

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 683

Principal: Steven Mustor

School Address: 5 Mollett Street, Christchurch Central
Christchurch 8011

School Postal Address: PO Box 4666
Christchurch 8140

School Phone: 03 377 7773

School Email: office@aotawhiti.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Evan Kidd	Chair Person	Elected Parent Trustee	Accountant	
Steven Mustor	Principal			
Moana Barr	Member	Co-opted Trustee	Service Support Agent	
Brooke Coburn	Member	Student Trustee	Student	Sep-19
Andrew Dean	Member	Elected Parent Trustee	Designer	
Karen Grant	Member	Elected Parent Trustee	Editor	
Kay Hayes	Member	Staff Trustee	Teacher	Jun-19
Oscar Henderson-Walshe	Member	Student Trustee	Student	
Sarah Marshall	Member	Staff Rep	Teacher	
Tim McKay	Member	Co-opted Trustee	Student	
Matthew Parrett	Member	Elected Parent Trustee	Sales Manager	
John Schischka	Member	Elected Parent Trustee	Gardener	Jun-19
Danette Wereta	Member	Elected Parent Trustee	Customer Service Manager	
Duncan Woods	Member	Principal	Acting Director	Sep-19

Accountant / Service Provider:

BDO Christchurch Limited

AO TAWHITI UNLIMITED DISCOVERY SCHOOL

Annual Report - For the year ended 31 December 2019

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Ao Tawhiti Unlimited Discovery School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

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

Evan Kidd

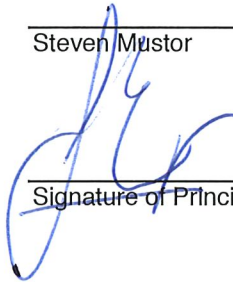


Signature of Board Chairperson

Date:

31 May 2020

Steven Mustor



Signature of Principal

Date:

31 May 2020

Ao Tawhiti Unlimited Discovery School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	6,413,994	4,469,169	5,074,244
Locally Raised Funds	3	152,673	167,500	188,173
Interest income		20,676	14,000	29,271
Gain on Sale of Property, Plant and Equipment		3,043	5,000	
Other Revenue		47,457	-	96,365
		<u>6,637,842</u>	<u>4,655,669</u>	<u>5,388,054</u>
Expenses				
Locally Raised Funds	3	67,338	67,500	71,788
Learning Resources	4	4,182,407	4,035,750	3,912,402
Administration	5	376,250	327,954	351,024
Finance		1,857	-	3,808
Property	6	2,344,879	196,500	866,490
Depreciation	7	179,344	70,000	90,441
Loss on Disposal of Property, Plant and Equipment		43,887	-	11,045
		<u>7,195,963</u>	<u>4,697,704</u>	<u>5,306,999</u>
Net Surplus / (Deficit) for the year		(558,120)	(42,035)	81,055
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(558,120)</u>	<u>(42,035)</u>	<u>81,055</u>

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

Ao Tawhiti Unlimited Discovery School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>1,308,182</u>	<u>1,308,182</u>	<u>393,240</u>
Total comprehensive revenue and expense for the year		(558,120)	(42,035)	81,055
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	833,887
Equity at 31 December	20	<u>750,062</u>	<u>1,266,148</u>	<u>1,308,182</u>
Retained Earnings		750,062	1,266,148	1,308,182
Equity at 31 December		<u>750,062</u>	<u>1,266,148</u>	<u>1,308,182</u>

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

Ao Tawhiti Unlimited Discovery School Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	71,579	347,347	402,783
Accounts Receivable	9	266,982	433,000	424,971
Prepayments		-	-	870
Investments	10	204,717	753,382	803,382
		<u>543,279</u>	<u>1,538,729</u>	<u>1,632,005</u>
Current Liabilities				
GST Payable		10,612	-	6,263
Accounts Payable	12	480,268	425,000	486,815
Revenue Received in Advance	13	8,831	12,000	17,614
Finance Lease Liability - Current Portion	14	26,412	-	21,778
		<u>526,123</u>	<u>437,000</u>	<u>532,470</u>
Working Capital Surplus/(Deficit)		17,156	1,101,729	1,099,535
Non-current Assets				
Investments	10	-	-	-
Property, Plant and Equipment	11	791,386	164,419	214,419
Intangible Assets	15	-	-	-
		<u>791,386</u>	<u>164,419</u>	<u>214,419</u>
Non-current Liabilities				
Finance Lease Liability	14	58,480	-	5,772
		<u>58,480</u>	<u>-</u>	<u>5,772</u>
Net Assets		<u>750,062</u>	<u>1,266,148</u>	<u>1,308,182</u>
Equity	20	<u>750,062</u>	<u>1,266,148</u>	<u>1,308,182</u>

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



Ao Tawhiti Unlimited Discovery School

Statement of Cash Flows

For the year ended 31 December 2019

	2019	2019	2018
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,146,520	1,420,350	1,031,481
Locally Raised Funds	183,001	129,239	273,738
Goods and Services Tax (net)	4,350	(11,263)	9,423
Payments to Employees	(809,198)	(738,227)	(560,277)
Payments to Suppliers	(736,939)	(879,938)	(696,230)
Interest Paid	(1,857)	-	(3,808)
Interest Received	24,065	16,949	25,293
Net cash from Operating Activities	<u>(190,058)</u>	<u>(62,889)</u>	<u>79,620</u>
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	3,046	5,000	-
Purchase of PPE (and Intangibles)	(710,761)	(20,000)	(159,687)
Proceeds from disposal of investments	598,665	50,000	-
Purchase of Investments	-	0	(394,409)
Net cash from Investing Activities	<u>(109,049)</u>	<u>35,000</u>	<u>(554,096)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	833,887
Finance Lease Payments	(32,098)	(27,549)	(19,826)
Net cash from Financing Activities	<u>(32,098)</u>	<u>(27,549)</u>	<u>814,061</u>
Net increase/(decrease) in cash and cash equivalents	<u><u>(331,204)</u></u>	<u><u>(55,438)</u></u>	<u><u>339,585</u></u>
Cash and cash equivalents at the beginning of the year	8 402,783	402,785	63,200
Cash and cash equivalents at the end of the year	<u><u>8 71,579</u></u>	<u><u>347,347</u></u>	<u><u>402,785</u></u>

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

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



Ao Tawhiti Unlimited Discovery School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 22.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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



f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

l) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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



k) 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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of

o) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

p) 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.



q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	925,812	1,051,740	993,639
Teachers' Salaries Grants	3,260,260	3,000,000	3,130,371
Use of Land and Buildings Grants	2,092,860	-	637,826
Resource Teachers Learning and Behaviour Grants	13,410	11,500	11,808
Other MoE Grants	(182,626)	12,000	260,414
MOE EDI Funding	257,265	350,000	-
Transport grants	-	-	-
Other Government Grants	47,011	43,929	40,186
	<u>6,413,994</u>	<u>4,469,169</u>	<u>5,074,244</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	40,946	60,500	40,673
Bequests & Grants	1,739	4,000	-
Activities	63,788	61,500	61,614
Trading	1,704	-	-
Fundraising	14,390	15,000	15,584
Other Revenue	30,106	26,500	70,303
	<u>152,673</u>	<u>167,500</u>	<u>188,173</u>
Expenses			
Activities	52,477	55,500	58,265
Trading	1,687	-	-
Fundraising (Costs of Raising Funds)	13,174	12,000	13,523
Transport (Local)	-	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<u>67,338</u>	<u>67,500</u>	<u>71,788</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>85,335</u>	<u>100,000</u>	<u>116,385</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	207,275	244,250	213,974
Equipment Repairs	9,094	3,500	-
Information and Communication Technology	1,131	-	-
Resource/Attached Teacher Costs	39,123	44,000	26,561
Library Resources	-	-	-
Employee Benefits - Salaries	3,902,849	3,669,000	3,650,085
Staff Development	22,934	75,000	21,782
	<u>4,182,407</u>	<u>4,035,750</u>	<u>3,912,402</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	7,769	7,500	7,300
Board of Trustees Fees	4,765	2,500	2,980
Board of Trustees Expenses	20,966	29,000	37,078
Intervention Costs & Expenses	-	-	-
Communication	24,255	27,700	24,958
Consumables	7,491	-	11,564
Operating Lease	19,840	39,504	31,894
Legal Fees	-	-	-
Other	98,597	45,500	44,420
Employee Benefits - Salaries	183,039	169,500	180,803
Insurance	1,643	1,750	2,913
Service Providers, Contractors and Consultancy	7,885	5,000	7,114
	<u>376,250</u>	<u>327,954</u>	<u>351,024</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	27,967	31,500	29,226
Consultancy and Contract Services	101,419	73,000	78,943
Grounds	1,739	1,000	4,848
Heat, Light and Water	66,277	36,500	35,830
Rates	16,857	-	-
Repairs and Maintenance	(6,772)	12,500	35,912
Use of Land and Buildings	2,092,860	-	637,826
Security	3,098	2,000	2,035
Employee Benefits - Salaries	41,435	40,000	41,871
	<u>2,344,879</u>	<u>196,500</u>	<u>866,490</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Furniture and Equipment	80,909	38,741	28,528
Information and Communication Technology	60,849	29,136	44,039
Motor Vehicles	4,433	2,122	2,607
Leased Assets	33,154	-	15,266
	<u>179,344</u>	<u>70,000</u>	<u>90,441</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	350	350	350
Bank Current Account	72,191	129,817	49,817
Bank Call Account	1,420	2,428	428
Short-term Bank Deposits	-	214,752	352,188
Bank Overdraft	(2,382)	-	-
Cash and cash equivalents for Cash Flow Statement	<u>71,579</u>	<u>347,347</u>	<u>402,783</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	10,699	35,000	2,353
Receivables from the Ministry of Education	7,466	5,000	150,000
Allowance for credit/ losses	-	-	-
Interest Receivable	2,560	3,000	5,949
Banking Staffing Underuse	-	140,000	-
Teacher Salaries Grant Receivable	246,258	250,000	266,668
	<u>266,982</u>	<u>433,000</u>	<u>424,971</u>
Receivables from Exchange Transactions	13,259	38,000	8,303
Receivables from Non-Exchange Transactions	253,723	395,000	416,668
	<u>266,982</u>	<u>433,000</u>	<u>424,971</u>

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	204,717	753,382	803,382
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>204,717</u>	<u>753,382</u>	<u>803,382</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	125,334	542,665	(34,873)	-	(80,909)	552,217
Information and Communication	59,039	168,096	(9,017)	-	(60,849)	157,269
Motor Vehicles	14,775	-	-	-	(4,433)	10,343
Leased Assets	15,271	89,440	-	-	(33,154)	71,557
Balance at 31 December 2019	214,419	800,200	(43,890)	-	(179,344)	791,385

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	688,362	(136,145)	552,217
Information and Communication	345,070	(187,800)	157,270
Motor Vehicles	17,383	(7,040)	10,343
Leased Assets	119,977	(48,420)	71,557
Balance at 31 December 2019	1,170,792	(379,406)	791,386

	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)	14,776
Leased Assets	45,803	-	-	-	(15,266)	30,537
Balance at 31 December 2018	175,706	140,199	(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

12. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	20,910	20,000	10,435
Accruals	13,019	15,000	10,610
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	142,490	140,000	199,375
Employee Entitlements - Salaries	290,696	250,000	254,441
Employee Entitlements - Leave Accrual	13,154	-	11,955
	<u>480,268</u>	<u>425,000</u>	<u>486,815</u>
Payables for Exchange Transactions	480,268	425,000	486,815
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>480,268</u>	<u>425,000</u>	<u>486,815</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	8,831	12,000	17,614
	<u>8,831</u>	<u>12,000</u>	<u>17,614</u>

14. Finance Lease Liability

The School has entered into finance lease agreements for teachers laptops and a printer. Minimum lease payments payable:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	26,412	-	21,778
Later than One Year and no Later than Five Years	58,480	-	5,772
Later than Five Years	-	-	-
	<u>84,892</u>	<u>-</u>	<u>27,550</u>

15. Related Party Transactions

Ao Tawhiti Unlimited Discovery 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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,765	2,980
Full-time equivalent members	0.42	0.44
<i>Leadership Team</i>		
Remuneration	451,206	438,016
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	455,971	440,996
Total full-time equivalent personnel	4.42	4.44

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	2.00	2.00
	2.00	2.00

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:

	2019 Actual		2018 Actual
Total	\$	-	\$ 20,000
Number of People	0		1

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has no capital commitments.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

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

(a) operating lease of printers;

	2019 Actual	2018 Actual
	\$	\$
No later than One Year	20,640	32,568
Later than One Year and No Later than Five Years	58,480	24,426
Later than Five Years	-	-
	<u>79,120</u>	<u>56,994</u>



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:

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	71,579	347,347	402,783
Receivables	266,982	433,000	424,971
Investments - Term Deposits	204,717	753,382	803,382
Total Financial assets measured at amortised cost	<u>543,279</u>	<u>1,533,729</u>	<u>1,631,136</u>

Financial liabilities measured at amortised cost

Payables	480,268	425,000	486,815
Finance Leases	84,892	-	27,549
Total Financial Liabilities Measured at Amortised Cost	<u>565,159</u>	<u>425,000</u>	<u>514,365</u>

22. Events After Balance Date

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

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

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

23. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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



ANALYSIS OF VARIANCE 2020

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ANNUAL AIM 1: TO DEVELOP A CURRICULUM THAT ALLOWS STUDENTS TO ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY AND NUMERACY GOALS

2019 CONTEXT

In 2018 we introduced a schoolwide tracking system to quickly record where our students are tracking. This is a genuine overall teacher judgement in 3 key areas of the school. We have tracked our students' achievement, engagement and attendance. This data was used as our primary achievement data for reporting to the Board of Trustees. The data was also used by my communities to develop personalised plans for students at risk of not achieving, engaging or attending.

The data highlights a few areas of concern. Y5 students are much more likely to be at risk of not achieving than their primary counterparts (26% compared with 10% for Y1-4 and Y6-8 combined). In general there is a trend for more students to be identified at risk of not achieving as they move up the school. This data is mirrored in our poor NCEA achievement data for 2018 (see Annual Aim 2).

Māori and Pasifika students are also more likely to be at risk of not achieving. This trend (particularly for Māori learners at NCEA level) has been identified for 5 years and support has been provided in terms of funding, professional development and schoolwide strategies. None of our prior initiatives have made any difference to our achievement data. We urgently need to change our approach rather than continuing to hope that what we've done will continue to work. This area will be further discussed in Annual Aim 5.

There is little to no difference between girls and boys. I believe this is due to our insistence on bringing a truly personalised approach to learning for our students.

2018 School-wide Students at Risk of Not Achieving, Engaging or Attending

	Achieve	Engage	Attend	Total # students		Achieve	Engage	Attend
Y1	3	3	1	28	Y1	11%	11%	4%
Y2	0	1	0	19	Y2	0%	5%	0%
Y3	0	2	0	19	Y3	0%	11%	0%
Y4	1	2	1	24	Y4	4%	8%	4%
Y5	6	3	0	23	Y5	26%	13%	0%
Y6	0	3	2	17	Y6	0%	18%	12%
Y7	3	0	2	38	Y7	8%	0%	5%
Y8	4	6	5	33	Y8	12%	18%	15%
Y9	9	15	6	56	Y9	16%	27%	11%

Y10	9	10	9	44	Y10	20%	23%	20%
Y11	13	11	13	56	Y11	23%	20%	23%
Y12	16	14	17	59	Y12	27%	24%	29%
Y13	12	12	20	54	Y13	22%	22%	37%
Y14	3	3	3	7	Y14	43%	43%	43%
Female	37	30	41	236	Female	16%	13%	17%
Male	43	58	38	245	Male	18%	24%	16%
European	61	63	58	381	European	16%	17%	15%
Māori	14	16	16	59	Māori	24%	27%	27%
Pasifika	3	3	3	9	Pasifika	33%	33%	33%
Asian	1	3	2	17	Asian	6%	18%	12%
MELAA	2	2	1	11	MELAA	18%	18%	9%
Other	0	1	0	2	Other	0%	50%	0%
Total	78	84	78	476	Total	16%	18%	16%

Senior Leadership discussed with staff what they believed were some of the causes for our identified students not achieving. A consistent message was a need for students to raise their levels of literacy, particularly in the Y7-13 areas of the school where students have more ability to avoid literacy through passion based course selection.

2019 will see the school focus on developing tools that work to raise literacy for all students. We have identified 6 areas that will form the basis of our professional learning and development. These are Reading, Writing, Listening/Speaking, Growth Mindsets, Vocabulary/Spelling and Significant Learning Needs. These groups will all focus on developing 8 tools each that have been tested and trialled within community.

CURRICULUM TARGETS

1. Make literacy as a schoolwide professional development focus
2. Develop tested literacy tools for Y1-13
3. Introduce L2L as a curriculum structure in all levels of the school

STUDENT TARGETS

1. Lower the number of Year 6 students identified as being at risk of not achieving to <15% (26% in 2018)
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018)
3. Lower the number of Y11-13 students identified as being at risk of not achieving to <15 (24% in 2018)

ACTIONS TO ACHIEVE AIM

1. Establish ABLE system
2. Establish Literacy PLD 1-13
3. Literacy PLD groups create and test tools
4. Responsive PLD is provided to support group research / development
5. All student have literacy incorporated into their programme
6. Māori students are invited to participate in a student voice group with SLT
7. ABLE data is shared at each BoT meeting

2020 ANALYSIS

ABLE has been well established within the school. It is used at all levels for reporting. ABLE is still only as strong as the data enter at the homebase end. As most of the actions that result from the data entry and analysis happen at the Community Level I feel that it is important to shift the reporting from the Senior Leaders, who often do not know the stories behind the data, to community leaders. I also feel that in doing this the LAs will have a greater awareness of the importance of completing the data each week.

Our literacy PLD started incredibly well with staff completely engaged with the activities that were developed in Term 1. Our challenge came as we tried to continue with this following our move to the CBD in Term 2. Staff felt they were stretched dealing with a move to a new build that was still being constructed around them. As a leadership group we removed all full staff PLD for Term 2 and 3 to allow staff the opportunity to find their place in the new facilities. This PLD is still incredibly valuable and should be reimplemented if possible in 2020.

We made several changes to how we schedule literacy and numeracy at the end during the year. In Term 4 we trialled running all english and maths at Y7-10 at the same time, with some success. We found that most students at Y7-10 took these anyway and grouping them together made it easier for LAs to work collaborative in their planning and practice. From 2020 all maths and english from Y7-11 will work in this way. At Y1-6 we have also trialled and implemented a number of measures to improve engagement with literacy. Students are already working across homebases according to their needs. Increased coordination and cooperation across the Y1-6 LAs should allow students more flexibility with their literacy (including capable Y5-6s moving up to Y7 courses) in 2020. There was also a focus on incorporating play into literacy with several staff undertaking PLD in this area.

2020 NEXT STEPS

- Change reporting to the BOT delegations for ABLE from Senior Leadership to Community Leadership.
- Look at reestablishing the Literacy PLD in 2020
- Review the Timetable to ensure that all literacy occurs at the same time
- Increase places students can access literacy resourcing, including online repositories

ANNUAL AIM 2: TO RAISE THE NUMBER OF STUDENTS ATTAINING A NCEA CERTIFICATE OR UNIVERSITY ENTRANCE

2019 CONTEXT

In general our NCEA results have fallen, with Y12s sitting Level 2 the only minor improvement. NZQA no longer allows school's to easily generate participation based stats (their new reporting only provides enrolment based statistics), so it's difficult for me to comment on whether our students have set a goal, had enough credits to achieve it and then did (or did not) achieve it. I would say however that these stats feel like an accurate reflection of where NCEA achievement is at in the school in 2018.

NZQA Roll Based Data %	2016	2017	2018
Y11 achieving NCEA Level 1	27.1	28.1	18.6
Y12 achieving NCEA Level 2	35.6	43.5	45
Y13 achieving NCEA Level 3	39.3	39.5	37.9
Y13 achieving UE	25.0	32.6	29.3

This is a continuing trend and one that requires a considerable rethink in approach. Currently our students are able to take NCEA courses at whichever level and for whatever duration they want. This heavy focus on managing one's own learning is central to our values and beliefs about education. There is however a clear cost for our learners as they learn how to work within this system in Y11.

I feel that in our school our students should be achieving their NCEA goals with ease. I also believe that we need to examine how our classes are run, how we allow our students to engage with them, and how we support them to build their NCEA self management skills. We have not made any changes to how we deliver NCEA since we merged in 2014. Instead we have focused on building what learning looks like to Y10.

In 2019 we will undertake a radical rethink of what learning for Y11-13 students looks like. We have dropped a course slot and mentoring, and introduced a 90 minute session each day called L2L (Learning to Lead). This course is focused on developing life skills and leadership skills. Our hope is that these sessions will improve our student's engagement. As a school leader I also hope that the collaborative approach taken by the LAs at this time, will begin a rethink about what learning at NCEA level looks like at Ao Tawhiti Unlimited Discovery. We cannot continue to believe that our students should be achieving because the course content and delivery is effective and instead shift the burden of responsibility to our learners who are still learning their independent management skills. Added to this is the need to recognise that as a school we have one of the highest (if not the highest) percentages of special assessment conditions in New Zealand. Many of our students have specifically chosen to work with us because of the learning difficulties that they have. We need to learn more as a staff about how to plan for achievement for these students within our classes, access relevant PLD to improve our practice, and ensure that our curriculum and NCEA planning is responsive to the identified needs of the learners we have within our class.

None of the strategies listed in 2018's Annual Plan made any noticeable difference. It's time to review and start again.

2019 STUDENT TARGETS

1. At least 50% of enrolled Y11 students will achieve NCEA Level 1 or higher
2. At least 75% of enrolled Y12 and Y13 students will achieve their NCEA goal (as recorded in the LMS)

ACTIONS TO ACHIEVE AIM

1. L2L is implemented in the Y11-13 communities
2. Timetable is adjusted to accommodate L2L
3. Community Leaders and DD of Y11-13 are supported to meet and reflect regularly on the success of L2L
4. All NCEA level staff participate in appropriate PLD for their NCEA teaching
5. Gateway and Careers coordinators focus on qualification pathways as well as career pathways
6. Establish a NCEA working group
7. Working group interviews students, staff and families
8. Working group presents findings to staff
9. Working group works with staff to create plan for 2020 and beyond
10. NCEA 2020 plan shared with all staff

2020 ANALYSIS

We saw a significant increase in our Level 1, Level 3 and UE NCEA results in 2019. Level 2 results fell sharply. The introduction of L2L had some positive effect with Y11-13 students able to gain NCEA credits for work done during this time. This potentially allowed students to gain credits on top of their normal classes. The shift in results at Level 2 is possibly related to the cohort of students at Y12 in 2019. This group are overrepresented in SENCO and behavioural needs.

2020 NEXT STEPS

- Senior leadership to conduct a review of all NCEA courses
- Senior leadership to make clear plans for 2021 NCEA requirements
- Staff to participate in NCEA workshops to support implementation of new standards

ANNUAL AIM 3: TO BECOME A COACHING SCHOOL

Our recent ERO review highlighted that our appraisal system was inconsistent and that the inquiry goals set by the teachers lacked sufficient depth to meet all of the practising teacher criteria. To address this we want to increase the opportunity for our LAs to regularly reflect with their appraiser. As a school with a focus on whanaungatanga these relationships are vital in building strong learning relationships for not just our students but our staff as well. Coaching is a way to provide our staff with a clear framework to help place the ownership of professional learning with the individual, whilst being supported by careful questioning and listening from their coach. We attempted in 2015 to establish a coaching framework for our students to improve the learning conversations we had with them. In 2019 we hope that by building coaching (essentially 1:1s for staff) into our appraisal process, there will be added benefits for our students. The plan for this year is to find a suitable external facilitator to work with the whole teaching staff. Embedding coaching across the school will not happen quickly. This may be a journey that takes several years.

ACTIONS TO ACHIEVE AIM

1. Establish a coaching working group
2. Working group interviews students, staff and families
3. Working group presents findings to staff
4. Working group works with staff and whanau group to create plan for 2020 and beyond
5. Coaching 2020 plan shared with all staff
6. Bring in an external presenter to work with staff on coaching in a school context

2020 ANALYSIS

Appraisal through coaching worked well for most staff. CLs were able to use appraisal to also build coaching relationships. We saw an increase in the number of documented 1:1s in the LMS which suggests that staff have worked hard to make these meetings a vital part of their week. No professional development was maintained on coaching due to the impact of the added stress and workload from the move to the new buildings. My discussions with CLs and Senior Leadership is that coaching no longer needs to be viewed with a whole school lens and can instead be worked on with the willing, potentially with a focus on professional peers working together (coaching peers).

2020 NEXT STEPS

- Develop a coaching for the willing PLD plan
- Continue to promote 1:1s as coaching conversations

ANNUAL AIM 4: TO ENSURE ALL STUDENTS HAVE ACCESS TO 1:1 MENTORING

2019 CONTEXT

The central structure of learning at Ao Tawhiti Unlimited Discovery is the IEM. This meeting allows our students with their parents and learning advisor to create a genuinely personalised programme, that reflects their individual passions, interests and needs. Once these goals have been set there is a need to regularly reflect on the progress being made towards them. This is where the 1:1 becomes important. 1:1s allow students to receive regular coaching from their learning advisor. They are able to reflect on the progress they are making, what the reality of their week has been and what steps now need to be taken to achieve their IEM plan. Unlimited Paenga Tawhiti (the 9-13 school that formed part of Ao Tawhiti Unlimited Discovery), was always able to staff these meetings for its students. Discovery 1 (the Y1-8 school) was never able to staff these meetings. The BoT has made a commitment to pay for the staffing to ensure that all students from Y1-13 are finally able to have regular 1:1s. This investment is staffing requires considerable professional development support for the Y1-6 learning advisors, as well as careful leadership from the Deputy Directors to ensure that the students in Y1-6 are not disadvantaged through the disruption that could be caused by taking their LAs out of the classroom for sections of their week.

2019 ACTIONS TO ACHIEVE AIM

1. Establish a 1:1 working group
2. Working group interviews students, staff and families
3. Working group presents findings to staff
4. Working group works with staff and whanau group to create plan for 2020 and beyond
5. 1:1s 2020 plan shared with all staff
6. Bring in Alumni to talk about 1:1s experience / impact

2020 ANALYSIS

The most significant change made to our structures outside of moving to the new facilities, was the 2019 introduction of 1:1s for the 1-6 students. This has had a number of positive and interesting outcomes. The feedback from LAs in 1-6 is that they are incredibly valuable. The LAs found that the fortnightly conversations provided them with the opportunity to build deeper learning relationships with students. The students didn't find the meetings affected their day to day learning and parent feedback has been exclusively positive. The interesting side of the meetings has been the financial burden that these place on the school. 160 students requires 20 hours per week of staffing, but in practice this is actually a full time teacher. The \$70K when coupled with the cost of CRT and release for leaders in 1-6 brings the cost to about \$140000 each year. The school is aware of this considerable cost but the BOT will need to ensure that it has a long term plan for meeting this considerable financial burden. There is also the impact of taking Learning Advisors away from their students. This disruption has been commented on in a negative light by some families. They do not see the connection between the short 15 min fortnightly 1:1 and the loss of that teacher for a day. This also requires careful planning.

1:1s in the 7-13 part of the school are gaining consistency thanks to the efforts of the Community Leader and the constant communication of their value from senior leadership. One possible discussion has been having larger homebases for the LAs most skilled at 1:1s.

2020 NEXT STEPS

- Examine alternative ways to fund 1:1s
- Trial larger homebases for 7-13.
- Make alternative long term plans for 1:1s should they become unaffordable

ANNUAL AIM 5: TO ENSURE THAT MĀORI STUDENTS ARE SUPPORTED IN ACHIEVING EDUCATIONAL SUCCESS

2019 CONTEXT

This goal continues to be an area for development. Our NCEA results for Māori did improve slightly at Y11, Y13 and for UE but our Y12 data fell. Our NCEA results however are still massively below the national data. I feel that our continued (almost) compliance based approach, is not effective. The constant categorising and meetings to discuss our Māori learners is ignoring the issue of why they are not achieving inside our system, and instead directing it to the students and their engagement. We have excellent mentoring and support systems for Māori students, based heavily on our work in 2015 with Rawhiri Gibson. The challenge I feel, is that we're not as a school looking at what needs to change within our school systems and structures to make being Māori more visible and valued. The Whānau group was more effective in 2018, but lacks a genuine focus to help make it engaging. In 2019 we need to provide a genuine purpose for the group as there are awesome ideas and real commitment to improve the education outcomes and experiences for our Māori students. I also feel that as a staff we are lacking a clear direction from me to change. Simple practices that exist in the Y1-6 parts of the school like morning karakia, kapahaka and visible te reo Māori are not part of the Unlimited Campus. We also have no real commitment to making the campus feel Te Ao Māori in any way. While 2019 is going to be massively dominated by moving to the CBD, it also needs to be a year where we genuinely review how we are supporting our commitment to being Te Ao Māori as in our charter. We can tick the boxes and say that we are but I do not feel that we are living it.

In terms of targets, each year we've set highly aspirational targets. For 2019 I want to set realistic targets (which based on our previous data are still highly aspirational). If we can raise engagement through L2L in the senior school, target outside providers to support with NCEA level courses and raise the awareness and cultural practices of our LAs, then I believe we can exceed these targets.

STUDENT TARGETS

1. At least 50% of Y11 Māori students with a qualification goal of NCEA Level 1 or above will achieve their set goal.
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018).

ACTIONS TO ACHIEVE AIM

- Establish a Te Ao Māori working group
- Working group interviews students, staff and families
- Working group presents findings to staff
- Working group works with staff and whanau group to create plan for 2020 and beyond
- Te Ao Māori 2020 plan shared with all staff
- Share Māori ABLE data at whānau hui
- Whānau group work with community and external agencies (eg Ngai Tuahiriri) to establish appropriate wayfinding and signage in building

2020 ANALYSIS

The school started as it does every year with a large and willing whanau group. The group was eager to support the school through developing a plan for signage and

introduction of wider Te Ao Maori possibilities. Our challenge remains the same. By Term 2 the group begins to dissolve and nothing is achieved. I find this incredibly frustrating as the effort is being put in by all but unless it is tasked to Senior Leadership, nothing happens. The only way I feel that we can bring this goal to an actual conclusion is to remove the collaborative approach and to instead task it to one of the leaders. We do not have scope (units) to do this next year, so we will need to continue to try and make the group work. One change is that I have tasked a Noho Marae with a Senior Leader. This will occur during 2020.

2020 NEXT STEPS

- Re establish a Te Ao Māori working group
- Working group works with staff and whanau group to create plan for 2021 and beyond
- Te Ao Māori 2021 plan shared with all staff
- Noho Marae occurs in 2020 with a focus on Maori achievement

ANNUAL AIM 6: TO PROMOTE A CULTURE OF LEADERSHIP WITH OUR STUDENTS

2019 CONTEXT

A central tenet of Ao Tawhiti Unlimited Discovery is kaha. We feel that our students are provided with an environment that allows them to be courageous so they can push the boundaries of their own learning and take risks while developing their own pathway. An essential component of this is providing students with the ability and support to lead their own, and others, learning. Our AEA data paints a picture of a school that is mostly doing well in supporting its Y1-9 students in their learning. Our AEA and NCEA data for Y10 and above paints a very different picture, with students struggling to achieve their set qualification and learning goals. The Y11-13 Deputy Director consulted with a group of Y12-13 students in 2018, asking about what would improve the look of learning for them. A consistent message was more opportunities to learn what would traditionally be called “life skills” like budgeting, flattening, changing a car tyre etc, and more opportunities to lead. Leading was not just leadership of others but also described as being a chance for them to learn the skills to lead their own learning. With this in mind we have implemented a school wide L2L (Learning to Lead) programme each day. This replaces the successfully implemented “community time” that has run up to Y10. Students at Y11-13 are now expected to engage with community, homebase, mentoring, integrated classes (that incorporate “life skills”) and PINs (workshops that can be run by anyone for anyone). The Community Leaders and the Deputy Directors need time to trial, reflect and adapt this programme. We will add “leading” to our tracking data and see where this journey takes our students.

2019 ACTIONS TO ACHIEVE AIM

1. DDs to implement and lead L2L with Community Leaders
2. L2L is reviewed with students and staff termly
3. Review findings presented to staff termly at admin meetings
4. CLs work collaboratively to plan for L2L in 2020 and beyond
5. CLs plan for professional learning opportunities at other schools
6. CLs present plan to BoT
7. BoT budgets for 2020 PLD leadership opportunities for CLs
8. SLT promotes leadership forum with staff and students with a focus on providing opportunities for students to go elsewhere to learn and present

2020 ANALYSIS

L2L was implemented across the school in 2019. There was a significant shift in PINS as well with this now offered at all levels. At 1-6 child led workshops provided an excellent example of growing the awareness of our younger learners that they can lead their learning with others. At 7-10 L2L continued to develop project based learning that further embedded this. At Y11-13 I do not believe that L2L was able to build any significant areas of leadership for the students. This is a significant failing in my view as there was considerable resourcing and planning allocated to this. The focus for 2020 is to shift L2L to a day to help promote the idea that leading your learning can happen anywhere. CLs and LAs at Y11-13 need to significantly improve their understanding and support of students in this area. My believe is that a new Senior leader may need to be appointed to lead this area of the school.

2020 NEXT STEPS

- Appoint a new Senior Leader to oversee L2L
- Move L2L from daily to one day (Friday)

- Review and develop Y11-13 leadership opportunities at the school

ANNUAL AIM 7: TO SUCCESSFULLY TRANSITION TO OUR CBD ENVIRONMENT

2019 CONTEXT

Nothing has changed here from last year. With our move to the building happening in Term 2, we need to continue with our planning and preparations for the students, the staff and the parents. The PLGs will continue. We will also need to spend more time in Term 1 taking our students into the CBD. One area that is still unknown is how our staff will feel being a “merged” staff. While we have worked extensively as one staff, the reality has always been that they can simply return to their “primary” and “secondary” campuses at the end of the meeting. The tension that the Area School Teachers’ Collective Agreement brings with its inequities across Y1-6 and Y7-13 teachers will be highly visible for our learning advisors. There is also the blending of two communities into a new and largely unknown CBD environment.

A major challenge is of course should any building programme slippages occur. The Unlimited Campus is tied to a leaving date of 18 April, whilst the Discovery campus can remain at Halswell for longer. Should the build fall behind, we will have to reevaluate our planned move.

2019 ACTIONS TO BE TAKEN

1. All communities engage with a CBD day in town before we move
2. Look for opportunities to bring the entire school into the CBD before we move
3. Provide evenings to support families with their transition. Focus on transport, engagement and health and safety
4. PLGs continue throughout Term 1
5. Move to the CBD
6. Provide site visit for randomly selected parents prior to move in
7. Continue to use EDI to support transition to CBD
8. Provide reflection opportunities for the entire community
9. Arrange site blessing
10. Organise formal opening
11. Support Alumni to visit

2020 ANALYSIS

With the Term 2 move from the Halswell and Ilam sites to Mollett Street, we can finally mark this goal as completed. A massive amount of work was needed to make this happen and it had an impact on every aspect of our 2019 Annual Plan. With that said, all the planning and preparation meant that despite the logistical challenges of moving into an unfinished building, we have quickly adapted to our new facilities. There are still many aspects of being in the CBD that still require work, but these should now fall out of our curriculum and community work. The ever changing nature of business in the CBD means that a significant focus will need to remain on gateway and careers building and reviewing their connections with the CBD.

2020 NEXT STEPS

- Transition is no longer a goal. The focus will shift to using the CBD as a learning resource

0683 AO TAWHITI UNLIMITED DISCOVERY SCHOOL
KIWISPORT
2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received Years 1 to 13 Kiwisport funding of \$10,091.74 (in 2018 \$9,265.41) 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 2019

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, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the Statement of Financial Position as at 31 December 2019, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to the possible effects of COVID-19. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 22 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic

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 information included Analysis of Variance and Kiwisport, 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 New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand