

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	683
Principal:	Steven Mustor
School Address:	Years 0 - 6 - Discovery Campus 90 McMahon Drive, Halswell Christchurch 8025 Years 7 - 13 - Unlimited Campus Wairarapa Block, University of Canterbury Cnr Parkstone Ave & Oak Drive Christchurch 8041
School Postal Address:	PO Box 4666 Christchurch 8140
School Phone:	Years 0 - 6: (03) 365 4678 Years 7 - 13: (03) 377 7773
School Email:	discovery@aotawhiti.school.nz unlimited@aotawhiti.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Evan Kidd	Chairperson	Elected
Steven Mustor	Principal	Principal
Andrew Dean	Parent Rep	Elected
Karen Grant	Parent Rep	Elected
John Schischka	Parent Rep	Elected
Matthew Parrett	Parent Rep	Selected
Tim McKay	Discovery Trust	Co-Opted
Moana Barr	Whanau Rep	Co-Opted
Kay Hayes	Staff Rep	
Brooke Coburn	Student Rep	

Accountant / Service Provider:

BDO Christchurch Limited

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

Financial Statements - For the year ended 31 December 2018

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Kiwisport

Ao Tawhiti Unlimited Discovery School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Evan Kidd.

Full Name of Board Chairperson



Signature of Board Chairperson

24 May 2019

Date:

Steven Mustor

Full Name of Principal



Signature of Principal

24 May 2019

Date:

Ao Tawhiti Unlimited Discovery School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	5,074,244	4,890,112	4,598,609
Locally Raised Funds	3	188,173	159,700	215,665
Interest Earned		29,271	10,000	14,822
Other Revenue		96,365	-	-
		<u>5,388,054</u>	<u>5,059,812</u>	<u>4,829,096</u>
Expenses				
Locally Raised Funds	3	71,788	80,500	83,989
Learning Resources	4	3,912,402	3,762,200	3,634,333
Administration	5	351,024	348,750	451,483
Finance Costs		3,808	-	4,031
Property	6	866,490	852,526	666,715
Depreciation	7	90,441	70,000	83,448
Loss on Disposal of Property, Plant and Equipment		11,045	-	-
		<u>5,306,999</u>	<u>5,113,976</u>	<u>4,923,999</u>
Net Surplus / (Deficit)		81,055	(54,164)	(94,903)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>81,055</u>	<u>(54,164)</u>	<u>(94,903)</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 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>393,240</u>	<u>393,240</u>	<u>488,143</u>
Total comprehensive revenue and expense for the year	81,055	(54,164)	(94,903)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	833,887	833,887	-
Equity at 31 December	<u>1,308,182</u>	<u>1,172,963</u>	<u>393,240</u>
Retained Earnings	1,308,182	1,172,963	393,240
Reserves	-	-	-
Equity at 31 December	<u>1,308,182</u>	<u>1,172,963</u>	<u>393,240</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 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	402,783	840,546	63,200
Accounts Receivable	9	424,971	195,000	366,830
GST Receivable		-	15,000	3,160
Prepayments		870	-	-
Investments	10	803,382	438,435	358,753
		<u>1,632,005</u>	<u>1,488,981</u>	<u>791,942</u>
Current Liabilities				
GST Payable		6,263	-	-
Accounts Payable	12	486,815	335,000	515,159
Revenue Received in Advance	13	17,614	48,082	62,094
Finance Lease Liability - Current Portion	14	21,778	-	19,826
		<u>532,470</u>	<u>383,082</u>	<u>597,079</u>
Working Capital Surplus/(Deficit)		1,099,535	1,105,899	194,863
Non-current Assets				
Investments (more than 12 months)	10	-	-	50,220
Property, Plant and Equipment	11	214,419	67,064	175,706
		<u>214,419</u>	<u>67,064</u>	<u>225,926</u>
Non-current Liabilities				
Finance Lease Liability	14	5,772	-	27,549
		<u>5,772</u>	<u>-</u>	<u>27,549</u>
Net Assets		<u>1,308,182</u>	<u>1,172,963</u>	<u>393,240</u>
Equity		<u>1,308,182</u>	<u>1,172,963</u>	<u>393,240</u>

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



Ao Tawhiti Unlimited Discovery School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,031,481	1,127,721	1,128,959
Locally Raised Funds		273,738	129,231	208,345
Goods and Services Tax (net)		9,423	(11,840)	12,189
Payments to Employees		(560,277)	(520,491)	(586,642)
Payments to Suppliers		(696,230)	(752,937)	(657,729)
Interest Paid		(3,808)	-	(4,031)
Interest Received		25,293	9,971	16,213
Net cash from / (to) the Operating Activities		79,619	(18,345)	117,303
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(28,473)	-
Purchase of PPE (and Intangibles)		(159,687)	(5,000)	(44,595)
Purchase of Investments		(394,409)	(79,682)	(408,973)
Proceeds from Sale of Investments		-	50,220	-
Net cash from / (to) the Investing Activities		(554,096)	(62,935)	(453,568)
Cash flows from Financing Activities				
Furniture and Equipment Grant		833,887	833,887	-
Finance Lease Payments		(19,826)	(13,695)	(13,694)
Net cash from Financing Activities		814,061	820,192	(13,694)
Net increase/(decrease) in cash and cash equivalents		339,584	738,912	(349,959)
Cash and cash equivalents at the beginning of the year	8	63,200	63,200	413,159
Cash and cash equivalents at the end of the year	8	402,783	802,112	63,200

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 2018

a) Reporting Entity

Ao Tawhiti Unlimited Discovery School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

Recognition of grants

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



c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Investments

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

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

i) Property, Plant and Equipment

Land and buildings 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.

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	4 years

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

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

Non cash generating assets

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

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

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

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

k) 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.

l) 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.

m) 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.

n) Financial Assets and Liabilities

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

o) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

p) Budget Figures

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

q) Services received in-kind

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



2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	993,639	917,786	916,915
Teachers' salaries grants	3,130,371	3,000,000	3,019,882
Use of Land and Buildings grants	637,826	637,826	455,679
Resource teachers learning and behaviour grants	11,808	29,000	34,687
Other MoE Grants	260,414	257,500	126,753
Other government grants	40,186	48,000	44,693
	<u>5,074,244</u>	<u>4,890,112</u>	<u>4,598,609</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	40,673	51,500	41,108
Fundraising	15,584	-	10,735
Other revenue	70,303	9,200	73,221
Activities	61,614	70,000	64,633
Curriculum Recoveries	-	29,000	25,969
	<u>188,173</u>	<u>159,700</u>	<u>215,665</u>
Expenses			
Activities	58,265	76,500	76,816
Fundraising (costs of raising funds)	13,523	4,000	7,172
Other Locally Raised Funds Expenditure	-	-	-
	<u>71,788</u>	<u>80,500</u>	<u>83,989</u>
<i>Surplus for the year Locally raised funds</i>	<u>116,385</u>	<u>79,200</u>	<u>131,676</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	213,974	246,200	169,193
Information and communication technology	-	-	-
Employee benefits - salaries	3,650,085	3,432,000	3,415,933
Resource/attached teacher costs	26,561	44,000	30,708
Staff development	21,782	40,000	18,499
	<u>3,912,402</u>	<u>3,762,200</u>	<u>3,634,333</u>



5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,300	6,000	6,900
Board of Trustees Fees	2,980	3,000	3,891
Board of Trustees Expenses	37,078	18,500	(14,159)
Communication	24,958	29,000	24,846
Consumables	11,564	13,000	10,103
Operating Lease	31,894	38,200	38,505
Other	44,420	49,550	62,722
Employee Benefits - Salaries	180,803	181,500	293,128
Insurance	2,913	2,500	5,182
Service Providers, Contractors and Consultancy	7,114	7,500	20,363
	351,024	348,750	451,483

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	29,226	32,700	28,514
Consultancy and Contract Services	78,943	75,000	74,576
Grounds	4,848	3,500	3,770
Heat, Light and Water	35,830	36,500	40,253
Repairs and Maintenance	35,912	25,500	19,144
Use of Land and Buildings	637,826	637,826	455,679
Security	2,035	1,500	1,815
Employee Benefits - Salaries	41,871	40,000	42,963
	866,490	852,526	666,715

7. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	28,528	26,565	20,474
Information and Communication Technology	44,039	41,007	47,002
Motor Vehicles	2,607	2,428	705
Leased Assets	15,266	-	15,268
	90,441	70,000	83,448



8. Cash and Cash Equivalents

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Cash on Hand	350	350	350
Bank Current Account	49,817	122,260	62,422
Bank Savings Account	428	-	427
Short-term Bank Deposits	352,188	717,936	-
Bank Overdraft	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	402,783	840,546	63,200

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

9. Accounts Receivable

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Receivables	2,353	33,000	16,543
Receivables from the Ministry of Education	150,000	-	-
Interest Receivable	5,949	2,000	1,971
Teacher Salaries Grant Receivable	266,668	160,000	348,316
	424,971	195,000	366,830
Receivables from Exchange Transactions	8,303	35,000	18,514
Receivables from Non-Exchange Transactions	416,668	160,000	348,316
	424,971	195,000	366,830

10. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	803,382	438,435	358,753
Non-current Asset			
Long-term Bank Deposits	-	-	50,220

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	66,366	91,518	(4,022)	-	(28,528)	125,334
Information and Communication Technology	63,537	31,298	(7,023)	-	(44,039)	43,773
Motor Vehicles	-	17,383	-	-	(2,607)	14,775
Leased Assets	45,803	-	-	-	(15,266)	30,537
Balance at 31 December 2018	175,706	140,198	(11,045)	-	(90,441)	214,419

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	345,503	(220,169)	125,334
Information and Communication Technology	446,799	(387,759)	59,039
Motor Vehicles	32,383	(17,607)	14,775
Leased Assets	30,537	(15,266)	15,271
Balance at 31 December 2018	855,221	(640,802)	214,419

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Furniture and Equipment	75,026	11,814	-	-	(20,474)	66,366
Information and Communication Technology	77,053	33,486	-	-	(47,002)	63,537
Motor Vehicles	1,410	-	(705)	-	(705)	-
Leased Assets	-	61,070	-	-	(15,268)	45,803
Balance at 31 December 2017	153,489	106,370	(705)	-	(83,448)	175,706

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Furniture and Equipment	264,958	(198,592)	66,366
Information and Communication Technology	412,489	(348,952)	63,537
Motor Vehicles	15,000	(15,000)	-
Leased Assets	61,070	(15,268)	45,803
Balance at 31 December 2017	753,517	(577,811)	175,706



12. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	10,435	10,000	12,887
Accruals	10,610	15,000	12,400
Banking staffing overuse	199,375	-	124,565
Employee Entitlements - salaries	254,441	300,000	355,451
Employee Entitlements - leave accrual	11,955	10,000	9,857
	<u>486,815</u>	<u>335,000</u>	<u>515,159</u>
Payables for Exchange Transactions	486,815	335,000	515,159
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>486,815</u>	<u>335,000</u>	<u>515,159</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	17,614	48,082	62,094
	<u>17,614</u>	<u>48,082</u>	<u>62,094</u>

14. Finance Lease Liability

The School has entered into a finance lease agreement for teacher laptops. Minimum lease payments payable:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	21,778	-	19,826
Later than One Year and no Later than Five Years	5,772	-	27,549
Later than Five Years	-	-	-
	<u>27,549</u>	<u>-</u>	<u>47,376</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 and Deputy Principals.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,980	3,891
Full-time equivalent members	0.44	0.53
<i>Leadership Team</i>		
Remuneration	438,016	422,136
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	440,996	426,027
Total full-time equivalent personnel	4.44	4.53

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	4-5	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
	2.00	-
	-	-
	2.00	0.00

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

	2018 Actual \$	2017 Actual \$
Total	20,000	30-40,000
Number of People	1	2

18. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

19. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board had no capital commitments.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating leases of printers

	2018 Actual \$	2017 Actual \$
No later than One Year	32,568	32,568
Later than One Year and No Later than Five Years	24,426	56,994
Later than Five Years	-	-
	<u>56,994</u>	<u>89,562</u>

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 leases expire in January 2018 and we understand the Ministry has extended these. The total annual amount for the leases between the Ministry of Education and University of Canterbury in 2017 was \$380,019.

The Ministry has also leased land and buildings from St John of God Hauora Trust. It commenced in 2013 and expired on 31 December 2016, with a further right of renewal of one year. We understand the Ministry has exercised that right of renewal and further into 2018. The annual lease amount is \$75,660.

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:

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	402,783	840,546	63,200
Receivables	424,971	195,000	366,830
Investments - Term Deposits	803,382	438,435	408,973
Total Cash and Receivables	1,631,136	1,473,981	839,002

Financial liabilities measured at amortised cost

Payables	486,815	335,000	515,159
Finance Leases	27,549	-	47,376
Total Financial Liabilities Measured at Amortised Cost	514,365	335,000	562,534

22. Prior Period Adjustment

During 2018 an adjustment was made to the 2017 income in advance in the amount of \$26,650. The effect of this was to understate the schools liabilities and overstate equity. The adjustment reflects funds received between 2014 to 2016 that were incorrectly treated as income in those years.

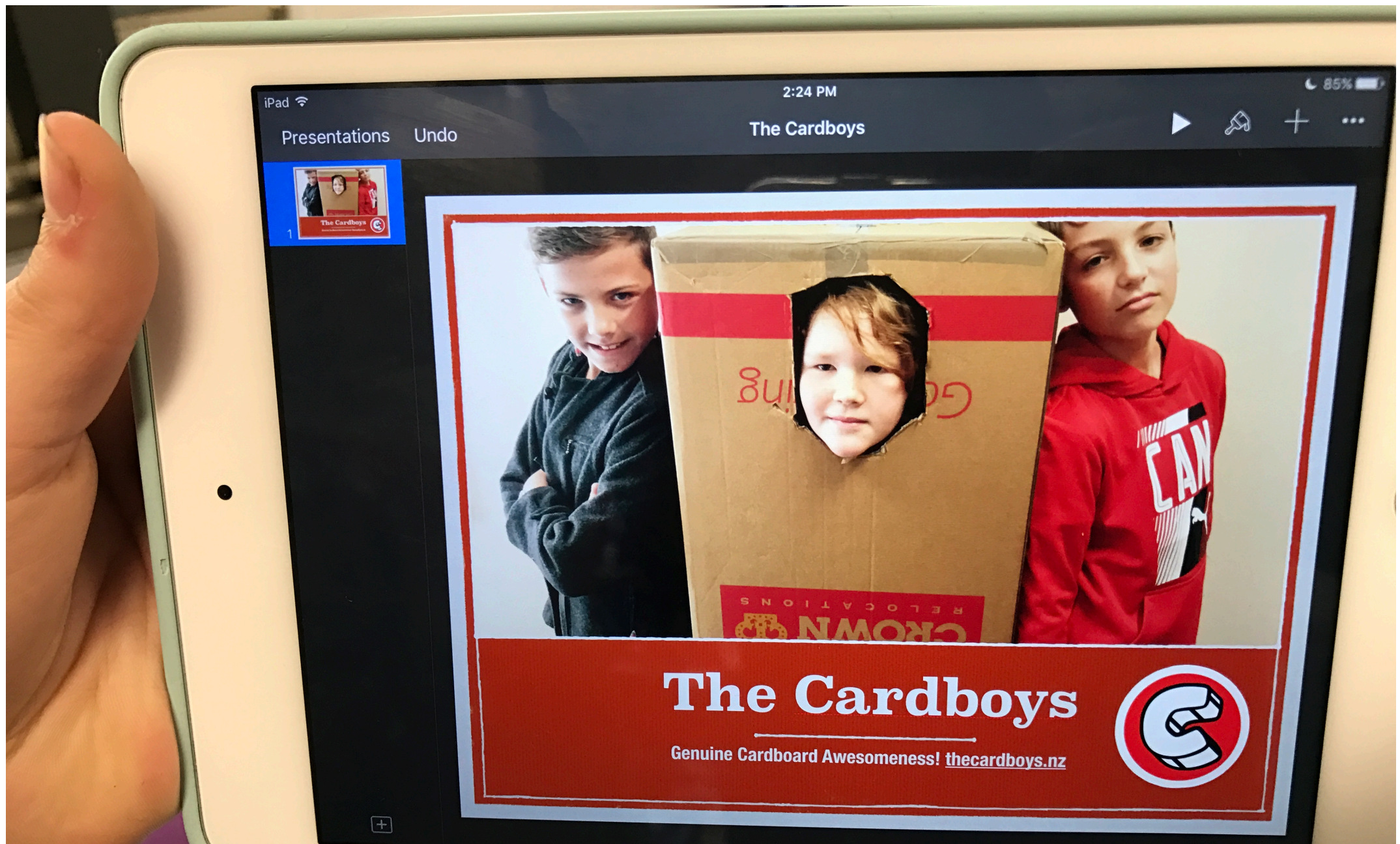
23. Insurance Proceeds Received

During 2018, the school suffered damages resulting from a fire. This has resulted in other income being received from insurance proceeds of \$96,365.37. This has been offset by expenses and assets purchases to repair or replace those damaged.

22. Events After Balance Date

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





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ANNUAL AIM 1: TO ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY AND NUMERACY GOALS FOR Y1-8 STUDENTS

CONTEXT (FROM 2017 ANNUAL PLAN)

Our national standards results continue to show our students performing well. 65% of our students are at or above the standard for writing, 71% for reading and 74% for mathematics. Writing is an area that still requires a careful focus, particularly for 2017's Y3-4 students. Our boys are outperforming our girls in both reading and mathematics, but are performing significantly worse than girls in writing (60% at or above compared with 73% for girls).

Writing - Our writing results continue to be lower than our reading and mathematic results. 65% of our students are 'at' or 'above' the National Standard (compared with 68% in 2015), with girls out performing boys 73% to 60%. The results for our boys are worse than in 2015. Of particular concern is our 2016 Y2-3 cohort, with 62.5% (9 students) performing below the national standard for writing. Considerable PLD was put into writing in 2016. Storytelling PLD has not raised our level of achievement across the board. Our PLD focus therefore needs to be on the one cohort that is performing worse than other year levels.

Reading - Reading is an area of strength for our students. Our Y1 students continue to perform poorly compared to the National Standard (50% below the standard - 5 students). The data shows 37% (50 total) of our students performing above the standard (compared to 28% of students in 2015), with boys slightly out performing girls by 72% to 71% ('at' or 'above' the National Standard).

Mathematics - 98 (74%) of our students are 'at' or 'above' the National Standard, with boys out performing girls by 80% to 66%. These figures show a slight increase in achievement from 2015. The implementation lag associated with moving Y7-8 students from the Discovery Campus to the Unlimited Campus appears to have passed, as the rates of achievement are now comparable to 2014 (pre move). Clearly the additional PLD and support for the mostly secondary trained staff at the Unlimited Campus has helped. Our Y3 female students from 2016 are particularly struggling (60% are below or well below the standard). With girls performing significantly worse than boys, there is a clear need to look at how we support girls' achievement in maths.

STUDENT TARGETS (2017)

1. To raise the number of Y4 boys “at” or “above” the national standard for writing by making at least one years accelerated progress.
2. To raise the number of Y4 girls “at” or “above” the national standard for mathematics by making at least one years accelerated progress.

ACTIONS TO BE TAKEN IN 2017

1. Create a list of all students in target groups, and distribute with relevant LAs
2. Ensure target group are discussed as individual learners at weekly community meetings.
3. Organise and run workshops on writing and mathematics for families
4. Deputy Director (DC) to establish appropriate PLD to support target groups
5. Progress reported to Director of target groups every 5 weeks
6. Develop a programme for boys writing
7. Develop a programme for girls mathematics
8. National Standards needs analysis conducted with staff
9. PLD for 2018 developed based on progress of target groups and needs analysis results

ANALYSIS

Our national standards results for 2017 are comparable to 2016. We still have 65% of our students are at or above the standard for writing, 73% for reading (compared to 71% in 2016) and 76% for mathematics (compared to 74% in 2016). Writing is still the area we need further improvement, particularly for 2018's Y7-8 students and boys. Maori students are performing well in writing and maths when compared to our European students, slightly outperforming them in writing and matching them in maths. There is however a significant disparity with Maori student's reading performance.

Writing - Our writing results remain lower than our reading and mathematic results. 65% of our students are 'at' or 'above' the National Standard (the same as 2015), with girls massively outperforming boys 74% to 57%. The results for our boys are worse than in 2016. Of particular concern is our 2017 Y7-8 cohort, with only 48% (34 students) performing at or above the national standard for writing. The choice model approach that we have at the Unlimited Campus does not appear to support students with their achievement in writing and will be reviewed in 2018.

Reading - Reading is an area of strength for our students. Our Y1 students continue to perform poorly compared to the National Standard (50% below the standard - 7 students). The data shows 46% (83 total) of our students performing above the standard (compared to 37% of students in 2016), with boys slightly out performing girls by 78% to 73% ('at' or 'above' the National Standard).

Mathematics - Our maths OTJs remain pretty steady. 2017 saw 132 students (73%) 'at' or 'above' the National Standard (compared to 2016 where we had 98 student - 74%), with boys out performing girls by 77% to 70%. Y3, 5 and 7 are performing slightly worse than overall.

Targets - We had significant improvement for our targeted cohort. Y4 boys in writing and Y4 girls in maths both improved from last year

NEXT STEPS

- Identify how we will track student progress and report to the MOE in the post National Standards landscape
- Continue to identify and implement professional learning to support student achievement in writing (particularly for boys and Y7-8 students)
- Review writing at the Unlimited Campus for Y7-8 students

ANNUAL AIM 2: TO ENSURE THAT MĀORI STUDENTS ARE SUPPORTED IN ACHIEVING EDUCATIONAL SUCCESS

CONTEXT (FROM 2017 ANNUAL PLAN)

In 2016 we undertook this aim, with limited success. At NCEA Level we had hoped that working with the whānau group, tracking Māori achievement through both the ART+ and our own AEA monitoring, would raise Māori NCEA certification. The PLD offered in 2016 was also inadequate at a school wide level. Workshops were undertaken by school leaders, but this is only now being turned into a plan for all staff and our learners. This remains a vital piece of work for Ao Tawhiti Unlimited Discovery.

At National Standards level our Māori students have performed well. There is however a need to improve the visibility of all things Māori at the Discovery campus. We have a strong desire to see Te Ao Māori as a natural part of being a member of our community.

In 2017 we intend to have our school wide PLD focus on Culturally Responsive Practice and to improve our tracking of our NCEA Level Māori students.

DATA (FROM 2016 TO INFORM 2017)

Our Māori students perform comparably with our overall national standards results. Māori students slightly outperform European students in both reading and maths. For reading 74% (11 students) of our Māori students are at or above the standard compared with 71% (71 students) for European students. For Maths 80% (12 students) of our Māori students are at or above the standards compared with 73% (74 students) for European students. In writing Māori students are performing slightly worse than European students. 60% (9 students) are at or above compared with 66% for Europeans students. There is no data suggesting that a specific year level of Māori students are underachieving.

Our NCEA achievement information for Māori students does show a clear disparity between Māori and non Māori students; with Māori students achieving significantly worse than European students. This is not immediately obvious as our participation based data shows that our Māori students achieve well. However when our roll based data is analysed, a clear trend shows. Very few of our Māori students attempt enough credits in a year to achieve a certificate. In 2016 at NCEA Level 1, only 2 of our 10 Year 11 Māori students sat enough credits to achieve NCEA Level 1; 2 out of 7 Y12s had enough credits to achieve Level 2; and none of our 5 Y13 Māori students sat enough level 3 credits to achieve level 3. While we are a school that tailors NCEA to meet the needs of the student, it is concerning that these students could not have achieved this aspirational targets due to not being enrolled in enough standards at these levels. A deeper look at our stats suggest that this isn't an issue for just Māori students, with this being an issue for our students as a whole. With that said it is particularly evident for our Māori students. Of those students tracked through ART+ in 2016, none of them achieved the certificate goal they set themselves. This was with an increased focus on them, mentoring and catch ups with the Director.

STUDENT TARGETS (2017)

1. At least 85% of Y11 Māori students with a qualification goal of NCEA Level 1 or above will achieve their set goal.
2. All Māori students undertaking a programme including NCEA, will have a clear plan in the LMS indicating how this will be achieved

ACTIONS TO BE TAKEN IN 2017

1. Schoolwide PLD on culturally responsive practice
2. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
3. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
4. All Y11 Māori students meet with CL to ensure NCEA plan is developed and in LMS
5. Continued support of the Whānau group
6. Whānau group to provide PLD workshop with staff of being a maori student at our school
7. Monthly meetings with PN to examine Māori achievement
8. Two NCEA meetings for Māori families to discuss the role NCEA can play once your child has left school

ANALYSIS

The culturally responsive practice professional development was reasonably well received by staff. They particularly enjoyed the sessions on the Treaty of Waitangi. The work around ka hikatea included professional reading and reflection.

In terms of Y11 Maori Achievement of NCEA, we still have major issues. Not a single Y11 Maori student achieved NCEA Level 1 (or any other NCEA qualification). Our 22 Y11-13 Maori students attained only 12 NCEA Level qualifications. All of these qualifications were attained by our Y12 and 13 Maori students.

Clearly our focus on Maori PLD, mentoring and 1:1 learning is not having the desired impact. Of even bigger concern is that our data suggests that our Maori students do well in national standards. Being an area school means that we cannot draw reasonable conclusions across this data. It's entirely possible that none of our Y11-13 Maori students even attended Discovery 1. It does however highlight that our choice model does not seem to be serving the needs of our Maori students seeking qualifications.

I still believe that we have the right systems and structures in place at the school. We just are not using them forcefully enough as a leadership group. For example, the AEA tracking sheets highlighted Maori achievement as a concern, yet action was not taken early enough in the year to support with this.

In 2018 we will make Maori achievement a focus on the Y11-13 curriculum meetings, ensure that the Y11-13 Community Leaders know their Maori learners by name, ensure that all Maori learners have a clear and documented pathway in the LMS, and the Director will lead the whanau hui to help bring Maori parental voice back into the school.

NEXT STEPS

- Director to revive and lead the Whanau Group
- Maori achievement data incorporated into all Curriculum meetings
- AEA spreadsheets to identify student ethnicity
- Deputy Director (11-13) to begin termly meetings with ALL Maori students with a qualification goal (as a group or individually)
- Community Leaders to report at the start of Term 2 and 3 on all Maori students in their community and their progress toward their NCEA goal.

ANNUAL AIM 3: TO RAISE THE NUMBER OF STUDENTS ATTAINING A NCEA CERTIFICATE OR UNIVERSITY ENTRANCE

CONTEXT (FROM 2017 ANNUAL PLAN)

In 2016, we saw a decline in all of our NCEA certificate attainment results. Of particular concern was the lack of achievement of our Y11 students achieving NCEA Level 1. We made three major changes to how we deliver our NCEA programmes in 2016. The first was the introduction of over 50 hours of staffed NCEA level mentoring for our students. The second was moving all courses to 2 x 90 min sessions (in previous years there was a combination of 60min and 90 min sessions). We also removed staffed homebase time for our Y11-13 students following advice that our students should be more independent at this stage of their learning.

While some Learning Advisors found the changes positive, for example there was a strong staff voice that mentoring was valuable but under-utilised by students, several students and learning advisors feedback that the timetable forced students into having to take an exceptionally high level of personal responsibility for their own learning.

We have reduced mentoring in 2017, reintroduced homebase but stuck with the 90 min sessions. The hope is that this will provide an extra layer of care and support for our NCEA level students.

We have also extended our trial of AEA tracking (achievement, engagement and attendance), from termly for Māori students, to weekly for all students. Again we hope that in identifying students at risk of not achieving, engaging or attending early, we can make changes to their programmes that will help them achieve, engage or attend.

We will continue to set highly aspirational targets for our students. Whilst our data suggests that less than half of our students are sitting enough credits to achieve a certificate each year, we firmly believe that we have the right structures in place to make significant improvements here.

STUDENT TARGETS

1. At least 85% of Y11 students will achieve NCEA Level 1 or higher
2. All Y13 or Y14 leavers with an NCEA qualification goal, will achieve NCEA Level 2 or higher.

ACTIONS TO BE TAKEN

1. Create a list of all students in target groups, and distribute with relevant LAs
2. Ensure target group are discussed as individual learners at weekly community meetings.
3. Organise and run information evenings for parents and students about how NCEA works
4. Deputy Director (UC) to establish appropriate PLD to support target groups
5. Progress reported to Director of target groups every 5 weeks
6. Develop a programme for supporting independent learning at NCEA Level
7. Develop a programme for Y11 engagement with NCEA
8. Principal's Nominee conducts needs analysis with NCEA LAs
9. PLD for 2018 developed based on progress of target groups and needs analysis results
10. Develop a programme for 2017 leavers engagement with NCEA Level 2

ANALYSIS

I continue to be at a loss as to why we perform so poorly at NCEA level 1. Clearly the initiatives we put in place in 2017 made very little difference to our achievement overall. We had very minor increases. As leader of the school I am pleased to see that our students do not seem to be disadvantaged in the long term by the inability of Y11s to gain NCEA Level 1. I am also distressed to see that almost 80% of my Y11 students do not sit enough credits to attain their Level 1. This wouldn't be a concern if NCEA wasn't their goal. Our school fundamentally believes that a student's pathway is more important than a prescribed NCEA pathway. This is why I'm so disturbed to see the lack of achievement here. If students and their families didn't value NCEA Level 1 then I would celebrate our achievement rates as reflective of our community. This is patently not the case however as most students will. My focus for 2017 is to see that if a student sets NCEA as a qualification (at any level but particularly at Level 1) that there is a clear plan and clear pathway to that plan.

Interestingly only 5 Y11 students set NCEA Level 1 as a formal goal in the LMS in 2017. There is no requirement to set such goals in our system. 4 out of 5 (80%) of those students did achieve the certificate (compared with 16/65 - 25% - who did not set it such a goal in the LMS). It would be extremely useful to have a consistent and structured approach to setting qualification goals.

NEXT STEPS

- Appointment of a 11-13 DD
- New staff meeting set up to look at this
- More emphasis on data analysis by Y11-13 Deputy Director, Principal's Nominee and Director
- Lists created of all students with an NCEA qualification goal. Shared with all staff to ensure they are aware

ANNUAL AIM 4: TO ESTABLISH A STRONG CONNECTION WITH OUR ALUMNI

CONTEXT (FROM 2017 ANNUAL PLAN)

Discovery 1 and Unlimited Paenga Tawhiti lost an important component of their culture and philosophy, following the shift from the CBD in 2011. Many students, families, learning advisors and leavers, either left immediately following the earthquakes, or have since completed their schooling on our temporary campuses. Ao Tawhiti Unlimited Discovery's merger in 2014, added further pressure on the community, bringing together two school's with the same establishing philosophy but a very set of practices and beliefs.

We believe that establishing a strong connection with our alumni will help our current students, families and learning advisors see what impact the school has had on former members of the community. The hope is that establishing these connections will provide our students with an excellent opportunity to learn about what is possible when the special character is lived out.

ACTIONS TO BE TAKEN IN 2017

1. Make contact with former students, parents and staff
2. Create a database of what our former students, parents and staff are now doing
3. Organise a schoolwide event for alumni to present
4. Provide opportunities for students to meet with and build meaningful connections with alumni
5. Survey (PMI) current students, families and staff about Alumni event
6. Analyse survey results and make necessary changes to for 2018 event

ANALYSIS

We started this goal well. We took our first step by creating an alumni page on facebook. This started with a flurry of activity but requires continual management and engagement. It's not something that the users will maintain without prompting.

We completed none of the actions on the list. This was due to identifying that this would be a better focus for 2018. We have set up a professional learning group, lead by the Director, that will ensure that this goal is actioned in time for us moving into the CBD in March 2019.

NEXT STEPS

- Continue with this a goal in 2018

ANNUAL AIM 5: TO INCREASE PARENTAL INVOLVEMENT AT AO TAWHITI UNLIMITED DISCOVERY

CONTEXT (FROM 2017 ANNUAL PLAN)

Parental involvement is a central part of Ao Tawhiti Unlimited Discovery's guiding principles. To be effective in a state school context, parental involvement is essential as it helps keep adult to student ratios down, provides opportunities for students to benefit from the experience, expertise and knowledge that exists within our community, as well as offering support for their child's learning programme. All parents / caregivers at Ao Tawhiti Unlimited Discovery are expected to be involved in the development and implementation of their child's learning programme.

Since moving from the CBD, Discovery 1 which is now the Discovery Campus of Ao Tawhiti Unlimited Discovery, has seen a considerable decline in the number of parents involved in the day-to-day learning of the students. This is particularly true for learning opportunities, with fewer parents offering PINs or in-class support or 1:1 support for students.

At Unlimited Paenga Tawhiti, now the Unlimited Campus of Ao Tawhiti Unlimited Discovery, it was always a challenge to bring parents into the school. Many theories have been presented for this, ranging from parents feeling unwelcome in the environment, parents lacking a clear place to belong, or students simply not wanting their parents to be involved in their education so closely. There was and is still a strong desire to see more parents involved with the school.

One identified area of challenge for parents, learning advisors and students is knowing what is needed or can be offered. Unlimited Paenga Tawhiti tried to address this with the creation of a database of parental skills or ways they were willing to contribute. This database could then be used by the school to match the individual needs of the students with parents as mentors or coaches. The management of this database saw the creation of a paid role, to help connect the offers with the needs. There were successes (some mentoring relationships were made) and challenges (notably the cost of employing someone in this role, and the difficulty of getting people to actually do what they had offered to do) with this structure.

In 2017 we believe there is value in reexamining some of these old structures in the hope that we can increase the number of parents involved, and also improve the experience they have when they do get involved. By creating a database of what parents are willing to offer our students, coupled with the development of material that shows parents how they could be involved, an improved induction process for new parents and ensuring that this info is easy to access for parents.

ACTIONS TO BE TAKEN IN 2017

1. Develop a webpage to support parents
2. Consult parents about what the barriers / enablers are to getting involved
3. In consultation with parents, develop a 3 tiered system for parental involvement
4. Create a database of parental skills and availability
5. Establish a homebase liaison parent for each homebase in the school
6. Consult with students about how parents could support their learning (barriers / enablers)
7. Provide guides / workshops for parents on how to run a PINs session
8. Provide guides / workshops for parents on how to mentor / coach students

ANALYSIS

Much of this goal has been begun. Support processes and HB Liaison parents were discussed, implemented and rejected due to lack of interest at the discovery campus. Parental involvement was continuously discussed at strategic leadership level. Eventually there was agreement that this goal required more attention and extended timeframes. The DD (1-6) started developing a database for parents. With his move to Y7-10 this has been handed to a professional learning group with a drive to see LAs working with parents to reengage with the CBD environment. It's hoped that this work will dovetail with other parental structures

NEXT STEPS

- Continue with this a goal in 2018

ANNUAL AIM 6: TO DEVELOP A SET OF INDICATORS FOR OUR SPECIAL CHARACTER

CONTEXT (FROM 2017 ANNUAL PLAN)

Ao Tawhiti Unlimited Discovery's special character is currently represented through 5 guiding principles and 5 values. Since the merger of Discovery 1 and Unlimited Paenga Tawhiti in 2014, leadership has not placed a focus on what these look like in action at the school. Part of the reason for this is a strong desire from leadership to allow students through their partnerships with their LA and parents, to establish what these mean for them. This has created concerns from some members of the community, about whether they are actually honouring their principles and values as intended.

The staff in 2016 worked on developing essence statements that reflected the special character in each learning area. In 2017 leadership would like to support the entire community by creating broad school-wide definitions or descriptions for each guiding principles. The intent is not to create a series of developmental progressions for the guiding principles but instead to provide aspirational statements that reflect the essence of these principles in clear and student focused terminology.

To do this the statements will need to be constructed with students, learning advisors and parents. The plan is to have these statements in place for use at the start of the 2018 school year.

ACTIONS TO BE TAKEN IN 2017

1. Establish a working party to create a draft framework for the special character in action
2. With an external facilitator, create a draft set of broad statements that reflect the guiding principles in action
3. Use the draft document to consult with students, staff and parents
4. Establish an agreed framework / rubric / way of working with the document
5. Through consultation with students, develop a way to best assess students against the established framework
6. Provide PLD for staff, parents and students about how to generate an OTJ / self assessment from framework

ANALYSIS

This goal was a huge focus for the Deputy Directors in 2017. They worked with a group of staff, surveyed the community and created posters with the values explained. While the initial focus was on rubrics, it became clear that the most appropriate solution to this goal was collating the feedback and visually representing it.

NEXT STEPS

- Ensure the work is implemented and displayed

ANNUAL AIM 7: TO IMPROVE HOW WE INDUCT NEW STUDENTS, PARENTS AND LEARNING ADVISORS

CONTEXT (FROM 2017 ANNUAL PLAN)

Starting at a new school is a challenge in any environment. Transitions between traditional schools are often managed through building networks between the feeder school and the school. As an area school without a genuine zone and a special character, this transition can be even more challenging.

Through 2014 to 2016 we have focused on reviewing and refining our enrolment processes to ensure that parents and students are more aware of what it means to attend Ao Tawhiti Unlimited Discovery. There has not been a coordinated school-wide attempt to induct new members of our community into our school.

New staff to the school have always been tagged to a community leader. Beginning teachers have always had a mentor to support them. We want to formalise this process, making it clearer for all staff as to where they get support and what it looks like to be an Ao Tawhiti Unlimited Discovery teacher.

New students have historically been inducted through homebase. From 2017 we intend to provide an increased focus on how homebases can support new students and their families into the school. We believe that homebase LAs play a huge role in modelling our special character as well as providing a vital connection with home. In 2017 PLD and additional homebase time will be offered in the hope that this better supports our students.

New parents to the school have a similarly difficult time in transitioning into their role at our school. Knowing how to get involved, what involvement looks like and where to get support are all challenges that currently require our parents to learn as they go. We hope to have clearer guides and processes to support parents, by working with our current parents to develop relevant documentation and structures.

ACTIONS TO BE TAKEN IN 2017

1. Strengthen homebase through providing time on the timetable for all year levels
2. Change the staff meeting cycle to place more emphasis on meeting at community level
3. Improve communication between homebase and home through regular meetings or communication
4. Establish a homebase liaison parent for every homebase
5. Provide professional development for HBLAs to support homebase
6. Interview students, parents and staff new to Ao Tawhiti
7. Use interview / survey to inform 2018 induction for new students / families
8. Provide a clear set of expectations / tasks for homebase liaison parents for 2018
9. Implement an AEA tracking system at homebase level
10. Ensure that HBLAs are completing the AEA system and discussing it at community level
11. Ensure that CLs are developing and implementing strategies based on the AEA data

ANALYSIS

We took a number of steps around this last year, with some more effective than others. Homebase at all levels has provided a stronger sense of connection for the students in the Y11-13 part of the school.

AEA data has been an effective way to get a different data set to support our staff and school leaders when working with their students. This very basic spreadsheet has been well supported by staff, and community leaders have led regular discussions with their HBLAs to ensure that actions are taken for students identified at risk. The spreadsheets were further developed through discussions with the strategic leadership group and now track ethnicity, year level, etc all through a tick and cross otj. What is truly awesome is that the data from the spreadsheets almost exactly match our achievement rates at NCEA. This would signify that homebase learning advisors at Y11-13 are aware of where their students are at overall, but need some further support with how to improve their students engagement with their plan.

NEXT STEPS

- Further develop the AEA spreadsheets to allowing easier analysis
- Develop student / parent and staff handbooks through professional learning groups in 2018 or through tasking the work to DDs if the PLGs identify a different focus.
- Develop through staff meetings

ANNUAL AIM 8: TO ADAPT OUR PRACTICE TOWARDS INNOVATIVE LEARNING ENVIRONMENTS IN A CBD CONTEXT

CONTEXT (FROM 2017 ANNUAL PLAN)

2017 was supposed to bring the two campuses together and finally bring us back to the CBD. Last year's annual plan and charter both included goals to support this transition. However the start of Term 1 2016 saw the reality of another failed building project and yet more time added to our time away from the CBD and appropriate learning environments. Every year the annual plan repeats the previous year's disappointment and need to reassess our transition to the CBD. Every year the school has put effort, money and staffing into trying to make this transition easier on the entire community. Every year this time, effort and energy is largely wasted.

2016 saw the Ministry of Education successful in securing land in the CBD. The current programme will see the school return to the CBD in time for the start of the 2019 school year - a full 8 years after leaving the CBD and our appropriate learning environments. After 6 years out of the CBD, there is a need to examine the types of environments that we used to be famous for but are now just a distant memory for most of our community, including our staff. In this time, several schools in Christchurch have been built that roughly reflect the environments we had in town - open, innovative, agile and flexible. There is a strong need to reconnect with these environments, the challenges they present and the opportunities they provide.

ACTIONS TO BE TAKEN IN 2017

1. Identify key schools in Canterbury willing to let us visit
2. Establish professional pairs of staff
3. Visit schools during year
4. Provide opportunity for staff to present what they learned
5. Engage with Inclusiveness and Diversity PLD through cluster
6. Develop a reflection format that allows staff to share their findings
7. Ensure that 2018 staffing and development of learning programmes reflects a desire to transition to ILEs

8. Fortnightly communication in newsletter
9. Twice termly communication from BOT
10. Site Blessing
11. At least termly events in the CBD

ANALYSIS

Through our senior leadership and strategic leadership meetings we began with a focus on establishing what learning would like in our new CBD premises. These meetings eventually narrowed in focus to agreeing to establish a series of professional learning groups that would run throughout 2018. We identified 5 areas that we wish to develop professional development, systems, consultation with the community and documentation behind. These areas are school wide 1-13 documentation; transition students to a CBD environment; transition staff to a CBD environment; transition staff to a CBD environment; and engaging and using alumni from a CBD to share experiences with the community. This direction sees a change in the annual plan actions of professional pairs and presenting to staff, and instead focuses on the entire community and using the 5 school terms left on split campuses to ensure that our entire community is talking, contributing and learning about our city based learning in a purpose built environment.

We did visit Rolleston College, a newly opened ILE last year and I will also visit Kaiapoi High's new environments this year. We have visited many modern learning environments in the last 4 years and while there is some usefulness, senior leadership agrees that a better focus is to instead look at our practice in our environment.

We continued to engage with the Central City Cluster. The focus on inclusivity and diversity has not had a major focus on environments or practice in these environments, but has been useful for reconnecting with schools and teachers already located in the central city.

The Site Blessing went ahead on possibly the worst and wettest day of 2017. It was attended by a few hardy souls and the Ministry. It was unfortunately due to the appalling weather, a missed opportunity to further advertise our new location.

Events in the CBD - fish and chips, site blessing, end of year picnic, end of year staff function

NEXT STEPS

- Prepare leadership for Professional Learning Groups in Term 1
- Assign staff to Professional Learning Groups
- Develop an agreed way to work within these groups
- Reflect on progress made by groups at start of Term 4
- Ensure progress of groups is clearly communicated to the entire community through newsletters / communication channels
- Continue with this a goal in 2018

**AO TAWHITI UNLIMITED DISCOVERY
SCHOOL 0683
BOARD OF TRUSTEES
2018**

Name	Position	How Position on Board was gained	Term Expires	Occupation
Moana Barr	Whanau representative	Co-opted Apr 2018	May-Jun 2019	Service Support Agent
Brooke Coburn	Student representative	Elected Sep 2018	Sep 2019	Student
Andrew Dean	Parent representative	Elected May 2016	May-Jun 2019	Escape Room Designer
Karen Grant	Parent representative	Elected Aug 2017	May-Jun 2019	Self-employed Proof Reader and Editor
Kay Hayes	Staff representative	Elected May 2016	May-Jun 2019	Community Leader & Learning Advisor (Teacher)
Evan Kidd	Board Chair (Parent representative)	Elected May 2016	May-Jun 2019	Senior Management Accountant
Oliver Kidd	Student representative	Elected Sep 2017	Sep 2018	Student
Tim Mackay	Discovery Trust representative	Co-opted May 2016	May-Jun 2019	Student
Steven Mustor	Principal	Appointed May 2016	Not applicable	Director (Principal)
Matthew Parrett	Parent representative	Selected Mar 2017	May-Jun 2019	Sales Manager
John Schischka	Parent representative	Elected May 2016	May-Jun 2019	Self-employed Gardener

**AO TAWHITI UNLIMITED DISCOVERY
SCHOOL 0683
KIWISPORT
2018**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2018, the school received Years 1 to 13 Kiwisport funding of \$9,265.41 (in 2017 \$8,762.13) excluding GST.

This was spent on the employment of a Sports Co-ordinator

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF AO TAWHITI UNLIMITED DISCOVERY'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

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

Opinion

We have audited the financial statements of the School on pages 4 to 18, that comprise the Statement of Financial Position as at 31 December 2018, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 24 May 2019. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Board of Trustees Listing and the Kiwi Sport Report but does not include the financial statements, and our auditor's report thereon.

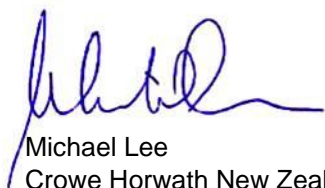
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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