and assumptions are considered critical by the School, they are disclosed in the relevant note below.

c) Revenue Recognition

Government Grants Schools

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.

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

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) 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.

e) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They 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. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

g) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The School operates from two separate sites which are leased by the Ministry of Education.

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.

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:

Information and communication technology	3-5 years
Motor vehicles	5 years
Plant and Equipment	5-10 years

h) 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 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.

i) 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.

j) 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.

k) Revenue Received in Advance

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

l) Financial Assets and Liabilities

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

The School's financial liabilities comprise accounts payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

m) 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.

n) Budget Figures

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

o) 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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	929,491	965,088	970,914
Teachers' salaries grants	3,035,112	3,499,992	3,308,768
Use of Land and Buildings grants	213,754	-	-
Resource teachers learning and behaviour grants	40,736	-	-
Other MoE Grants	243,841	205,880	96,694
Other government grants	43,929	35,340	43,929
	<u>4,506,863</u>	<u>4,706,300</u>	<u>4,420,305</u>

3. Locally Raised Funds

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations	50,030	-	90,600
Fundraising	7,797	133,956	-
Curriculum recoveries	-	-	-
Activities	-	-	-
Other revenue	24,114	65,798	21,982
Trading	-	-	-
Curriculum Recoveries	61,388	88,256	120,082
	<u>143,329</u>	<u>288,010</u>	<u>232,664</u>
<i>Expenses</i>			
Activities	-	-	14,396
Fundraising (costs of raising funds)	4,499	-	3,968
Other Fund Costs	25,996	-	-
	<u>30,496</u>	<u>-</u>	<u>18,364</u>
<i>Surplus for the year Locally raised funds</i>	<u>112,833</u>	<u>288,010</u>	<u>214,300</u>

4. Learning Resources

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	255,216	394,245	374,769
Information and communication technology	9,938	38,900	2,884
Extra-curricular activities	-	-	-
Employee benefits - salaries	3,462,072	3,727,000	3,691,904
Resource/attached teacher costs	-	205,783	-
Staff development	26,881	6,000	28,839
	<u>3,754,108</u>	<u>4,371,928</u>	<u>4,098,396</u>

5. Administration

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	12,900	6,450	-
Board of Trustees Fees	3,825	-	31,212
Board of Trustees Expenses	16,056	15,000	-
Communication	46,375	23,200	23,608
Consumables	33,773	25,500	24,718
Operating Lease	46,487	-	59,268
Other	-	59,600	-
Employee Benefits - Salaries	249,324	261,004	285,451
Insurance	4,006	-	2,375
Service Providers, Contractors and Consultancy	18,550	6,870	10,297
	<u>431,295</u>	<u>397,624</u>	<u>436,929</u>

6. Finance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Finance Costs	1,409	-	-
	<u>1,409</u>	<u>-</u>	<u>-</u>

7. Property

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	21,954	10,000	10,325
Consultancy and Contract Services	65,870	65,000	60,262
Grounds	7,412	15,000	21,324
Heat, Light and Water	49,602	37,000	34,397
Repairs and Maintenance	27,333	31,700	33,200
Use of Land and Buildings - Non-Integrated	213,754	-	-
Security	2,478	-	4,492
	<u>388,403</u>	<u>158,700</u>	<u>164,000</u>

Due to the school's present location no cyclical maintenance expense or use of land and buildings expense has been recognised.

8. Depreciation of Property, Plant and Equipment

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Furniture and Equipment	21,171	15,000	23,246
Information and Communication Technology	69,213	40,000	51,429
Motor Vehicles	6,000	6,000	6,000
	<u>96,384</u>	<u>61,000</u>	<u>80,675</u>

9. Cash and Cash Equivalents

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	350	350	350
Bank Current Account	-	17,540	17,296
Bank Call Account	36	100,000	110,635
Short-term Bank Deposits with a Maturity of Three Months or Less	413,753	-	41,633
Bank Overdraft	(17,133)	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>397,007</u>	<u>117,890</u>	<u>169,914</u>

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

Of the (\$16,746) Cash and Cash Equivalents, \$12,773 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.

10. Accounts Receivable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	3,600	25,000	26,211
Debtor Ministry of Education	175,444	-	-
Interest Accrued	5,101	5,000	4,280
Teacher Salaries Grant Receivable	<u>238,426</u>	<u>310,000</u>	<u>311,123</u>
	<u>422,571</u>	<u>340,000</u>	<u>341,614</u>
Receivables from Exchange Transactions	8,701	30,000	30,491
Receivables from Non-Exchange Transactions	413,870	310,000	311,123
	<u>422,571</u>	<u>340,000</u>	<u>341,614</u>

11. Investments

The School's investment activities are classified as follows:

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	43,646	500,000	394,669

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2015.

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Furniture and Equipment	108,174	1,800	(847)	-	(21,171)	87,956
Information and Communication Technology	92,532	84,327	(794)	-	(69,213)	106,852
Motor Vehicles	13,410	-	-	-	(6,000)	7,410
Balance at 31 December 2015	214,116	86,127	(1,641)	-	(96,384)	202,218

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Furniture and Equipment	248,028	(160,071)	87,957
Information and Communication Technology	345,960	(239,109)	106,852
Motor Vehicles	30,000	(22,590)	7,410
Balance at 31 December 2015	623,988	(421,770)	202,218

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2014						
Furniture and Equipment	93,052	46,080	(7,712)	-	(23,246)	108,174
Information and Communication Technology	149,460	9,437	(14,936)	-	(51,429)	92,532
Motor Vehicles	19,410	-	-	-	(6,000)	13,410
Balance at 31 December 2014	261,922	55,517	(22,648)	-	(80,675)	214,116

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2014			
Furniture and Equipment	253,604	(145,430)	108,174
Information and Communication Technology	265,042	(172,510)	92,532
Motor Vehicles	30,000	(16,590)	13,410
Balance at 31 December 2014	548,646	(334,530)	214,116

13. Accounts Payable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	42,243	35,000	35,451
Accruals	986	-	-
Banking Staffing Overuse	67,206	60,000	54,863
Employee Benefits Payable - Salaries	262,426	300,000	329,617
Employee Benefits Payable - Leave Accrual	10,727	-	-
	<u>383,588</u>	<u>395,000</u>	<u>419,931</u>
Payables for Exchange Transactions	383,588	395,000	419,931
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>383,588</u>	<u>395,000</u>	<u>419,931</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	47,279
Other	48,715	-	13,494
	<u>48,715</u>	<u>-</u>	<u>60,773</u>

15. 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.

16. Remuneration

Key management personnel compensation

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

	2015 Actual \$	2014 Actual \$
Salaries and Other Short-term Employee Benefits (9.78 FTEs)	920,245	883,391
Post-employment Benefits	-	-
Other Long-term Benefits	-	-
Termination Benefits	-	-
	920,245	883,391

Board of Trustee and Committee Members

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

	2015 Actual \$	2014 Actual \$
Board of Trustees (0.37 FTE)	3,825	6,301
	3,825	6,301

Principal

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

	2015 Actual \$000	2014 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

	Remuneration \$000	2015 FTE Number	2014 FTE Number
No other employees paid more than \$100,000		-	-
		0	0

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

17. Compensation and Other Benefits Upon Leaving

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

	2015 Actual	2014 Actual
Total	-	-
Number of People	-	-

18. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2015 (Contingent liabilities and assets at 31 December 2014: nil).

19. Commitments

(a) Capital Commitments

As at 31 December 2015 the Board had no capital commitments.

(Capital commitments at 31 December 2014: nil)

(b) Operating Commitments

As at 31 December 2015 the Board has entered into the following contracts:

(a) operating lease of a photocopier, laptops and a visitor sign in & out system;

	2015 Actual \$	2014 Actual \$
No later than One Year	47,927	45,888
Later than One Year and No Later than Five Years	22,132	68,020
Later than Five Years	-	-
	70,059	113,908

Leased land and buildings: 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 leases are between the Ministry and the University of Canterbury, with the School occupying the leased premises. The current leases for the University of Canterbury have been negotiated and are with the Ministry for final review and sign off. The leases will expire 31 December 2017. The annual lease amount will increase from \$138,094 in 2015 to \$166,940 in 2016.

The Ministry has also leased land and buildings from St John of God Hauora Trust. It commenced in 2013 and expires on 31 December 2016, with a further right of renewal of one year. The Ministry has indicated it will be exercising that right of renewal. The annual lease amount is \$75,660 for 2015 and 2016.

For all land and building lease agreements, the annual lease payments are paid directly by the Ministry to the lessors.

20. 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.

21. Financial Instruments

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

Cash and receivables

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Cash and Cash Equivalents	397,007	117,890	169,914
Receivables	422,571	340,000	341,614
Investments - Term Deposits	43,646	500,000	394,669
Total Cash and Receivables	863,224	957,890	906,197

Financial liabilities measured at amortised cost

Payables	383,588	395,000	419,931
Total Financial Liabilities Measured at Amortised Cost	383,588	395,000	419,931

22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.
(2014: There were no significant events after balance date)

KiwiSport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2015, the school received Kiwisport funding of \$8954.88 (excluding GST) which was spent on employment of a Sports Co-ordinator.

Ao Tawhiti Unlimited Discovery

Members of the Board of Trustees 2015

<i>Name</i>	<i>Position</i>	<i>Held Until</i>
<i>Belinda Nicholls</i>	<i>Elected Chairperson</i>	<i>Apr 2016</i>
<i>Sarina Dickson</i>	<i>Parent Representative</i>	<i>Apr 2016</i>
<i>Dalene Mactier</i>	<i>Parent Representative</i>	<i>Apr 2016</i>
<i>Matthew Parrett</i>	<i>Parent Representative</i>	<i>Apr 2016</i>
<i>Karen Wylaars</i>	<i>Parent Representative</i>	<i>Apr 2016</i>
<i>Evan Kidd</i>	<i>Co-opted Member</i>	<i>May 2015</i>
<i>Daniel McKay</i>	<i>Co-opted Member</i>	<i>Apr 2016</i>
<i>Feroze Brailsford</i>	<i>Student Representative</i>	<i>Sep 2015</i>
<i>Patrice Le Sueur</i>	<i>Student Representative</i>	<i>Sep 2016</i>
<i>Melanie Stopford</i>	<i>Staff Representative</i>	<i>Sep 2015</i>
<i>Richard McCance</i>	<i>Staff Representative</i>	<i>Apr 2016</i>
<i>Steven Mustor</i>	<i>Principal</i>	

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF AO TAWHITI UNLIMITED DISCOVERY SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015**

The Auditor-General is the auditor of Ao Tawhiti Unlimited Discovery School (the School). The Auditor-General has appointed me, John Hooper, using the staff and resources of John Hooper & Co, to carry out the audit of the financial statements of the School on her behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2015, the statements of comprehensive revenue and expense, changes in net assets / equity and cash flow 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 2015; and
 - its financial performance and cash flow for the year then ended: and
- comply with generally accepted accounting practice in New Zealand, and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 25 May 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the School's financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

As part of our audit, we assessed 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 error arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. Also, we did not evaluate the security and controls over the electronic publication of the financial statements.

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

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for the preparation and fair presentation of financial statements for the School that comply with generally accepted accounting practice in New Zealand and Public Benefit Entity Standards with disclosure concessions.

The Board of Trustees' responsibilities arise from the Education Act 1989.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error. The Board of Trustees is also responsible for the publication of the financial statements, whether in printed or electronic form.

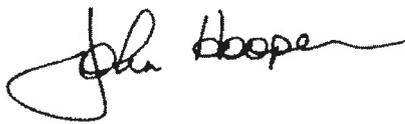
Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

Other than the audit, we have no relationship with or interests in the School.



JOHN HOOPER

John Hooper & Co

On behalf of the Auditor-General

Christchurch, New Zealand

Ao Tawhiti Unlimited Discovery

Explore your learning • Achieve your potential

Analysis of Variance - February 2016

Annual Aim 1

To develop and trial processes to support independent learning

Context 2015 (Annual Plan)

Ao Tawhiti Unlimited Discovery has a firm philosophical belief that student's are central in directing their learning. Students are encouraged to develop their own projects, inquiries and learning programmes through intentional planning with parents and learning advisors. Y7-13 students at Ao Tawhiti Unlimited Discovery are largely unsupported in their Student Directed Learning time (SDL) or Project Based Learning time (PBL). This is partly due to the pressure to staff 1:1 meetings, conferences, classes while meeting our contractual requirements. Last year we trialled employing 1 support staff member to support with monitoring PBL in the Y9-13 school, and one learning advisor is employed part time to support science and technology projects for Term 1 at the YO-8 school. This investment in staffing had some impact on promoting our SDL and PBL, but in effect became a person employed to take a very large role. Personal projects while philosophically vital to our special character often suffer to a lack of obvious rewards that course based learning naturally provides (NCEA, timely and relevant feedback on learning).

For 2015 we intend to promote student directed learning by changing the manner in which we plan for and deliver it. From Y7-13 we will require the student's homebase LA to develop a SDL / PBL plan in their IEMs and monitor it through the student's 1:1s. The intention is to place the responsibility for the learning with the student. It also removes the need for us to staff someone in a room to take the roll.

The gradual roll out of the a purpose built Learning Management System (LMS) across the year is also an important part of developing a system to support students with their independent learning. Students will be able to set goals in the LMS, link it to curriculum and track it online.

A pressure we expect to face is the confines of the buildings we are currently working in. Modern Learning practices are often dependent on suitable spaces. We have a refurbished open plan space but it is not a modern learning environment. I expect that this will create some issues for the staff in this space as they attempt to balance the needs of workshops and interest based class learning with the needs of students managing their own learning. A suggestion would be to work with the entire staff in developing ways to support students in managing their own learning through the careful development of projects, IEPs and providing adequate resourcing for students to be able to locate and use independent curriculum resources for curriculum levels 3-8.

Actions to be taken (as outlined in 2015 Annual Plan)

- Develop a range of generic NCEA activities available at Level 1, 2 and 3
- Develop a range of generic curriculum activities for students working at curriculum levels 3, 4 and 5
- Interview / survey students about value of SDL / PBL and classes
- Use SDL survey results to inform 2016 SDL structures
- Roll out of LMS in Y1-9 communities
- MLP professional development and visits for 1-9 community leaders

Analysis

Considerable progress was made to achieving the goals outlined above. A student survey was conducted in Term 3. This information was used to help inform several of the structures that have been put into place for 2016. Students were eager to see all aspects of their learning supported (particularly independent learning). This led to the creation of our new timetable, and the focus this system has on building the skills for student to manage their independent learning up to year 10 and have easier access to many different LAs from Y11. The mentoring time is a completely new system for 2016 and will need considerable time to be implemented and reviewed.

The LMS was tested across all of the communities up to Y9. This allowed us to experiment with how it could be best used to support our students. Our Systems Leader was heavily resourced with time to ensure that the LMS could be developed as changes were needed. From 2016 all communities in the school are expected to use the LMS.

The development of independent learning activities is ongoing. Mentoring may create this without the need for direction - as several students are likely to use the time to request independent NCEA activities.

The work with the Community Leaders (integrating them into a wider leadership group) was begun last year with the creation of a strategic leadership group and a monthly meeting. This work will continue in 2016. This will require considerable investment in PLD as there is a strong desire from Senior Leadership to ensure that middle leadership has access to the same "toolbox" of PLD that was offered to them in 2014.

Next Steps

Monitoring and review of mentoring

Establishment of a student focus group to create the 2016 student survey

Review and development of LMS.

Support with LMS for all staff provided

Annual Aim 2

To induct new members of the school into our culture and philosophy

Context 2015 (Annual Plan)

This was set as a goal for 2014. With the exception of a review and overhaul of the interview processes used at each school (prior to the merger), very little else was achieved towards this goal. For 2015 the Board of Trustees and the Senior Leadership team have made a commitment to improve the way it engages with the students and parent communities. There is a significant need to find ways to easily get feedback from students on key issues like course based learning, independent learning and improving student connection and engagement with the wider community. There is also a need to ensure that our enrolment, interview and induction processes for 2016 target families and students with a commitment to our special character. Some of the feedback from the community during the consultation for the 2015 charter, suggested that many of the existing families don't get or fail to commit to the special character. In 2014 the Board of Trustees made a concerted effort to clearly define the special character. It is the leadership team's role to ensure that this is reflected in each aspect of our enrolment and induction processes.

Actions to be taken (as outlined in 2015 Annual Plan)

- Create opportunities for student voice
- Develop school wide enrolment processes
- Create opportunities for parent voice - through community meetings and PLD evenings
- PLD for Middle Leaders on coaching
- Develop school wide induction processes with a focus on the special character

Analysis

- Create opportunities for student voice
- Develop school

Next Steps

- Create opportunities for student voice
- Develop school

Annual Aim 3

To ensure that Māori and Pasifika students are supported in achieving educational success

Baseline data 2014

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.

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.

Student Targets:

1. At least 5 of the 8, Year 1-7 Maori students identified as "below" or "well below" the national standard for writing in 2014 (Year 2 and 8 in 2015), will have made more than one year's progress to be "at" or "above" the national standard for writing or equivalent.
2. At least 85% of Māori and Pasifika students with an NCEA qualification goal will achieve their set goal.

Actions to be taken (as outlined in 2015 Annual Plan)

- All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
- Personal achievement goals monitored in each 1:1 or conference and IEP
- Māori and Pasifika reported on to BoT at every meeting
- Community forums set up to discuss Maori and Pasifika success
- Professional learning opportunities with local iwi established
- Marae visit for whole staff
- Purchase Y1-8 reading resources based on Maori student interest and community/whanau forums

Analysis

2015 identified this as an important aim for our school. Several steps were undertaken to start this process, most notably an initial meeting of a whanau group to talk about powhiri, mihi whakatau and how to bring more opportunities for Te Reo Maori and tikanga into our school. A professional learning group was also established by a group of learning advisors. They began looking at the data we had, how we used it and what we were doing to improve outcomes for our Maori students.

All of this work is still in its infancy. Several of the planned opportunities from last year's annual plan were not undertaken as leadership was regularly forced to work around property matters as directed by the Ministry. These ongoing distractions (as no tangible outcomes around property have yet been achieved) significantly impacted on the ability to organise and implement any of intended visits to marae or work with local iwi. The Director has made this a priority above property for 2016, as our Maori and Pasifika students continue to perform lower than the rest of our students.

The 2015 National Standards data shows that Maori students performed significantly poorer than our non Maori students. Overall data shows that 8 (50%) of our Maori students sitting the reading national standards were below or well below. This drops to 6 students (37.5%) for both the writing and mathematics national standards. We set a target last year of improving the levels of achievement for our Maori students. We had some success in both writing and mathematics but did not see any improvement in reading

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. The work last year our of professional learning group needs to be maintained and continued. We have employed a Kaiako for 2016 to further support this area for improvement

In 2015 no Year 11 Maori attempted Level 2 or 3. This was the same as 2014. Maori attempting NCEA Level 1 performed below the national average. At Year 12 our Maori students performed significantly below the national average at Level 1, but better at Level 2. No Maori students attempted NCEA Level 3 or UE at Year 12. Year 13 Maori achieved slightly above the national averages for Year 13. It is worth noting that Year 13 Maori appear to catch up with NCEA Level 1. This may be because they are taking a multi-year approach to NCEA, or this statistic may be the result of some Maori leaving school prior to Year 13.

Our roll-based statistics show a continuing trend towards meeting the national target of 85% of 18 year olds (in our case, school leavers — i.e. Year 13) attaining NCEA Level 2 (or equivalent). Continued monitoring of Year 13s will help ensure this trend continues. Our participation results are misleading due to the fact that not all students engage in sufficient standards to achieve at a given level. One way to address this issue is to ensure that all students are entering enough NCEA standards to achieve NCEA. However, this may result in a conflict with the school's special character.

Maori are sitting below the national average for Maori at NCEA Level 1. Although they appear to catch up in Year 13, we should look more closely at what is going in in Year 11 and 12.

Next steps

- All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
- Personal achievement goals monitored in each 1:1 or conference and IEM
- Māori and Pasifika reported on to BoT at every meeting
- Community forums set up to discuss Maori and Pasifika success
- Professional learning opportunities with local iwi established
- Marae visit for whole staff identified and professional learning plan developed to support
- All Y11 Maori students have a clear NCEA Level 1 plan (this could include achievement over several years)
- NCEA Level Maori students are offered Gateway and Careers guidance at IEMs and 1:1 meetings
- Purchase Y1-8 reading and writing resources based on Maori student interest and community/whanau forums

Annual Aim 4

To commit to professional learning as an integral aspect of our community

Context 2015 (Annual Plan)

In 2014 the staff underwent school wide PLD focused on achievement and structures. The intention was to examine why we use the processes established at the two schools (prior to the merge), how they relate to our current situation and special character and what we need to keep, change or stop doing. This work established opportunities for the staff to work across campuses as well as supporting the development of schoolwide systems and the development of a learning management system (LMS). In 2015 we intend to make our focus on the Individual Education Meetings, Plans and 1:1s that we use to set, monitor and reflect on personalised goals. There is also a considerable need to extend the work done with the Senior Leadership Team, to our middle leaders (the Community Leaders). The board has also outlined a clear desire to build our knowledge and skills of Maori education. With the imminent announcement of the site of our new building there is also a need to provide opportunities for the BOT and the SLT to visit Y1-13 schools and modern learning environments, with a longer term vision to have every member of staff gaining professional learning in Modern Learning Pedagogy and Environments. All students up to Y9 are now in learning communities. There is a need to further resource these communities with professional learning opportunities.

Actions to be taken (as outlined in 2015 Annual Plan)

- Staff wide whole year PLD programme established
- Staff to negotiate individual PLD with appraiser or SLT up to \$500
- Staff to attend any best practice workshops for curriculum delivery or NCEA
- IEM, 1:1s and IEPs established as clear focus for whole staff PLD
- Middle leaders to work with external facilitator to develop management skills
- Y1-9 communities LAs to visit MLE

Analysis

- Create opportunities for student voice
- Develop school

Next Steps

- Create opportunities for student voice
- Develop school

Annual Aim 5

To achieve aspirational and realistic literacy and numeracy goals for our students.

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

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)

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.

Actions to be taken (as outlined in 2015 Annual Plan)

- Analyse December 2014 achievement data to inform progress and planning for 2015
- Monitoring meetings every 4 weeks to discuss progress of National Standards target group
- Resourcing for Y1-3 Maths
- Promoting maths in personal learning projects, with a focus on demonstrating that the standards can be achieved in non-traditional settings.
- Building reflection activities for learning that have a writing focus and increasing expectations around the number of written projects required.
- Interview Y1-3 students and parents to identify reading genre preferences
- Review start of year e-asTTle (2015) achievement data and compare to identify target groups and their priorities
- Celebrate mathematics in school newsletters
- Analyse December 2015 achievement data to inform progress and planning for 2016
- Community forums with parents and families about reading and writing - at school and at home
- Purchase of reading resources for Y1-8 students (particularly Maori)
- Students at risk of not achieving UE Literacy or Numeracy identified fortnightly and discussed at meetings
- Literacy and numeracy standards are publicised in the descriptors
- Y12-13 students are asked at each 1:1 meeting about literacy and numeracy goals and these are tracked throughout the year.
- Curriculum Review developed to track curriculum achievement in the LMS
- System for personalised and qualification goals is reviewed and then established.

Analysis

National Standards 2015

Maths: 102 (70%) of our students are 'at' or 'above' the National Standard, with boys out performing girls by 76% to 64%. All of these figures are worse than in 2014. Part of this could be the movement of the Y7 and Y8 students to the secondary campus, and the students shift from 1-2 learning advisors to working with 5-7 learning advisors. While they still have 1 learning advisor overseeing their achievement, they no longer have the stability of 1 professional working with them for all aspects of their programme. In 2014 80-90% of our Y7 and 8s were above the standard compared to between 72%-78% this year. This is a significant change, particularly since we invested in resourcing training for Learning Advisors around National Standards. Our Y2 and Y3 students are particularly struggling (60% are below or well below the standard). This was also the case in 2015.. 31.3% of Maori students are performing below the standard and 6.3% are well below. This is an insignificant improvement from the previous year.

Writing: 68% of our students are 'at' or 'above' the National Standard (compared with 64% in 2014), with girls out performing boys 72% to 64%. Both genders have improved from 2014. 37.5% of Maori students are achieving below the standard and no students are well below. Again this is an improvement from 2014. 8 of our Y7 students (57%) are below the standard.

Reading: Our Y1-2 students continue to perform poorly compared to the National Standard (both slightly over 50% below the standard). The data shows 28% of our

students performing above the standard (compared to 43% of students in 2014), with boys out performing girls by 68% to 65% ('at' or 'above' the National Standard). 31% of Maori students are performing below the standard (compared to 40% in 2014) and 19% well below. (20% in 2014).

Overall NCEA statistics (2015)

Achieving agreed NCEA Qualification Goals

(Previous year in brackets)

Level 1	25/43 - 58.1% (30.2%)
Level 2	32/56 - 57.1% (44%)
Level 3	37/59 - 62.7% (56%)

NZQA Roll Based Data (not cumulative)

National averages are in brackets

Y11 achieving NCEA Level 1	41.4% (73.2)
Y12 achieving NCEA Level 2	55.8% (75.8)
Y13 achieving NCEA Level 3	46.3% (62)
Y13 achieving UE	28.4% (47.3)

Participation Rate Data (not cumulative)

National averages are in brackets

Y11 achieving NCEA Level 1	85.7% (83.7)
Y12 achieving NCEA Level 2	76.3% (87.4)
Y13 achieving NCEA Level 3	81.6% (81.3)
Y13 achieving UE	45.2% (61.3)

In 2015 every student sitting any NCEA set a qualification goal (QG). Qualifications allow us to track the personalised NCEA goals set by our students.

In 2014 our tracking of our qualification goals was unsatisfactory. The Y10-13 Learning Advisors and the Senior Leadership committed to improving our setting and tracking of these goals. We undertook extensive professional learning (as groups) to develop GROW and ARA models that support our students with goal setting.

This work has seen our results improve markedly, but are still significantly short of the 85% target that we set for both 2014 and 2015.

Our NCEA results have also improved across the board. We would still like to see our roll based data to increase, but recognise that this is not how our personalised approach to learning works. Our improved participation rates are pleasing. University Entrance rates have dropped at a participation level however.

We have made a notable improvement compared with 2014 in our achievement of NCEA level 2 for school leavers. 79.1% of our levels had achieved NCEA Level 2. While we are short of the 85% target of school leavers achieving NCEA Level 2, over the last two years we have shown a trend towards achieving the target.

As a school there is a need to build a clearer understanding of how to construct a personalised NCEA programme that covers UE or certification needs. Several of our students are still not enrolled in enough standards to achieve a qualification. This is not an issue if the students have not set this as a personal goal, however our qualifications

data would suggest that the number of credits being accessed is part of the reason they do not achieve their goal.

The introduction of curriculum mentoring time is another way we are looking at further developing our NCEA results. 7 hours each week is allocated to time where students can access curriculum learning advisors, 1 to 1 or in small groups to further discuss their NCEA programmes and achievement. The hope is that offering curriculum 1:1s and homebase 1:1s will further support students in their understanding of how to access and achieve NCEA standards that meet their desired learning outcomes.

Next Steps - National Standards

- Analyse December 2015 achievement data to inform progress and planning for 2016
- Monitoring meetings every 4 weeks to discuss progress of National Standards target group
- Resourcing for Y1-3 Reading
- Resourcing to support Y8 students in writing and mathematics
- Building reflection activities for learning that have a writing focus and increasing expectations around the number of written projects required.
- Review start of year e-asTTle (2016) achievement data and compare to identify target groups and their priorities
- Celebrate reading and mathematics in school newsletters
- Analyse December 2016 achievement data to inform progress and planning for 2017
- Community forums with parents and families about reading mathematics and writing - at school and at home
- Purchase of reading resources for Y8 students

Next Steps - NCEA

- Set NCEA qualification goal prior to the end of Term 1 for all Y11-13 students
- Fund Y11-13 weekly mentoring meetings for students with curriculum learning advisors
- Review effectiveness of Y11-13 weekly mentoring meetings for students with curriculum learning advisors
- Create appropriate place to store qualifications goals
- Staff meetings to clearly outline qualification goal setting
- Parent and student evenings for qualification goals
- LAs to identify students at risk of not achieving and discuss them at community meetings. Identified students are discussed individually and plans made in 1:1s to mentor and set goals for achievement.
- Integration of LMS with SMS to improve publicity of NCEA and qualification goals

Annual Aim 6

To set aspirational and realistic targets for all students undertaking a programme incorporating NCEA

Baseline data 2014

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.

An 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

To overcome this 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.

Overall NCEA statistics

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)

Actions to be taken (as outlined in 2015 Annual Plan)

- Set NCEA qualification goal prior to the end of Term 1 for all Y11-13 students
- Monitor Y11-13 student progress through monthly meetings with curriculum learning advisors
- More emphasis on attainment of certificates given at student and parent NCEA meetings.
- Review reporting of NCEA qualifications goal
- Staff meetings to clearly outline qualification goal setting
- Parent and student evenings for qualification goals
- 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.

Analysis

Achieving agreed NCEA Qualification Goals 2015

(Previous year in brackets)

Level 1	25/43 - 58.1% (30.2%)
Level 2	32/56 - 57.1% (44%)
Level 3	37/59 - 62.7% (56%)

NZQA Roll Based Data (not cumulative)

National averages are in brackets

Y11 achieving NCEA Level 1	41.4% (73.2)
Y12 achieving NCEA Level 2	55.8% (75.8)
Y13 achieving NCEA Level 3	46.3% (62)
Y13 achieving UE	28.4% (47.3)

Participation Rate Data (not cumulative)

National averages are in brackets

Y11 achieving NCEA Level 1	85.7% (83.7)
Y12 achieving NCEA Level 2	76.3% (87.4)
Y13 achieving NCEA Level 3	81.6% (81.3)
Y13 achieving UE	45.2% (61.3)

In 2015 every student sitting any NCEA set a qualification goal (QG). Qualifications allow us to track the personalised NCEA goals set by our students.

In 2014 our tracking of our qualification goals was unsatisfactory. The Y10-13 Learning Advisors and the Senior Leadership committed to improving our setting and tracking of these goals. We undertook extensive professional learning (as groups) to develop GROW and ARA models that support our students with goal setting.

This work has seen our results improve markedly, but are still significantly short of the 85% target that we set for both 2014 and 2015.

Our NCEA results have also improved across the board. We would still like to see our roll based data to increase, but recognise that this is not how our personalised approach to learning works. Our improved participation rates are pleasing. University Entrance rates have dropped at a participation level however.

We have made a notable improvement compared with 2014 in our achievement of NCEA level 2 for school leavers. 79.1% of our levels had achieved NCEA Level 2. While we are short of the 85% target of school leavers achieving NCEA Level 2, over the last two years we have shown a trend towards achieving the target.

As a school there is a need to build a clearer understanding of how to construct a personalised NCEA programme that covers UE or certification needs. Several of our students are still not enrolled in enough standards to achieve a qualification. This is not an issue if the students have not set this as a personal goal, however our qualifications data would suggest that the number of credits being accessed is part of the reason they do not achieve their goal.

The introduction of curriculum mentoring time is another way we are looking at further developing our NCEA results. 7 hours each week is allocated to time where students can access curriculum learning advisors, 1 to 1 or in small groups to further discuss their NCEA programmes and achievement. The hope is that offering curriculum 1:1s and homebase 1:1s will further support students in their understanding of how to access and achieve NCEA standards that meet their desired learning outcomes.

Next Steps

- Set NCEA qualification goal prior to the end of Term 1 for all Y11-13 students

- Fund Y11-13 weekly mentoring meetings for students with curriculum learning advisors
- Review effectiveness of Y11-13 weekly mentoring meetings for students with curriculum learning advisors
- Create appropriate place to store qualifications goals
- Staff meetings to clearly outline qualification goal setting
- Parent and student evenings for qualification goals
- LAs to identify students at risk of not achieving and discuss them at community meetings. Identified students are discussed individually and plans made in 1:1s to mentor and set goals for achievement.
- Integration of LMS with SMS to improve publicity of NCEA and qualification goals

Annual Aim 7

To develop a strong connection and relationship with the central city

Context 2015 (Annual Plan)

This goal was largely placed on hold last year, with constant delays and hold ups with obtaining and announcing a site. We are now more than 15 months past the original deadline set by the ministry of education for the announcement of the site. While this may not seem important to this goal, having a confirmed site will create an awareness of where we are going. This could be used to help promote our connection to the central city.

The delays also take the focus of the Director and the Board of Trustees away from one of their major task, student achievement, and place them on ensuring that property matters are dealt with (future location and buildings, but just as distracting, are the issues associated with being on split sites and dealing with our every changing lease arrangements with the University of Canterbury).

We are a central city school and are active members of our central city cluster. We need a tangible location to remind our community that the central city is our home. Unfortunately, you there are some things we cannot control or plan for and procurement of property is largely out of our hands. We will continue to encourage our Learning Advisors to find ways to engage with the central city, despite the associated costs and time.

Actions to be taken (as outlined in 2015 Annual Plan)

- Be a active member of the Central City Learning Cluster
- Make connections with central city businesses
- Students from each site encouraged to go to central city each term
- Property matters are followed up with Ministry of Education prior to each BoT meeting
- Community is informed of our central city expeditions in newsletters
- Building progress evenings run with community

Analysis

As with 2014, 2015 proved to be a wasted year in terms of advancing our situation in the CBD. The start of 2016 demonstrates that once again our need to be in town is secondary to the bureaucratic wheels that need to turn to actually make this happen. Our initial optimism that 2016 would be filled with work towards our CBD site and building, has been shattered again with the loss of this site, and the inevitable delay that this will no doubt bring. We are now preparing ourselves for 2-3 years on top of the already 5 years since we lost our CBD home. It's extremely difficult to stay positive and plan for next steps when so much of what we rely on is not within our control. I imagine that if we continued to fail to deliver on promises at the rate of the Ministry of Education, we would be looking at statutory intervention. The implications of these delays make it difficult to keep revisiting this aim, year after year, without any ability to sustain it.

In last year's Annual Plan we noted the following:

"This goal was largely placed on hold last year, with constant delays and hold ups with obtaining and announcing a site. We are now more than 15 months past the original deadline set by the ministry of education for the announcement of the site. While this may not seem important to this goal, having a confirmed site will create an awareness of where we are going. This could be used to help promote our connection to the central city.

The delays also take the focus of the Director and the Board of Trustees away from one of their major task, student achievement, and place them on ensuring that property matters are dealt with (future location and buildings, but just as distracting, are the issues associated with being on split sites and dealing with our every changing lease arrangements with the University of Canterbury)."

Twelve months on, this statement continues to remain true. There is a strong desire from the leadership of the school to shift its focus from managing our constant property challenges (plans for the CBD move, managing split sites, the loss of space and services at the university) to more important concerns like raising our roll, providing our students with a wider range of opportunities, and of course, most importantly, actually becoming a merged school.

Again, from last year's Annual Plan:

We are a central city school and are active members of our central city cluster. We need a tangible location to remind our community that the central city is our home. Unfortunately, you there are some things we cannot control or plan for and procurement of property is largely out of our hands. We will continue to encourage our Learning Advisors to find ways to engage with the central city, despite the associated costs and time.

Next Steps

- Be a active member of the Central City Learning Cluster
- Make connections with central city businesses
- Communities have half yearly visits to the central city each term
- Property matters are followed up with Ministry of Education prior to each BoT meeting
- Community is informed of our central city expeditions in newsletters
- Building progress evenings run with community

Annual Aim 8

To attract whānau, staff and other organisations to our community

Context 2015

Our school roll is currently sitting close to 500. This is roughly the figure we would like to maintain until we return to the centre of the city. Our roll is however very imbalanced, with approximately 320 of our students in Y9-13, and only 170 in Y1-8. This places considerable pressure on us, as the Ministry intends for us to grow to 800 students following our move to the CBD. This is a challenge as it requires us to grow our Y1-8 school quickly, while managing staffing levels to support the approximately 130 students in Y12-13 who require a considerable range of options to achieve their programmes of learning. We spent very little time focused on branding or marketing in 2014, and were still able to maintain our roll. We will continue to develop a way to market our school to Christchurch and beyond.

We absolutely believe that we are understaffed through this merger. This is entirely due to the split site. It makes it difficult to do what normal Area Schools would do to cover CRT. While the Ministry provides additional staffing to make the DDs "walking" DDs, this is not adequate to meet the needs of managing two sites, pressures to grow from 2017 and what effectively works out as managing 3 roll caps (one at each site and one overall). No other schools face these pressures and outside of EDI funding (which must be targeted to student achievement) there is very little additional support to ensure that our organisation can function as effectively as it could. All of these factors greatly contribute to our ability (or if we're not careful, inability) to attract the families and students who best meet our special character and the style of learning it provides.

Actions to be taken (as outlined in 2015 Annual Plan)

- Create opportunities for student voice
- Develop school wide enrolment processes
- Create opportunities for parent voice - through community meetings and PLD evenings
- PLD for Middle Leaders on coaching
- Develop school wide induction processes with a focus on the special character

Analysis

Our school roll is currently sitting close to 450. This is considerably lower the figure we would like to maintain until we return to the centre of the city. Our roll is still very imbalanced, with approximately 345 of our students in Y7-13, and only 105 in Y1-6. This places considerable pressure on us, as the Ministry intends for us to grow to 680 students following our move to the CBD. This is a challenge as it requires us to grow our Y1-6 school quickly, while managing staffing levels to support the students across the two sites. To provide an example., our Y1-6 roll is such that we need to hire a full staff member to cover the levels, whereas our staffing requirement is slightly lower. If we were on one site we would have been able to use our Y7-13 staff to support the junior students. This has a considerable impact on the school financially and limits what we can offer.

As stated in 2015's Annual Plan:

We absolutely believe that we are understaffed through this merger. This is entirely due to the split site. It makes it difficult to do what normal Area Schools would do to cover CRT. While the Ministry provides additional staffing to make the DDs "walking" DDs, this is not adequate to meet the needs of managing two sites, pressures to grow from 2017 and what effectively works out as managing 3 roll caps (one at each site and one overall). No other schools face these pressures and outside of EDI funding (which must be targeted to student achievement) there is very little additional support to ensure that our organisation can function as effectively as it could. All of these factors greatly contribute to our ability (or if we're not careful, inability) to attract the families and students who best meet our special character and the style of learning it provides.

We spent very little time focused on branding or marketing in the school since the merger, as we have had to focus on creating sustainable solutions to the issues of working across sites and managing our roll. This must become a focus, particularly due to our smaller roll, and potentially extended stay as two campuses separated from the CBD. There is a distinct need to market the school professionally and use EDI funding to support this.

Next Steps

- Examine the school roll at March 1, and develop a strategy to maintain our roll
- Create a marketing position to promote the school.
- Develop a prospectus for the merged school
- Promote school wide, and individual successes locally
- Create a new website to promote the school
- Build connections with CBD businesses and providers
- Establish a clear exit interview process for all leavers including whānau