

KAIKORAI VALLEY COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number:	381
Principal:	Rick Geerlofs
School Address	500 Kaikorai Valley Road, Bradford, Dunedin
School Postal Address:	500 Kaikorai Valley Road, Bradford, Dunedin, 9011
School Phone:	03 453 6035
School Email:	office@kvc.school.nz

KAIKORAI VALLEY COLLEGE

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Board of Trustees
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7</u>	Statement of Accounting Policies
<u>12</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Kaikorai Valley College

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.

Mark Rogers

Full Name of Board Chairperson

Richard William Gerveth

Full Name of Principal

m. f. Rogers

Signature of Board Chairperson

R. W. Gerveth

Signature of Principal

22/05/2019

Date:

22/05/2019

Date:

Kaikorai Valley College

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Mark Rogers	Chairperson	Elected	May 2019
Jeanette Aitken	Parent Rep	Elected	May 2019
Ruth Harrison	Parent Rep	Elected	May 2019
Gail Arthur	Parent Rep	Elected	May 2019
Sefton Vuli	Parent Rep	Elected	May 2019
Duane Donavan	Parent Rep	Elected	May 2019
Wendy Ellis	Parent Rep	Elected	May 2019
Michele Bennett	Staff Rep	Elected	May 2019
Josh Whitcombe	Student Rep	Elected	Nov 2018

Kaikorai Valley College

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	5,731,771	5,219,840	5,370,496
Locally Raised Funds	3	594,406	870,300	597,817
Interest Earned		2,080	600	(1,576)
International Students	4	470,766	490,000	566,024
		<u>6,799,023</u>	<u>6,580,740</u>	<u>6,532,761</u>
Expenses				
Locally Raised Funds	3	213,297	198,250	120,984
International Students	4	328,669	356,150	465,261
Learning Resources	5	4,381,311	4,337,124	4,326,330
Administration	6	356,744	387,370	377,505
Finance Costs		16,949	11,000	16,126
Property	7	1,344,235	1,205,846	1,038,320
Depreciation	8	103,846	73,000	85,069
		<u>6,745,051</u>	<u>6,568,740</u>	<u>6,429,595</u>
Net Surplus		53,972	12,000	103,166
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>53,972</u>	<u>12,000</u>	<u>103,166</u>

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



Kaikorai Valley College

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	349,682	349,682	246,516
Total comprehensive revenue and expense for the year	53,972	12,000	103,166
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	15,415	-	-
Equity at 31 December	419,069	361,682	349,682
Retained Earnings	419,069	361,682	349,682
Equity at 31 December	419,069	361,682	349,682

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



Kaikorai Valley College
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	743,144	683,285	598,285
Accounts Receivable	10	234,823	232,592	232,592
Prepayments		10,497	5,472	5,472
Inventories	11	12,599	12,600	12,600
Investments	12	18,657	-	-
Funds owing for Capital Works Projects	21	17,207	5,445	5,445
		<u>1,036,927</u>	<u>939,394</u>	<u>854,394</u>
Current Liabilities				
GST Payable		67,949	38,211	38,211
Accounts Payable	14	345,687	398,032	398,032
Borrowings - Due in one year	15	33,000	33,000	33,000
Revenue Received in Advance	16	304,309	231,452	231,452
Provision for Cyclical Maintenance	17	95,362	10,148	10,148
Painting Contract Liability - Current Portion	18	39,982	39,982	39,982
Finance Lease Liability - Current Portion	19	26,611	13,818	13,818
Funds held in Trust	20	265,160	200,845	200,845
Funds held for Capital Works Projects	21	102,816	122,229	122,229
		<u>1,280,876</u>	<u>1,087,717</u>	<u>1,087,717</u>
Working Capital (Deficit)		(243,949)	(148,323)	(233,323)
Non-current Assets				
Investments (more than 12 months)	12	198	198	198
Property, Plant and Equipment	13	1,064,443	1,001,933	1,074,933
		<u>1,064,641</u>	<u>1,002,131</u>	<u>1,075,131</u>
Non-current Liabilities				
Borrowings	15	147,585	210,462	210,462
Provision for Cyclical Maintenance	17	210,443	230,489	230,489
Painting Contract Liability	18	16,305	44,448	44,448
Finance Lease Liability	19	27,290	6,727	6,727
		<u>401,623</u>	<u>492,126</u>	<u>492,126</u>
Net Assets		<u>419,069</u>	<u>361,682</u>	<u>349,682</u>
Equity		<u>419,069</u>	<u>361,682</u>	<u>349,682</u>

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



Kaikorai Valley College
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,412,357	1,152,981	1,330,956
Locally Raised Funds		588,900	870,300	565,440
International Students		554,234	490,000	560,947
Goods and Services Tax (net)		29,738	-	(19,314)
Payments to Employees		(1,162,623)	(1,134,441)	(1,304,224)
Payments to Suppliers		(1,129,918)	(1,294,440)	(1,117,065)
Cyclical Maintenance Payments in the year		(11,838)	-	102,023
Interest Received		2,080	600	(1,576)
Net cash from / (to) the Operating Activities		282,930	85,000	117,187
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(38,380)	-	(89,643)
Purchase of Investments		(18,657)	-	352,123
Net cash from / (to) the Investing Activities		(57,037)	-	262,480
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,415	-	-
Finance Lease Payments		(38,569)	-	(27,357)
Painting contract payments		(28,143)	-	(28,143)
Loans Received/ Repayment of Loans		(62,877)	-	(59,588)
Funds Held for Capital Works Projects		(31,175)	-	(288,862)
Funds Administered on Behalf of Third Parties		64,315	-	(60,369)
Net cash from Financing Activities		(81,034)	-	(464,319)
Net increase/(decrease) in cash and cash equivalents		144,859	85,000	(84,652)
Cash and cash equivalents at the beginning of the year	9	598,285	598,285	682,937
Cash and cash equivalents at the end of the year	9	743,144	683,285	598,285

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.



Kaikorai Valley College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

Kaikorai Valley College (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.

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

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 19.

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.

1.2. 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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.



1.7. 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.

1.8. Inventories

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

1.9. Investments

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

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

1.10. Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	15-50 years
Furniture and equipment	3-20 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased Assets	3 years
Library resources	12.5% Diminishing value

1.11. 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.

1.12. 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.

1.13. Employment Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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



1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from students and 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.

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

1.15. Funds Held in Trust

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

1.16. Provision for Cyclical Maintenance

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

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

1.17. 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.

1.18. Borrowings

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

1.19. 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.

1.20. Budget Figures

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

1.21. 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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,128,315	1,138,320	1,049,937
Teachers' salaries grants	3,394,027	3,256,264	3,256,264
Use of Land and Buildings grants	898,068	783,276	783,276
Other MoE Grants	22,550	5,500	242,853
Other government grants	288,811	36,480	38,166
	<u>5,731,771</u>	<u>5,219,840</u>	<u>5,370,496</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	111,771	119,800	114,962
Fundraising	45,251	46,000	34,446
Other revenue	253,367	519,800	325,072
Transport Revenue	13,919	14,000	14,000
Trading	17,286	21,000	25,462
Activities	152,812	149,700	83,875
	<u>594,406</u>	<u>870,300</u>	<u>597,817</u>
Expenses			
Activities	179,327	156,750	82,627
Trading	2,631	8,500	7,099
Fundraising (costs of raising funds)	1,499	2,000	1,178
Transport (local)	29,840	31,000	30,080
	<u>213,297</u>	<u>198,250</u>	<u>120,984</u>
<i>Surplus for the year Locally raised funds</i>	<u>381,109</u>	<u>672,050</u>	<u>476,833</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	32	34	36
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	470,766	490,000	566,024
Expenses			
Advertising	54,522	50,000	66,284
Commissions	31,408	59,000	72,294
International student levy	8,159	12,000	17,292
Employee Benefit - Salaries	187,099	169,950	256,605
Other Expenses	47,481	65,200	52,786
	<u>328,669</u>	<u>356,150</u>	<u>465,261</u>
<i>Surplus for the year International Students</i>	<u>142,097</u>	<u>133,850</u>	<u>100,763</u>

5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	284,764	335,460	312,339
Equipment repairs	5,930	3,650	3,820
Information and communication technology	14,752	13,200	9,982
Employee benefits - salaries	4,069,301	3,974,814	3,991,543
Staff development	6,564	10,000	8,646
	<u>4,381,311</u>	<u>4,337,124</u>	<u>4,326,330</u>

6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,825	8,000	7,515
Board of Trustees Fees	5,225	4,800	5,767
Board of Trustees Expenses	5,613	6,350	5,795
Communication	10,073	13,520	13,548
Consumables	60,077	58,500	56,602
Operating Lease	17,611	30,800	23,681
Other	68,421	84,700	87,064
Employee Benefits - Salaries	155,271	153,400	155,263
Insurance	19,550	18,900	14,870
Service Providers, Contractors and Consultancy	7,078	8,400	7,400
	<u>356,744</u>	<u>387,370</u>	<u>377,505</u>

7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,646	4,800	5,003
Consultancy and Contract Services	-	79,880	1,413
Cyclical Maintenance Provision	77,006	20,000	77,006
Adjustment to the Provision	-	-	(179,029)
Grounds	8,380	7,800	9,985
Heat, Light and Water	73,358	73,000	71,762
Rates	31,959	34,200	34,220
Repairs and Maintenance	46,187	83,030	43,438
Use of Land and Buildings	898,068	783,276	783,276
Employee Benefits - Salaries	202,631	119,860	191,246
	<u>1,344,235</u>	<u>1,205,846</u>	<u>1,038,320</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.



8. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	23,261	18,000	23,124
Furniture and Equipment	34,994	26,000	31,842
Information and Communication Technology	8,283	8,000	8,416
Motor Vehicles	11,012	8,000	8,370
Leased Assets	22,278	9,000	9,328
Library Resources	4,018	4,000	3,989
	<u>103,846</u>	<u>73,000</u>	<u>85,069</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	-	683,285	-
Bank Call Account	769,637	-	601,395
Bank Overdraft	(26,493)	-	(3,110)
Cash equivalents and bank overdraft for Cash Flow Statement	<u>743,144</u>	<u>683,285</u>	<u>598,285</u>

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

Of the \$743,144 Cash and Cash Equivalents, \$102,816 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	15,752	20,857	20,857
Teacher Salaries Grant Receivable	219,071	211,735	211,735
	<u>234,823</u>	<u>232,592</u>	<u>232,592</u>
Receivables from Exchange Transactions	15,752	20,857	20,857
Receivables from Non-Exchange Transactions	219,071	211,735	211,735
	<u>234,823</u>	<u>232,592</u>	<u>232,592</u>

11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,422	3,422	3,422
School Uniforms	9,177	9,178	9,178
	<u>12,599</u>	<u>12,600</u>	<u>12,600</u>



12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	18,657	-	-
Non-current Asset			
Long-term Bank Deposits	198	198	198

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	789,540	11,376	-	-	(23,261)	777,655
Furniture and Equipment	173,434	11,729	-	-	(34,994)	150,169
Information and Communication	14,360	11,053	-	-	(8,283)	17,130
Motor Vehicles	47,173	-	-	-	(11,012)	36,161
Leased Assets	22,501	54,976	-	-	(22,278)	55,199
Library Resources	27,925	4,222	-	-	(4,018)	28,129
Balance at 31 December 2018	1,074,933	93,356	-	-	(103,846)	1,064,443

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	1,167,571	(389,916)	777,655
Furniture and Equipment	768,980	(618,811)	150,169
Information and Communication	251,615	(234,485)	17,130
Motor Vehicles	211,401	(175,240)	36,161
Leased Assets	88,983	(33,784)	55,199
Library Resources	118,461	(90,332)	28,129
Balance at 31 December 2018	2,607,011	(1,542,568)	1,064,443

The net carrying value of equipment held under a finance lease is \$55,199 (2017: \$22,501)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements	812,664	-	-	-	(23,124)	789,540
Furniture and Equipment	172,851	32,425	-	-	(31,842)	173,434
Information and Communication	17,893	4,883	-	-	(8,416)	14,360
Motor Vehicles	11,319	44,224	-	-	(8,370)	47,173
Leased Assets	12,762	19,067	-	-	(9,328)	22,501
Library Resources	23,803	8,111	-	-	(3,989)	27,925
Balance at 31 December 2017	1,051,292	108,710	-	-	(85,069)	1,074,933

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Building Improvements	1,156,196	(366,656)	789,540
Furniture and Equipment	757,251	(583,817)	173,434
Information and Communication	240,561	(226,201)	14,360
Motor Vehicles	211,401	(164,228)	47,173
Leased Assets	34,007	(11,506)	22,501
Library Resources	114,239	(86,314)	27,925
Balance at 31 December 2017	2,513,655	(1,438,722)	1,074,933

14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	15,445	23,169	23,169
Accruals	9,802	92,092	92,092
Banking staffing overuse	52,003	27,319	27,319
Employee Entitlements - salaries	219,071	211,735	211,735
Employee Entitlements - leave accrual	49,366	43,717	43,717
	<u>345,687</u>	<u>398,032</u>	<u>398,032</u>
Payables for Exchange Transactions	<u>345,687</u>	<u>398,032</u>	<u>398,032</u>
	<u>345,687</u>	<u>398,032</u>	<u>398,032</u>

The carrying value of payables approximates their fair value.

15. Borrowings

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Due in One Year	33,000	33,000	33,000
Due Beyond One Year	147,585	210,462	210,462
	<u>180,585</u>	<u>243,462</u>	<u>243,462</u>

The school received a loan from Westpac Bank for the purpose of capital works between two gymnasiums. The total loan as of 31 December 2018 of \$180,585 (31 December 2017: \$231,452). This loan is repayable at \$6,052 per month (interest and principal) with a maturity date 6 September 2021. The loan is unsecured, interest is 5.55% per annum.

16. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	291,699	208,231	208,231
Other	12,610	23,221	23,221
	<u>304,309</u>	<u>231,452</u>	<u>231,452</u>

17. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	240,637	240,637	354,499
Increase to the Provision During the Year	77,006	-	77,006
Adjustment to the Provision	-	-	(179,029)
Use of the Provision During the Year	(11,838)	-	(11,839)
Provision at the End of the Year	<u>305,805</u>	<u>240,637</u>	<u>240,637</u>
Cyclical Maintenance - Current	95,362	10,148	10,148
Cyclical Maintenance - Term	210,443	230,489	230,489
	<u>305,805</u>	<u>240,637</u>	<u>240,637</u>

18. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	39,982	39,982	39,982
Non Current Liability	16,305	44,448	44,448
	<u>56,287</u>	<u>84,430</u>	<u>84,430</u>

In 2013 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a ten year period. The programme provides for an interior and exterior repaint of the nominated areas in 2014, with regular maintenance in subsequent years. The agreement has an annual commitment of \$39,982. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

19. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	30,007	14,905	14,905
Later than One Year and no Later than Five Years	29,514	7,193	7,193
Later than Five Years	-	-	-
	<u>59,521</u>	<u>22,098</u>	<u>22,098</u>

20. Funds Held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	265,160	200,845	200,845
	<u>265,160</u>	<u>200,845</u>	<u>200,845</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



21. Funds Held for Capital Works

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

					BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances	Receipts from MoE	Payments		Closing Balances
		\$	\$	\$		\$
Music Block Rationalisation	In progress	98,149	-	77,516	-	20,633
Female Dressing Rooms	Completed	12,865	-	12,865	-	-
E Block Refurbish	Completed	9,918	102	10,020	-	-
Library and Toilet Refurbish	In progress	(5,445)	22,061	18,961	-	(2,345)
F Block Stairwell Refurbish	Completed	1,297	203	1,500	-	-
Boiler Emissions rebuild	In progress	-	49,500	209	-	49,291
Boiler System Refurbishment	In progress	-	19,557	2,475	-	17,082
D & F Block Refurbishment	In progress	-	64,863	49,053	-	15,810
Replace Underground Cabling	In progress	-	-	14,862	-	(14,862)
Totals		116,784	156,286	187,461	-	85,609

Represented by:

Funds Held on Behalf of the Ministry of Education	102,816
Funds Due from the Ministry of Education	17,207
	85,609

					BOT Contribution/ (Write-off to R&M)	
	2017	Opening Balances	Receipts from MoE	Payments		Closing Balances
		\$	\$	\$		\$
Music Block Rationalisation	In progress	-	622,893	524,744	-	98,149
Water Main Replacement	Completed	-	9,051	9,051	-	-
Female Dressing Rooms	In progress	243,490	27,415	258,040	-	12,865
E Block Refurbish	In progress	6,777	14,199	11,058	-	9,918
Toilet Refurbish	Completed	159,385	38,865	198,250	-	-
Library and Toilet Refurbish	In progress	(4,006)	-	1,439	-	(5,445)
F Block Stairwell Refurbish	In progress	-	14,455	13,158	-	1,297
Totals		405,646	726,878	1,015,740	-	116,784

22. 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.



23. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,225	5,767
Full-time equivalent members	0.50	0.52
<i>Leadership Team</i>		
Remuneration	449,473	431,932
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	454,698	437,699
Total full-time equivalent personnel	4.50	4.52

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 \$	2017 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	1.00	-
	1.00	-

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

24. 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	-	-
Number of People	-	-



25. Contingencies

There are no contingent liabilities (except as noted below) 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.

26. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(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 lease of a photocopier and laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	12,506
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	12,506

27. 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.



28. 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	743,144	683,285	598,285
Receivables	234,823	232,592	232,592
Investments - Term Deposits	18,855	198	198
Total Loans and Receivables	996,822	916,075	831,075

Financial liabilities measured at amortised cost

Payables	345,687	398,032	398,032
Borrowings - Loans	180,585	243,462	243,462
Finance Leases	53,901	20,545	20,545
Painting Contract Liability	56,287	84,430	84,430
Total Financial Liabilities Measured at Amortised Cost	636,460	746,469	746,469

29. Events After Balance Date

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

30. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

31. Working Capital Deficit

The School has historically experienced financial difficulties. At balance date, the school has a working capital deficit of (\$243,949). The financial difficulties have arisen mainly because the school has incurred several deficits over recent years.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KAIKORAI VALLEY COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Kaikorai Valley College (the School). The Auditor-General has appointed me, Philip Sinclair, 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 3 to 21, 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 22 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 arise 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, Kiwisport report and Board of Trustee Listing 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.



Philip Sinclair

Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand

KAIKORAI VALLEY COLLEGE

He manu whai huruhuru –

“OPPORTUNITY AND SUCCESS FOR ALL”

“Quaerite et Invenietis!” – Seek and you shall find

Analysis of Variance Report

2018

Kaikorai Valley College: Annual Goals



KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

BoT = Board of Trustees
SAF = Specialist Assessment Facilitator

Goal 1: To set specific, measurable targets that demonstrate progressions of learning for achievement across the school, with particular focus on priority learners, and monitor these to ensure groups and individuals have made measurable progress.

Current State/background: For the many years percentage targets have been set for each year level against National Standards, Curriculum levels and NCEA. These targets were often determined by directives from a government level, based around initiatives to raise achievement across NZ. While we have been successful in lifting performance, setting a generic target can be problematic for some cohorts.

In 2017, with the election of a new government, National Standards have been removed. Our Junior College staff will continue to use OTJs in their assessment processes and report against these to parents.

This year we wish to place emphasis on progression of learning from Years 7 – 10 in the areas of Mathematics, Reading and Writing, against curriculum levels and nationally recognised assessment tools.

Targets will also include specific goals around accelerated learning for those who are below the expected level. NCEA data will be measured against similar type, co-educational schools.

Target – by the end of 2018	Actions	Personnel Resources	Review	Outcome
<p>All teaching staff will set achievement targets for ākonga at the beginning of each unit/standard.</p> <p>SMART targets will also be set for priority learners that aim for accelerated progress.</p> <p>The targets set below do not include those students in the Brathwaite Centre (Special Needs). Individual targets shall be set for these students.</p> <p>Key - <i>Priority learners</i></p> <p>Years 13</p>	<p>All teaching staff at KVC will engage in MOE funded PLD on Literacy and Writing across the curriculum. (120 hours allocated)</p> <p>Data collected across Years 7 - 10 will all be against <i>curriculum levels</i> thus allowing for a measure of progression of learning.</p> <p>In Years 7 - 10 in the core subjects class profiles will be used to measure progression from the start of the year to a midpoint and end of year. However, all teachers of full year subjects will also be required to generate a profile of their</p>	<p>All teaching staff</p> <p>Data administrator</p> <p>HOD/TICs</p> <p>A.R.T. Coordinator</p> <p>SCT</p> <p>Form Teachers</p> <p>Teacher Aides</p> <p>SMT</p>	<p>Achievement data</p> <p>Unit evaluations</p> <p>Regular reports to BoT</p> <p>Dept reviews</p> <p>Parent portals</p> <p>Updates on strategic goals to BoT</p> <p>Dept annual reports</p> <p>Annual variance report</p>	<p>All teaching staff have engaged in the MOE led professional development that looks at writing and literacy. This has been done in an inquiry context and is assisting the SMT in introducing the new appraisal system.</p> <p>Historical data from previous years is being entered into EDGE. Mrs Potter (DP) attended their annual conference providing training around how to manipulate this data. Both Mr Burden and Mrs Potter also worked with Mal Robinson from Solution services around data entry.</p>

<p>By the end of December 2018</p> <ul style="list-style-type: none"> - 80% of students who complete a full academic course, i.e. Studying 5 or more Level 3 NCEA subjects, will gain NCEA Level 3 - The remaining 20% will leave with qualification that matches their ability. - 95% of students leaving in Year 13 will go into gainful employment, further training or tertiary studies. <p>Years 11 - 12</p> <p>By the end of December 2018</p> <ul style="list-style-type: none"> - 85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level. - % of those who did not gain a qualification will complete their qualification in the following academic year. - the remaining 1/3 of those who did not gain a qualification will gain valuable skills that allow them to transition to further training or employment. <p>Year 10 Reading, Writing and Mathematics:</p> <p>By December 2018</p> <p>Reading - Based on last year's data (60% at or above the</p>	<p>class that demonstrates their knowledge of Akonga.</p> <p><i>Other measures</i> such as asTTLe, PAT, Probe and Stanines may be used to support progression of learning. Where used, there will need to be consistency across all year levels.</p> <p>ALL teachers will set targets against <i>strands of the curriculum</i> as agreed by each department, and submit these to the Head of Curriculum by the end of March</p> <p><i>Individual targets</i> shall be set for those students identified as priority learners (not performing at the expected level). Individual targets must be measurable and based on achievement against curriculum levels. These targets must look to <i>progress learning</i> across more than one curriculum level.</p> <p>Each Essential Learning Area (ELA) will be responsible for ensuring data in <i>inputted to the SMS</i> within one week of an assessment activity being marked and moderated.</p> <p>Each of the assessment points (Beg, Mid and End of year will be entered by all staff into the school's SMS by given deadlines.</p> <p>The SMT will explore with staff ways in which it might minimise the demands of <i>reporting</i> to parents, e.g. parent portals.</p> <p>At Years 7 - 9, ALL core subjects (English, Mathematics, Social Studies, Science and Physical Education) will be required to be formally <i>reported in a format against strands of the curriculum</i> from the beginning of 2018.</p>			<p>All of this has allowed us to better track students over time.</p> <p>AsTTLe and PATs continue to be used in Years 9 & 10 as well as other nationally recognised testing regimes. At the end of 2018 the decision was made to have Maths also use E-AsTTLe to provide a basis for comparisons in the future.</p> <p>The Junior College is using assessment points and HODs have been encouraged to introduce these into Years 9 & 10.</p> <p>Mid year reports adopted the same format/template as last year's end of year reports so will be able to provide progression indicators. This also provide familiarity for teachers hopefully reducing stress levels around reporting time.</p> <p>We discovered a method of tracking data and this does allow us to demonstrate progression of learning but this is somewhat limited to one off assessment e.g. asTTLe and PAT. We need to further develop OTJs and this could be set as a goal for 2019.</p> <p>NCEA</p> <p>79.5% of students who complete a full academic course in Year 13 gained NCEAL level 3. All but three of the entire Year 13 cohort left with at least NCEA level 2 (Excluding ORS funded students). Of the cohort who did not compete a full academic course, 19% were domestic students</p>
--	--	--	--	---

<p>expected level) 75% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (52% at or above the expected level) 70% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data (72% at or above the expected level) 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 4 will be beginning to work at Level 5 by December 2018.</p> <p>Year 9 Reading, Writing and Mathematics:</p> <p>By December 2018</p> <p>Reading - Based on last year's data (74% at or above the expected level) 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p>	<p>All subjects will be required to report against the strands of the curriculum in Year 10.</p> <p>In Years 11 - 13 reporting will be against "NCEA Standards".</p>			<p>who were not at the college for the full academic year.</p> <p>86.6% of students who completed a full academic course at Year 12 gained NCEA Level 2. % of students who completed a full academic course, but did not achieve NCEA L2, gained NCEA L1. Of the cohort who did not complete a full academic course 50% completed NCEA Level 1, 36% were International students, 36% were students with learning needs, 18% were domestic students who were not at the College for the full academic year.</p> <p>74% of students who completed a full academic course at Year 11 gained NCEA Level 1. 17% of students who did not gain L1 were International students, 31% of students who did not gain L1 were domestic students who were not at the college for the full academic year.</p> <p>Additional data and Year 7 - 10 data is provided at the end of this document along with analysis and evaluation.</p>
--	--	--	--	--

<p>Writing - Based on last year's data (52% at or above the expected level) 75% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data (47% at or above the expected level) 65% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 3 will be beginning to work at Level 4 by December 2018.</p> <p>Year 8 Reading, Writing and Mathematics:</p> <p>By December 2018</p> <p>Reading - Based on last year's data (52% at or above the expected level) 70% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (47% at or above the expected level) 65% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p>				
---	--	--	--	--

<p>Mathematics - Based on last year's data (60% at or above the expected level) 70% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2018.</p> <p>Year 7 Reading, Writing and Mathematics: By December 2018 - 75% of all students are beginning to work at an early Level 4 stage of the curriculum or higher by the end of the year in Reading, Writing and Mathematics.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2018.</p>				
--	--	--	--	--

Analysis	Evaluation
<p>We are relatively pleased with progress against this goal and believe we are in a much stronger position in 2018 of knowing just where students are at in their learning, supported by data.</p> <p>See analysis data below</p>	<p>The decision to move to roll based data has been detrimental for KVC and does not provide for a level playing field. Bayfield High School is in a very similar position to us. Such a decision does not take into account that we are a magnet school for families with students who have, during their</p>

	<p>primary years, struggled both academically and behaviourally.</p> <p>We believe we are recognised across the city for doing great work with these students and families and as a result seem to be a draw card for them. We also, along with Bayfield, draw in between 80 - 90% of the cities ORS funded students. All of these students mentioned count in our data now and as a result pull the percentage pass rates down. Other schools in our city, as well as other decile 5 schools, will not necessarily have the same dynamics going on in their schools.</p> <p>We are doing a fantastic job in getting the number of students we do on a pathway to success. However, we also freely admit that we could do better!</p> <p>Our Year 11 or Level 1 NCEA results were certainly down on our target. This was not altogether unexpected as this cohort have not been strong all the way through from Year 7. Perhaps we could have anticipated this and been more realistic in our target but we always like to be aspirational. Years 12 and 13 or Levels 2 & 3 were slightly higher than our targets which is very pleasing. Further data is given at the end of this document along with Year 7 - 10 data.</p> <p>In our reflections we believe students and families are not taking enough ownership of their learning journey/NCEA pathway. As a result we are in 2019 undertaking two investigations:</p> <ol style="list-style-type: none"> 1. Looking into our curriculum design in Years 9 & 10 to see if there might be some merit in a more integrated approach which has shown to be successful in our Alternative Education research as well as in several other schools around the country. 2. Looking at Mentor and Tutor groups in the senior school where there is more intensive monitoring and conversations/accountability around NCEA. We will look at what other schools are doing before making a decision about any changes. We would also like to see what possible changes may come out of the the many review currently in play.
--	--



Kaikorai Valley College: Annual Goals

KVC = Kaikorai Valley College
HoD = Head of Department

BoT = Board of Trustees
TiC = Teacher in Charge

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

Goal 2: To improve lines of effective communication with the school community

Current State: Over the past few years the school has sought to improve lines of communication and this has been largely successful with all staff now using email effectively and wide use of Google docs as a means of sharing information.

The introduction of BYOD from Year 9 upwards has seen increased use of Google classrooms and various survey products to get feedback from students. Parents are becoming more responsive to electronic communication.

A new website was developed and launched in 2017 and along with the opening up of a parent portal has seen higher levels of engagement.

In their last visit, ERO challenged us around student opinions on certain aspects of their learning and we recognise that we now need to take our means of communication to another level. This will include providing means for feedback from students, parents and the community through various platforms, e.g. surveys, facebook, website and other platforms; opening up parent portals so that students and parents can access achievement data; seeking feedback from staff around wellness just as a few examples.

Target – by the end of 2018	Strategy	Personnel/ Resources	Review	Outcome
SMT will: - Administer parent surveys through survey monkey (or some similar product) on key issues, where data is required for decision making purposes. - continue to develop the student management system. - continue to develop the school's social media sites in an endeavour to raise the profile of the school in the public arena <i>Year 13 will:</i>	This <i>survey will be developed</i> by the SMT in consultation with HODs. The data collated from this will then be used in the decision making process. Where relevant it may be provided to the Board. <i>Professional development</i> will be provided in a timely manner to all staff on how to insert data and comments into the SMS, as well as constructing and administering a student survey.	All staff Digital coordinator Form teachers TT staff Appraisers SMT Board	Walk throughs Department mtg minutes Department reviews Appraisals Annual reports	Multiple surveys have been developed in Google Forms. Drafts of these were run through the management team as well as HOD's groups. Surveys were conducted with all students in all Year groups at the beginning of term 2. The findings of these surveys were then posted on the student noticeboard and in the staffroom and shared with the BOT. Staff were asked to discuss these with their form classes. Several common themes came through

<ul style="list-style-type: none"> - Complete an exit survey <p><i>Years 11 - 12 will:</i></p> <ul style="list-style-type: none"> - Complete a survey at the end of the academic year (late October) seeking feedback from students on whether the courses they have just completed have allowed them to achieve to the best of their ability. <p>Office staff will:</p> <ul style="list-style-type: none"> - administer an exit survey of all school leavers and staff that includes a question about how KVC prepared them for their next step. - in consultation with the SMT develop electronic notification systems - assisted by the SMT develop a method of mass communication to the parent community in case of emergencies <p>ALL Teaching staff will:</p> <ul style="list-style-type: none"> - develop a means for students to electronically provide feedback on a unit/topic and teaching and learning using a package that collates the data for them e.g. me and my class, survey monkey, etc. 	<p>Access to the computer suites will be made available to allow staff and students the ability to complete this.</p> <p>The data collated from various surveys will be fed back to various groups including SMT, HODs, staff, students, community and Board for their consideration.</p>			<p>which are discussed below in the analysis and evaluation.</p> <p>A staff survey was also conducted at the beginning of term 2. The findings of these were shared with the staff both electronically as well as posting them in the staff room and shared with the BOT. Multiple copies were left for reading in the staffroom. A separate staff meeting was held mid term to discuss the common issues that arose.</p> <p>A separate survey was conducted with staff around the parent teacher interviews. Some changes around the start/finish time and refreshments we made as a result.</p> <p>The school has moved to an early notification system called School Links. Unexplained absences are now notified via text message. A mass communication via text is also active. This has been used twice with good success. The school facebook page is also used in conjunction with the text communication.</p> <p>The exit survey for Year 13 and any other leavers was refined and administered. Again analysis of this is below.</p>
---	---	--	--	--

Analysis	Evaluation
<p>We are very pleased with the outcome of this goal and believe it has very much been met. All key stakeholders were surveyed and this will now continue to be a regular part of operations at KVC. We also now have some base data for comparison purposes. The feedback received has also alerted us to some small changes in the wording of survey questions that might illicit better or more accurate responses moving forward.</p> <p><i>Student survey:</i> as part of this process staff were asked to discuss the responses to the students surveys with their classes. The common areas were:</p> <ul style="list-style-type: none"> - The desire for more mental health support. - Students asking for more say in some of the decision making about the the day to day operations of the school - PB4L focusing on the things student do right rather than wrong. <p><i>Staff survey:</i> three issues that arose were "workload, stress and wellbeing.", themes which are very much being collectively discussed around the country and is coming through in some of the MOE reviews. As a result the SMT held a targeted meeting on these topics, running several mini workshops on triggers and ways to address these.</p> <p><i>Parent interview survey:</i> Things to come out of this were:</p> <ul style="list-style-type: none"> • frustrations about the organisation of these interviews and the timing • the content of discussions in these interviews • possible confusion or misunderstanding about student reports; and • an apparent lack of contact from teachers when things might not be going as planned. 	<p><i>Student survey:</i> We were again pleased at the responses from students and felt these were something we could work with. As a result:</p> <ul style="list-style-type: none"> • The desire for more <i>mental health support</i> - we added a talk by Mike King about "looking after yourselves" to compliment the 2018 heath programme. • The desire for more <i>mental health</i> support - for 2019 we have: Booked in "Love me Nots" for Years 12 and 13, set aside a block of time in the timetable for Year 12 and 13 students to receive health education at least once a term and are planning to secure the service of the "Mates and Dates" programme for other year levels. • <i>Students say</i> - in 20129 we will endeavour to increase the profile of the student council, as well as using the Students Leaders as a conduit. Laminated photos of them will be posted in every corridor. • <i>PB4L</i> - at our 2019 T/O day, staff were encouraged to focus on the things student do right rather than wrong. This is an ongoing theme for 2019 and falls under Strategic Goal 3. <p><i>Staff survey:</i> as mentioned a series of small workshops within a staff meeting were held to identify possible triggers and solutions. Many staff commented about the positive way in which this was done. Things to come out of this were:</p> <ul style="list-style-type: none"> • SMT providing another avenue, other than staff briefings, to relay information about negative student behaviours. • Less to be said about the financial pressure of the school in whole staff settings. • A continuation of reducing meeting times. • More collaborative consideration being given to introduction and implementation of change. • Thought being given to how to make the reporting requirements simpler and more user friendly <p><i>Parent interview survey:</i></p> <ul style="list-style-type: none"> • In 2019 consideration will be given to the interview structure, see Goal 2 in the Strategic Plan • Staff will be given PLD for reports and interview discussions to ensure they are meaningful and learning based. This might mean providing some scripts • Staff will be encouraged through out 2019 to make more contact with home.



Kaikorai Valley College: Annual Goals

KVC = Kaikorai Valley College
HoD = Head of Department

BoT = Board of Trustees
TiC = Teacher in Charge

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

Goal 3: To integrate the use of digital devices into teaching practice

Current State:

In 2017 the school introduced a trial digital class and made the decision to move to a digital platform across all of Year 9 in 2018. The school has also purchased 12 Robotic kits to be used at a Junior College level.

Target – by the end of 2018	Strategy	Personnel Resources	Review	Outcome
<p>ALL Yr 9 teaching staff of core subjects will:</p> <ul style="list-style-type: none"> - seek to engage students in their studies through the use of Chromebooks or similar devices, making use of the various programmes and platforms available to enhance student learning <p>ALL Yr 7 & 8 students will complete a Robotics Module.</p> <p>Students at different year level can engage with Robotics through club activities.</p>	<p>All Year 9 students will be required to bring a digital device, Chromebook or laptop to school each day.</p> <p>These devices will have suite of programmes loaded that will be used across multiple curriculum areas.</p> <p>Staff will form departmental cluster groups for PLD purposes around the digital platform. Regular meetings will take place (may occur in dept mtgs).</p> <p>Students will engage in the use of Google classrooms as well as other programmes.</p> <p>Students and staff will also be encouraged to make use of free educational websites.</p> <p>Robotic kits purchased and used in Years 7 & 8</p>	<p>BYOD</p> <p>a bank of 10 back-up Chromebooks</p> <p>PLD and mtg time</p>	<p>Teacher, student and parent surveys</p> <p>Assessment data</p>	<p>99% of students had a device to use in class.</p> <p>Some classes embraced BYOD and the devices were used regularly. Other class struggled to use devices as classroom management became an overriding issue.</p> <p>The 10 loan laptops were used regularly and ensured that all students at Year 9 were able to access a digital device.</p> <p>Use of the Education Perfect site was greatly increased, especially in the areas of Maths and Science.</p> <p>Robotics at Year 7 & 8 was well received</p> <p>PD for teachers was difficult to fit in as time quickly ran short. Setting aside the time needed for teachers to learn about and get comfortable with a digital platform is not currently available.</p>

Analysis	Evaluation
<p>This goal was partially achieved. Though the availability of and access to digital devices for students has been a success, there were 3 key areas that remained a barrier to full implementation.</p> <ol style="list-style-type: none"> 1. Some students found it difficult to manage their behaviour when on a device. They would access other sites and games instead of doing the work. This would often result in disruption to other classmates. Teachers were often forced to limit the use of devices in class to mitigate this issue. 2. Teachers were not confident of delivery a fully integrated course and so their use of the device was inconsistent. This added to the above issue as the students did not have a routine to combat the distraction of using other websites. 3. Though PLD time was allocated and used, time pressures often reduced its effectiveness. It was also difficult to find times when all BYOD teachers were free and so the support for teachers was not at the level it needed to be. <p>No feedback was sort at the end of last year so we have no people voice. The overall implementation level of BYOD in class was generally poor and so assessment data would not have given us any meaningful feedback.</p>	<p>Though the we have greatly increased the access to digital devices in the classroom, we are still have a long way to go to full integration.</p> <p>For integration to occur, teachers will need to be capable of using devices as part of their teaching approach instead of using them as just an add on to what they already do.</p> <p>Though PD is an important part of upskilling teachers to give them the confidence to use devices in the classroom, the key issue will be the changing in the approach to their teaching.</p> <p>Teachers need to think about how they can use devices as a normal part of their teaching approach and how this will allow them to deliver better outcomes for their students.</p> <p>This is a process that will take time, especially in the current environment as teachers are struggling with workload issues.</p> <p>Considerable support has already been put in place in 2019 for staff to upskill and feel more confident in the use and delivery in a BYOD setting. We are already noticing a significant shift form 2018.</p>

Kaikorai Valley College: Annual Goals



KVC = Kaikorai Valley College
HoD = Head of Department

BoT = Board of Trustees
TiC = Teacher in Charge

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

Goal 4: To provide a safe and caring environment

Current State: For many years KVC has promoted itself as a safe and caring school. However, when we conducted a survey earlier in 2016 a small minority of the student body indicated some occasions where they were not comfortable in the school setting. Anecdotal feedback from the school counsellor also indicates some cases of bullying. In 2017 pastoral referrals were up dramatically suggesting we need to take a look at our PB4L strategies, as well as just what staff are recording. We had a significant number of recidivist offenders e.g. 21% with more than 3 pastoral referrals in a year, up from 9% the previous year.

Under the new health and safety legislation we would also like to pay closer attention to staff wellness.

Target – by the end of 2018	Strategy	Personnel/ Resources	Review	Outcome
<ul style="list-style-type: none"> - Blue incident forms will drop by at least 20% from 2017. - there will be a refocus on PB4LSW strategies - check in check out (Tier 2 PB4L) processes will be implemented for selected Tier 2 students - senior pastoral team meetings will be restructured. - more education around bullying will be provided to students 	<p><i>Professional development</i> will be provided around PB4L strategies as well as restorative conversations. This will be launched on a teacher only day early in the school year and followed up with regular lessons provided to form teachers</p> <p><i>Check in - check out strategies</i> will be implemented with identified Tier 2 students to mentor these students on a daily basis</p> <p>A new structure of <i>year level meetings</i> implemented for Yrs 11 - 13.</p> <p>Teachers will be further encouraged to <i>call home</i></p> <p>The school will continue to promote activities such as <i>peer support, house captains, etc</i> that sees interaction across year levels with seniors in a mentoring role.</p>	All staff Pastoral team PB4LSW team Form teachers Deans Appraisers OYWT CYFS SMT DSSP Board	Student surveys Pastoral data Year level meetings Number of self referral to GC Data to the Board Stand-down and suspension numbers	<p>Several PLD sessions have been run with the teaching staff around PB4LSW strategies. These have happened each term so far =with staff being asked to share good practice.</p> <p>A formal launch was done in a full school assembly at the beginning of the year. At this launch a student video was launched that then went viral on facebook.</p> <p>Checkin checkout strategies are being used with tier three offenders and limited success. We suspect if these were not in place things would well and truly unravelled for these students by now so we are keeping them engaged in school as a result.</p>

<p>- staff wellness strategies will be implemented</p>	<p>Principal to address bullying to whole school. Conscious effort by DPs and AP to discuss on a regular basis in <i>assemblies</i>.</p> <p>Clarifications around <i>definitions and reporting process</i> every term. Students could be surveyed annually on levels and understanding of bullying.</p> <p>The SMT will explore <i>wellness strategies</i> to foster a collegial environment and try to decrease staff workload throughout the year.</p> <p>Staff will be advised once per term of the <i>EAP provisions</i>.</p>			<p>The new structures in year level meetings are providing for a much better flow of information along with less wasted time. Discussions are much more focused and informative. Senior form teachers are now taking on far more responsibility for their classes and as a result are much better informed about the students and their academic and behavioural progress.</p> <p>The principal has addressed the whole school assembly on two separate occasions about bullying and it not being OK. At these assemblies the process for reporting bullying was explained. This has also be addressed in the school newsletter.</p> <p>At the beginning of this year all students were spoken to about looking out for each other and trying to recognise the signs of those who may be struggling. This was also done at a staff briefing. An insert was produced to put into the student diaries, once again providing a discussion opportunity.</p> <p>With the murder of an ex-pupil and the subsequent suicide of her mother, the school and staff have been spoken to about grief, about wellness and how to look out for each other. There have been many instances where we have referred to the various support agencies available to staff, including EAP.</p>
--	---	--	--	---

				<p>Mike King presentation to staff and students from Y9-13 following feedback from students for greater mental health education.</p> <p>Attitude performance to all Year levels about self-esteem and choices.</p> <p>3 Teacher only days to support professional learning.</p> <p>Morning tea and lunch provided for staff, Dinner provided at interviews.</p> <p>Staff PRIDE draws every Friday.</p> <p>House morning teas, Yr 13/Staff morning teas.</p> <p>Further education in assemblies and formtimes around reporting bullying, incidents and concerns.</p> <p>Visual displays raising awareness of bullying in every block.</p> <p>Fun (dress-up) mufti days to encourage participation and fun with staff and students.</p> <p>Bullying awareness posters up in each block. Discussions about terminology and how to report issues or concerns.</p>
--	--	--	--	---

Analysis	Evaluation
<p>A majority of this goal has been successfully achieved. This leaves the school in a stronger position to be making decisions based on reliable information.</p> <p>Student, staff and parent surveys allowed us to use the voice of our people</p>	<p>On the whole very good outcomes.</p> <p>We still had a number of stand downs, however, information gathered through our pastoral system and strong relationships with external agencies, allowed us to make informed decisions.</p>

<p>to help inform decisions and initiate some programmes, such as the Mike King presentation, that helped to address areas students felt they wanted extra support in.</p> <p>Well being of staff and students is an area we are constantly working on and new initiatives have been tried and plans are in place to further enhance this in 2019.</p> <p>The new pastoral meeting system at Y9-13 is working very well and time is being well utilised by all in attendance. Staff are working collaboratively and are well-informed.</p>	<p>Staff and student well-being continues to be an area where we are striving to provide extra support. New initiatives are planned and external support has been sought as well as staff and student voice.</p> <p>We continue to provide a consistent, clear message in how to deal with, report and minimise bullying. In 2018, signage was used in class as well as communication through assemblies and school newsletters.</p>
--	--

Appendices: Graphs of Achievement Results for Curriculum OTJs at Year 7 & 8 2018



Overall Teacher Judgements: Mathematics

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	3	2	13	38	13	0	0	69
Year 8	2	1	13	12	38	0	0	66

Overall Teacher Judgements: Mathematics (Gender)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7 (female)	1	2	7	16	2	0	0	28
Year 7 (male)	2	0	7	21	11	0	0	41
Year 8 (female)	0	0	8	8	22	0	0	38
Year 8 (male)	2	1	5	4	16	0	0	28

Overall Teacher Judgements: Mathematics (Maori and Pacific Peoples)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	0	0	4	3	3	0	0	10
Year 8	0	0	4	2	5	0	0	11

Overall Teacher Judgements: Reading

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	3	2	13	38	13	0	0	69
Year 8	2	3	8	11	32	8	2	66

Overall Teacher Judgements: Reading (Gender)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
------------------	---------	---------	------	---------	------	---------	------	--------

Year 7 (female)	0	4	7	4	13	0	0	28
Year 7 (male)	3	3	10	12	12	1	0	41
Year 8 (female)	0	2	3	7	17	8	1	38
Year 8 (male)	2	1	5	4	15	0	1	28

Overall Teacher Judgements: Reading (Maori and Pacific Peoples)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	1	1	2	1	5	0	0	10
Year 8	0	2	2	2	5	0	0	11

Overall Teacher Judgements: Writing

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	4	8	19	27	11	0	0	69

Year 8	4	4	13	7	32	4	2	66
---------------	----------	----------	-----------	----------	-----------	----------	----------	-----------

Overall Teacher Judgements: Writing (Gender)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7 (female)	1	3	7	15	2	0	0	28
Year 7 (male)	3	5	11	14	8	0	0	41
Year 8 (female)	0	3	6	3	22	2	2	38
Year 8 (male)	4	1	8	4	10	1	0	28

Overall Teacher Judgements: Writing (Maori and Pacific Peoples)

Curriculum Level	Below 3	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total:
Year 7	1	1	2	4	2	0	0	10
Year 8	0	2	3	1	3	2	0	11

Year 7 students should be beginning to work at Level 4 of the curriculum and Year 8 students should be working at Level 4 by the end of the year.

Analysis

Reading and Mathematics results have risen in recent years and more children are working at or above the expected level. There are still a large number of students working below the expected level for writing, but an increased focus on writing and a teaching as inquiry approach across the Junior College into writing practice has yielded some good results. More students are working at or above the expected level and those who are yet to meet these targets are making consistent progress.

Although we have low levels of Māori and Pasifika students these results, while wide ranging, are very pleasing, particularly at Year 7 where some of these students are top achievers.

Intervention programmes for priority learners and extension opportunities have been successful and individuals involved in these groups have had significant success. Our Mathematics extension programme has been particularly successful and we have a very keen, diligent group of high performing mathematicians progressing through to Year 9.

Evaluation

Following 2018's progress in writing a number of different strategies are being employed across classes in 2019. Explicit grouped teaching is continuing in various forms across all three areas of mathematics, reading and writing. Interventions for literacy are happening twice weekly for target groups from each class. We have decided to focus on students working slightly below the expected level as a little extra boost is all that is required to lift their achievement.

Mathematics groups will again be streamed. This model has allowed all children to experience success at their level and allows teachers to focus on a reduced range of abilities. Teacher Aide time is dedicated to the learning support groups and this will continue.

We are using some new assessments to help us make better informed OTJs in 2019 and we found we needed to have more clearly defined times for enter assessments to track on our student management system, EDGE. In 2018, we did less collaborative marking than is ideal and times have already been calendared to address this in 2019.

Year 9 e-asTTle Results END 2018

Reading

All Students		Number	Percentage	Total
Above Expected Level	5B and Above	11	21%	67
At expected Level	4a	20	39%	
Below Expected Level	3B - 4P	28	27%	
Well Below Expected Level	Below 3B	6	13%	

Māori Students		Number	Percentage	Total
Above Expected Level	5B and Above	3	33%	9
At expected Level	4a	1	11%	
Below Expected Level	3B - 4P	4	44%	
Well Below Expected Level	Below 3B	1	11%	

Pasifika Students		Number	Percentage	Total
Above Expected Level	5B and Above	1	50%	2
At expected Level	4a	-	0%	
Below Expected Level	3B - 4P	1	50%	
Well Below Expected Level	Below 3B	-	0%	

Male Students		Number	Percentage	Total
Above Expected Level	5B and Above	3	10%	31
At expected Level	4a	12	39%	
Below Expected Level	3B - 4P	14	45%	
Well Below Expected Level	Below 3B	2	6%	

Female Students		Number	Percentage	Total
Above Expected Level	5B and Above	8	24%	34
At expected Level	4a	8	24%	
Below Expected Level	3B - 4P	14	42%	
Well Below Expected Level	Below 3B	4	12%	

Analysis:

Unfortunately, none of the targets were met. I believe that 60% at or above is still a positive result and they remain aspirational targets. At Year 9 there were three mixed ability classes and no learning support class. BYOD was implemented across all Y9 classes. The analysis in the table above is based off the aTTle Reading Assessment. In 2018, the English department made the decision to include the assessment as part of the exam. This saw a much better percentage completion rate than previous years.

Male and female achievement rates were very similar in being at or above the expected level but there are double the number of female students who work at above the level. Generally, female students both enjoy reading more and are faster at it. There are 3 ORS funded male students who do not sit aTTle and are not included in the results. These 3 boys are emergent readers.

55% of the (small) Māori cohort are not performing well. This needs to be addressed.

Many of the students who are below or well below have learning needs that make reading progress very difficult for them. For example, students with dyslexia, dysgraphia and ADHD. Mixed ability classes were even more mixed without a learning support class this year. One of the classes had ORS funded students who could not read. Clearly our goal for all our students is to make progress over the year. When students have an SLD (Specific Learning Difficulty) in reading or writing, as those in the learning support class had, even expected progress let alone accelerated progress is extremely difficult. Overall, in Year 9 2017 though, 60% of the students achieved at or above the expected (aspirational) curriculum level in reading, a number of them in the Well Above category. A number of our Māori and Pasifika students are still not achieving at a high Level 4/Level 5 reading level, although several of our Year 9 Māori students are particularly strong readers, which is excellent to see.

Evaluation:

In 2019 we should be more realistic in the setting of targets, concentrating on those students who are below the expected level (priority learners). As a department we will look at strategies to accelerate their learning to lift them closer to achieving at the required standard. Schoolwide literacy PLD may help here.

There has been development of close reading resources. Much of what a student learns and retains is linked to what life is like at home. Whether reading is valued and modeled and what kind of access there is to books. The school will attempt to encourage and support family/whānau to put in place more reading in the home and from a wider range of sources. Perhaps the Māori and Pasifika senior Student Leaders could encourage reading throughout the junior years through assembly or newsletter slots, also highlighting publications of special interest to Māori and Pasifika students and communities?

This also raises the idea of time. To make real gains with a mixed ability class of 20-30 students, we may well need to spend the whole 4 English periods per week on this. As a department, we have decided to continue to devote the bulk of our 4 hours a week to reading and writing as there are obviously real needs here. The flip side is pitching it at a level that still keeps teenage students engaged.

Now that all Year 9 classes are required to have a device/laptop it may be useful to re-investigate computerised reading systems such as the Lexile system, which are also individualised for the student, which helps staff with differentiation. There is a cost involved in these programmes but the results may well be worth the investment.

Year 10 e-asTTle Results END 2018

Reading

All Students		Number	Percentage	Total
Above Expected Level	5A and Above	9	13%	69
At expected Level	5B – 5P	23	33%	
Below Expected Level	4B- 4A	30	43%	
Well Below Expected Level	Below 4B	7	10%	

Māori Students		Number	Percentage	Total
Above Expected Level	5A and Above	-	0%	11
At expected Level	5B – 5P	3	27%	
Below Expected Level	4B- 4A	7	64%	
Well Below Expected Level	Below 4B	1	9%	

Pasifika Students		Number	Percentage	Total
Above Expected Level	5A and Above	-	0%	5
At expected Level	5B – 5P	-	0%	
Below Expected Level	4B- 4A	4	80%	
Well Below Expected Level	Below 4B	1	20%	

Male Students		Number	Percentage	Total
Above Expected Level	5A and Above	8	22%	37
At expected Level	5B – 5P	10	27%	
Below Expected Level	4B- 4A	16	43%	
Well Below Expected Level	Below 4B	3	8%	

Female Students		Number	Percentage	Total
Above Expected Level	5A and Above	1	3%	32
At expected Level	5B – 5P	13	41%	
Below Expected Level	4B- 4A	14	44%	
Well Below Expected Level	Below 4B	4	13%	

Analysis:

Similar to Year 9, unfortunately none of the targets were met and they remain aspirational targets. At Year 10 there were four mixed ability classes and no learning support class. This analysis is based off the asTTle Reading Assessment. In 2018, the English department made the decision to include the assessment as part of the exam. This saw a much better percentage completion rate than previous years.

The HoD did ask the 3 literacy PLD facilitators for examples of best practice for accelerating all students and especially strategies targeted at Māori and Pasifika students, there were never any resources/workshops/guidance provided around this specifically.

Overall students' vocabulary is also lower than it should be. This would indicate limited wide reading as well as discussion at home. The importance of these things will again be highlighted at student/parent/teacher conferences.

It is perhaps worth noting that the progression from Curriculum Level 4 to Level 5 is difficult for many students (nationally, not just at Kaikorai Valley College). If we look at the figure for all Year 10 students now working within Level 4 or above by the end of the year overall it is 72%.

Māori students are not performing strongly.

Evaluation:

In 2018 should we be more realistic in the setting of targets, concentrating on those student who are below the expected level (priority learners). As a department we will look at strategies to accelerate their learning to lift them closer to achieving at the required standard including the computerised reading programme - still being investigated by the HoD.

The HOD has spent a lot of time looking at (looking for) case studies about what works to engage and accelerate our priority learners. The only ones that I could find were based at primary schools and involved a lot of whanau involvement. This tends to be harder to achieve at High School level.

There continues to be development of close reading resources. The school will attempt to encourage and support family/whānau to put in place more reading in the home and from a wider range of sources. Librarian Mrs Downes has figures showing that more and more students are taking books out of the library for personal reading, which is encouraging data.

Reading resources at appropriate levels but which are engaging for secondary students continue to be sourced where possible, and adapted as able. Integrating reading with writing can be a positive way to scaffold students' understanding and support their understanding.

As last year, to make real gains with a mixed ability class of 20-30 students, we may well need to spend the whole 4 English periods per week on literacy skills. As a department, we have decided to devote the bulk of our 4 hours a week to reading and writing as there are obviously real needs here. The flip side is pitching it at a level that still keeps teenage students engaged and also allows for extension of our able and gifted students.

Year 9 Formal Writing

All students (69)		Number	Percentage
Above Expected Level	5	8	12%
At expected Level	4	44	68%
Below Expected Level	3	17	25%
Well Below Expected Level	Below 3	0	%

Māori students		Number	Percentage
Above Expected Level	5	1	11%
At expected Level	4	2	22%
Below Expected Level	3	6	66%
Well Below Expected Level	Below 3		

Pasifika students		Number	Percentage
Above Expected Level	5	1	50%
At expected Level	4	1	50%
Below Expected Level	3		
Well Below Expected Level	Below 3		

Analysis:

This goal is very close to being met with 80% at or above the expected level. This is a marked improvement from previous years. The department continues to make writing the primary focus for junior students this year.

Māori students are not performing as well as the wider cohort with only 33% being at or above the expected level compared with 80% at or above

Editing of work continues to be a key issue even though it is taught explicitly and practised. Students are making very small gains given the amount of time that is put in and often the rules, corrections, spelling errors just 'don't stick'. While we focus primarily on ideas - very poor editing (where meaning is lost) will result in a lower level of achievement. Students are not coming into the high school (or the college) with a solid grounding in editing and grammar.

Making accelerated progress is difficult. Most of the students who need the accelerated progress are students with below average IQ. This is not deficit thinking - it is the reality. Teachers are still implementing writing best practice and other strategies. I made a special workbook for students to take home. I discussed it with parents. I targeted students in class. 2 boys in particular who made gains but only small ones (such as remembering capitalisation). Teachers will keep implementing strategies and trying out new ideas.

Evaluation:

Teachers will keep implementing strategies and trying out new ideas. Several members of the department used Education Perfect regularly with their classes.

Writing is a continued department focus for 2019. The department found few gains from the school wide PLD inquiry into writing.

We have developed a skills' checklist so that students can mark off physically when we are practising proofreading skills.

The whole staff need to remember that literacy is a school wide area of responsibility. I am hoping that some insights have been gained from the inquiry projects in 2018.

Year 10 Formal Writing

All students		Number	Percentage
Above Expected Level	6	2	3%
At expected Level	5	8	14%
Below Expected Level	4	28	48%
Well Below Expected Level	Below 4	20	34%

Māori students		Number	Percentage
Above Expected Level	6		
At expected Level	5	4	36%
Below Expected Level	4	2	18%
Well Below Expected Level	Below 4	5	45%

Pasifika students		Number	Percentage
Above Expected Level	6	0	
At expected Level	5	1	20%
Below Expected Level	4	3	60%
Well Below Expected Level	Below 4	1	20%

Analysis:

This is a small cohort with 4 mixed ability classes and no learning support class. The mixed ability classes had one quite capable class, however, the other 3 were low overall.

These results are not as high as we would like. Writing is still the key focus for Y9 and 10. We have reflected this by streamlining our reports and focusing on reading and writing.

While many students will continue to make positive gains in areas, some of these students will never get higher than L3. This is reflected in the difference between Y9 results and Y10.

Editing of work continues to be a key issue even though it is taught explicitly and practised. Students are making very small gains given the amount of time that is put in and often the rules, corrections, spelling errors just 'don't stick'. While we focus primarily on ideas - very poor editing (where meaning is lost) will result in a lower level of achievement. Students are not coming into the high school (or the college) with a solid grounding in editing and grammar.

Evaluation:

Writing is a department wide focus for 2018.

We have developed a skills checklist so that the students can mark off physically when we are practising proofreading skills.

The whole staff need to remember that literacy is a school wide area of responsibility.

This also raises the idea of time. To make real gains with a mixed ability class of 20-30 students, we may well need to spend the whole 4 English periods per week on this. As a department, we have decided to devote the bulk of our 4 hours a week to reading and writing as there are obviously real needs here. The difficulty is pitching it at a level that still keeps teenage students engaged.

We need to look at the gains of the Y9 classes and see if there is anything that we can change with our Y10 students.

Mathematics Curriculum Levels 2018

It is expected Year 9 students should be operating at Level 4 of the curriculum and Year 10 students operating at Level 5 across all the Mathematical strands.

Yr9	ALL % 76 students 2018			MALE % 37 students 2018			FEMALE % 39 students 2018			MAORI % 13 students 2018			PASIFIKA % 3 students 2018			ESOL % 2 students 2018		
	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+
2018	38	43	18	41	46	13	36	38	26	54	30	16	33	67	0	50	0	50
2017	31	50	19	34	44	22	28	56	16	26	74	0	0	100	0	0	0	100
2016	24	56	20	25	50	25	26	58	16	13	74	13	0	100	0	0	0	100
Yr10	ALL % 78 students 2018			MALE % 45 students 2018			FEMALE % 34 students 2018			MAORI % 12 students 2018			PASIFIKA % 3 students 2018			ESOL % 2 students 2018		
	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+
2018	58	40	2	53	44	3	62	35	3	83	17	0	67	33	0	50	0	50
2017	28	55	17	30	55	15	26	55	19	19	81	0	0	100	0	0	0	100
2016	36	58	6	37	53	10	35	52	13	50	25	25	0	100	0	0	0	100

Performance target set for 2018 for Year 9	Analysis	Evaluation	Next Steps
Mathematics - Based on last year's data (47% at or above the expected level) 65% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.	In 2018 the Year 9 cohort achieved 61% at level 4 or above. Whilst this is below our target taking into consideration our cohort this gives us a good base to build from.	<p>A slightly disappointing set of results from this cohort. Unfortunately, none of the targets were met. We believed they were set too high for the current cohort and this was borne out by the data. They remain aspirational targets.</p> <p>Many of the students who are below or well below have learning needs that make Mathematical progress very difficult for them. Our learning support class this year was made up of extremely needy students, including some with intellectual disabilities a step above ORS funded students. Clearly our goal for all our students is to make progress over the year. Overall, in Year 9 2018 though, 61% of the students achieved at or above the expected (aspirational) curriculum level in reading, a number of them in the Well Above category 18%.</p>	<p>By knowing our students and their backgrounds, aspirations and priority knowledge we can set sensible achievable goals.</p> <p>We need to keep our eyes on our priority learners and through sensitive planning, discussions and mentoring further meet the needs of these learners.</p>
To have the same percentages of Māori and Pasifika students working a level 4 or above i.e. at the expected curriculum level as the Year 9 cohort.	In 2018 the Year 9 cohort achieved 61% at level 4 or above with Māori students achieving 46% at level 4 or above and Pasifika students achieving 66% at level 4 or above.	A number of our Māori and Pasifika students are still not achieving at a high Level 4/Level 5 Mathematics level, although several of our Year 9 Māori students are particularly strong Mathematicians, which is excellent to see. Our Pasifika students achieved achieving 66% at level 4 or above which is above expectation.	

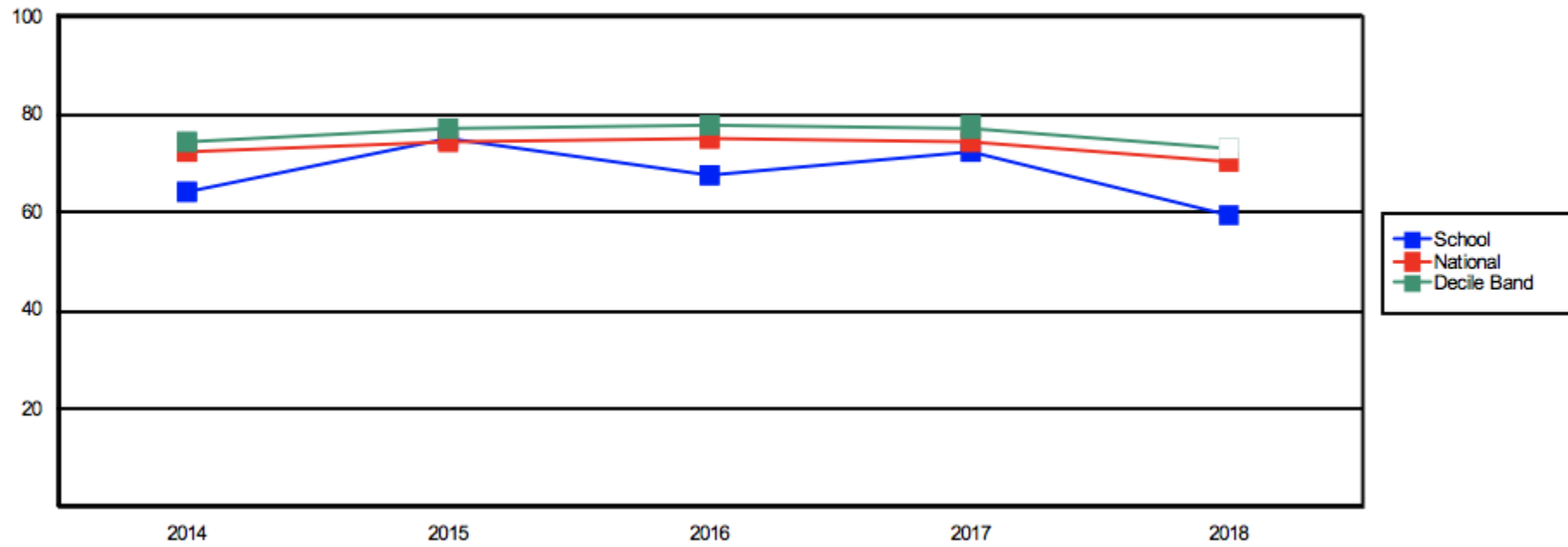
To have the same percentages of ESOL working level 4 i.e. at the expected curriculum as the Year 9 cohort.	In 2018 the Year 9 cohort achieved 61% at level 4 or above with the ESOL cohort achieved 50% at or above level 4		
Performance target set for 2018 for Year 10	Analysis	Evaluation	Next Steps
Mathematics - Based on last year's data (72% at or above the expected level) 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.	We achieved 42% at level 5 or above.	<p>This result is extremely disappointing. This is a smallish cohort with 4 mixed ability classes. The mixed ability classes had students of very low ability overall.</p> <p>Individual students from the learning support class did make a lot of progress but still stay in the below or well below group. While many students will continue to make positive gains in areas, some of these students will never get higher than L3. This is reflected in the difference between Y9 results and Y10.</p> <p>While we focus primarily on skills, particularly number and algebraic reasoning - this may have will resulted in a lower level of achievement. Students are not coming into the college with a solid grounding in number</p>	<p>By knowing our students and their backgrounds, aspirations and priority knowledge we can set sensible achievable goals.</p> <p>NCEA Level 1 assessments are set at Level 5 and/or Level 6 or of the curriculum and the majority of our students should achieve the standards within their courses. Teachers will continue to support their students to reach their potential.</p>
To have the same percentages of Māori and Pasifika students working at level 5, the expected curriculum level.	In 2018 the year 10 cohort achieved 42% at level 5 or above with Māori students achieving 17% at or above level 5 Pasifika students achieving 33% at or above level 5.	Again a disappointing set of results from this cohort. In 2019 should we be more realistic in the setting of targets, concentrating on those student who are below the expected level (priority learners).	

<p>To have the same percentages of ESOL working level 5 i.e at the expected curriculum level.</p>	<p>In 2018 the year 10 cohort achieved 42% at level 5 with ESOL cohort achieved 50% at level 5 or above.</p>		
---	--	--	--

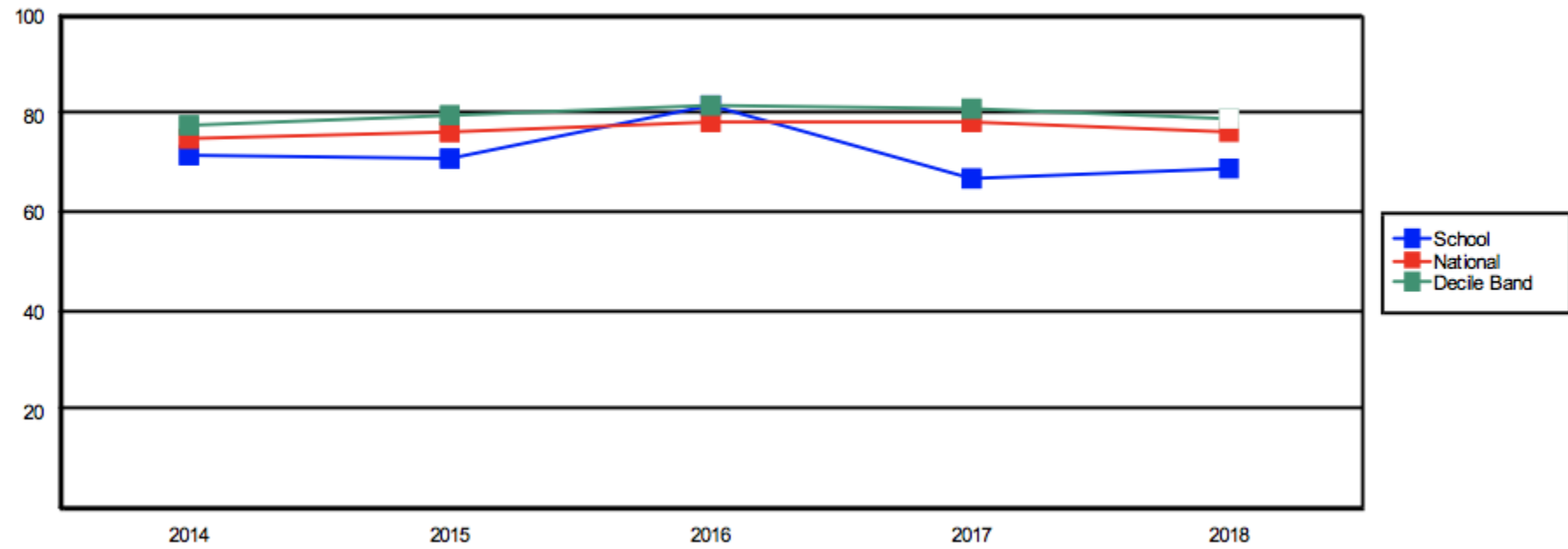
NCEA Roll Based Data for Domestic Students

Level 3	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	16/33 48%	12/27 44%	28/60 46.7%
Endorsed with Excellence	2	2	4
Endorsed with Merit	7	3	10
University Entrance	10/33 30%	9/27 33.3%	19/60 31.7%
Scholarships	2	1	3
Level 2	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass rate	24/39 61.5%	27/35 77%	51/74 68.9%
Endorsed with Excellence	1	1	2
Endorsed with Merit	4	4	8
Level 1	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	23/42 54.7%	18/27 66.6%	41/69 59.7%
Endorsed with Excellence	1	0	1
Endorsed with Merit	6	6	12
Literacy	32/42 76.1%	25/27 92.5 %	57/69 82.6%
Numeracy	30/42 71.4%	24/27 88.9%	54/69 78.2%

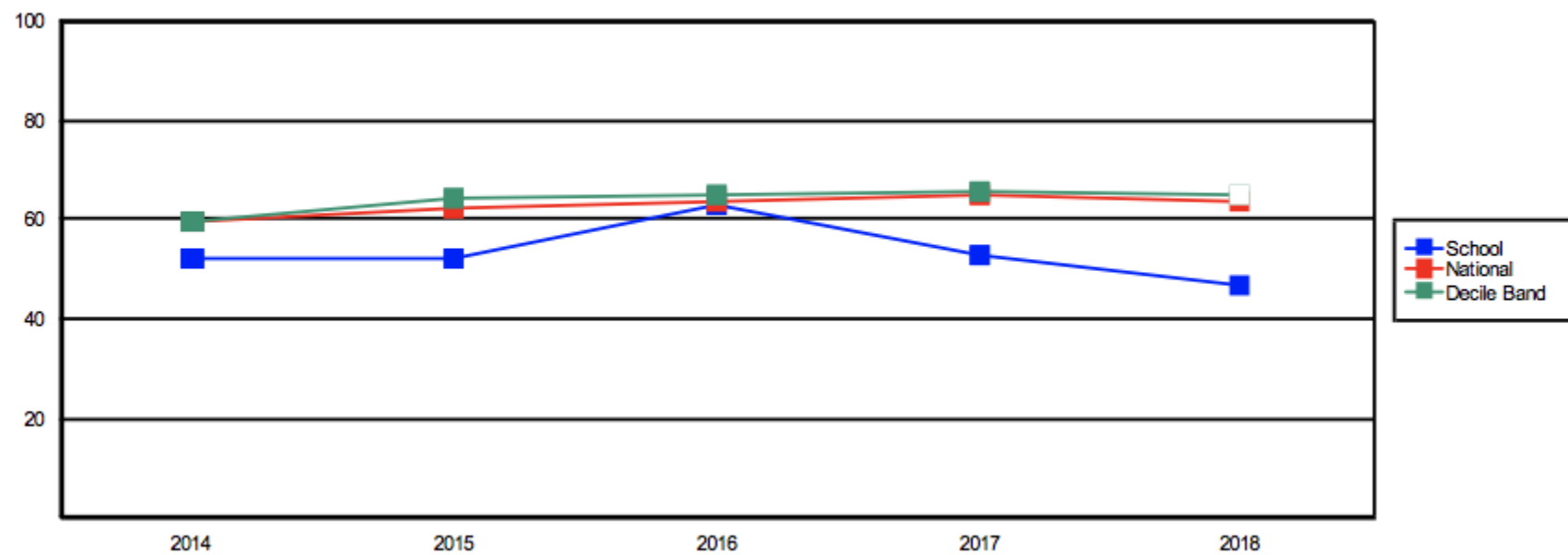
Year 11 - NCEA Level 1



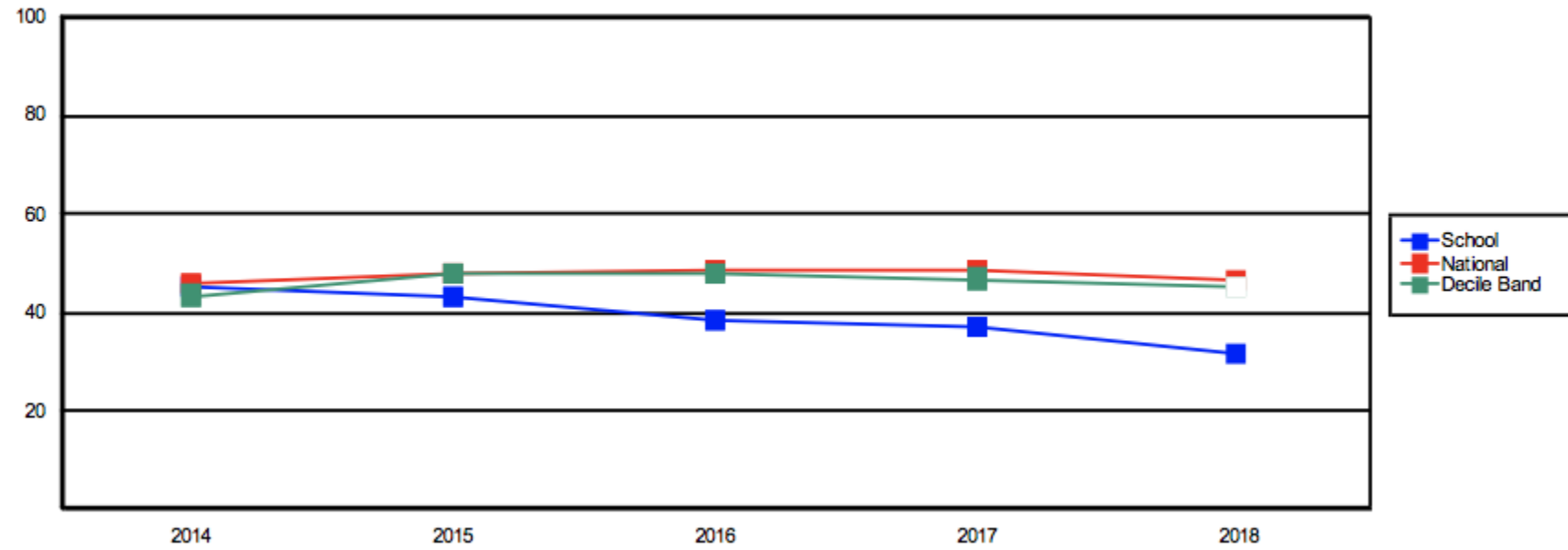
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



NCEA Results for participating *International Students*

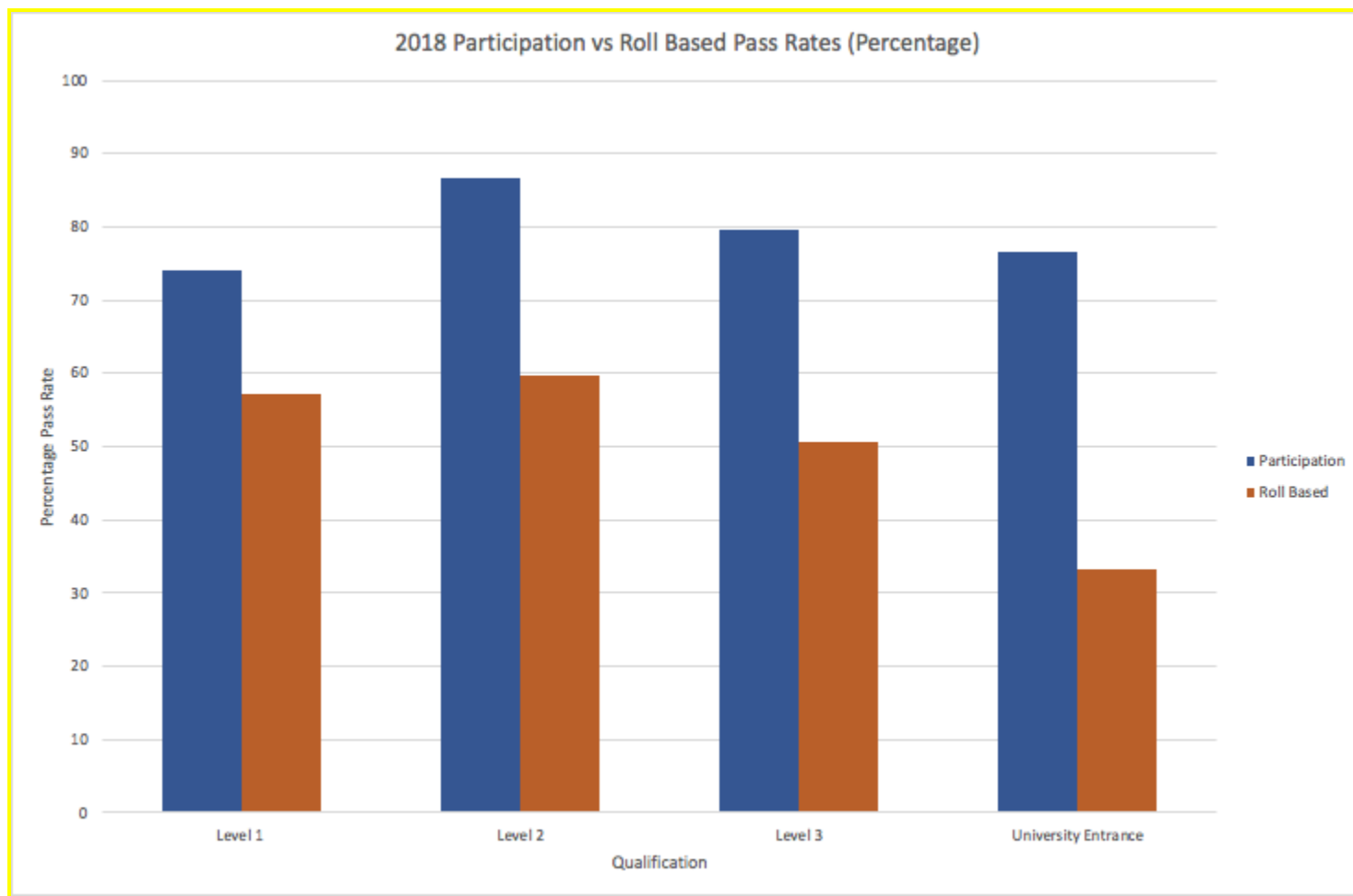
Level 3	<i>Total</i>
Pass Rate	7/8 87.5%
Endorsed with Excellence	0
Endorsed with Merit	2
University Entrance	4/8 50%
Scholarships	0
Level 2	<i>Total</i>
Pass rate	7/10 70%
Endorsed with Excellence	1
Endorsed with Merit	1
Level 1	<i>Total</i>
Pass Rate	2/3 66.6%
Endorsed with Excellence	0
Endorsed with Merit	0
Literacy	2/3 66.6%
Numeracy	2/3 66.6%

NCEA Results for all Participating Domestic and International Students

Level 3	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	22/27 81%	13/17 76%	34/44 79.5%
University Entrance	13/17 76%	10/13 77%	23/30 76.6%
Level 2	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass rate	27/36 69%	31/31 100%	58/67 86.6%
Level 1	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	24/33 73%	19/25 76%	43/58 74%
Literacy	31/33 94%	24/25 96%	55/58 95%
Numeracy	29/33 88%	24/25 96%	53/58 91%

NCEA Results for all Domestic and International Students Percentages

	Participation			Roll Based		
	Male	Female	Total	Male	Female	Total
Level 3	81	76	79.5	55	44.8	50.7
University Entrance	76	77	76.6	32.5	34.5	33.3
Level 2	69	100	86.6	57.2	62.0	59.8
Level 1	73	76	74	52.2	65.5	57.3



% of Students Who	2010	2011	2012	2013	2014	2015	2016	2017	2018
Complete Year 11 and gain NCEA Level 1	80 80	87 80	79 80	76 80	77 80	90 80	93.7 85	77.9 77	74 58
Complete Year 11 and gain Level 1 Literacy	87 90	88 90	91 90	93 94	80 94	94 94	96.8 94	81 84	94 58
Complete Year 11 and gain Level 1 Numeracy	96 95	98 95	95 95	98 94	86 94	96.5 94	98.4 94	79.8 84	91 58
Complete Year 12 and gain NCEA Level 2	71 75	80 75	84 75	80 80	77 80	92 80	92.2 85	82.8 64	86.6 67
Complete an academic Year 13 course and gain UE [i.e. at least 4 approved subjects]	85 85	92 85	85 85	77 85	74 85	80 85	47.9 85	66.7 30	79.5 44
All Māori student leavers who complete Year 11 will achieve at least NCEA Level 1	No $\frac{14}{15}$	Yes $\frac{8}{8}$	Yes $\frac{2}{2}$	Yes $\frac{10}{10}$	Yes $\frac{4}{4}$	No $\frac{9}{10}$	Yes $\frac{2}{2}$	No $\frac{9}{10}$	No $\frac{6}{9}$
All Pasifika student leavers who complete Year 11 will achieve at least NCEA Level 1.	Yes $\frac{4}{4}$	Yes $\frac{4}{4}$	Yes $\frac{4}{4}$	No $\frac{3}{4}$	No $\frac{0}{4}$	No $\frac{2}{3}$	No $\frac{1}{2}$	YES $\frac{4}{4}$	YES $\frac{3}{3}$

HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2018

This includes those who leave during the year.

YEAR 13 (60 leavers) M = 34 F = 26	YEAR 12 (14 leavers) M= 7 F= 7	YEAR 11 (13 leavers) M= 9 F= 4
UE M 10 F 9	0	0
Level 3 M 16 F 12	0	0
Level 2 M 11 F 10	M 1 F 3	0
Level 1 M 1 F 1	M 3 F 6	M 2 F 0
Nothing M 1 F 1 Excluding 7 ORS funded students	M 4 F 1 The two male students had very high learning needs. 1 male and 1 female students were ORS funded. 1 male student was attending Alternative Education. Leavers Destinations: 2- transferred to new school. 3 - Alternative Education. 3 -Tertiary Education 2- Paid employment 0- End of schooling 4 - Unknown	M 7 F 4 1 student had several discipline issues and left for a alternative pathway. 3 students had extremely high truancy. 3 students left when turning 16 Leavers Destinations: 3- transferred to new school. 2 - Alternative Education. 1 - Paid employment 2- End of schooling 4- Unknown

OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2018

	Māori	Pasifika
Year 11	5/9 students gained NCEA Level 1. 2 students did not complete a full year.	2/2 students gained NCEA Level 1. 1 Student gained L1 with Merit
Year 12	8/10 students gained NCEA Level 2 1 student is attached to the Brathwaite Centre. The student who did not gain level 2 was only 1 credit short.	3/4 students gained NCEA Level 2 The student who did not achieve was part of a priority student mentoring group
Year 13	0/4 students gained NCEA Level 3 1 Student gained L2 1 Student left for full time employment 2 students gained pre trade skills through and OSTC course	2/3 students gained NCEA Level 3 1 Student had learning needs but gained level 2

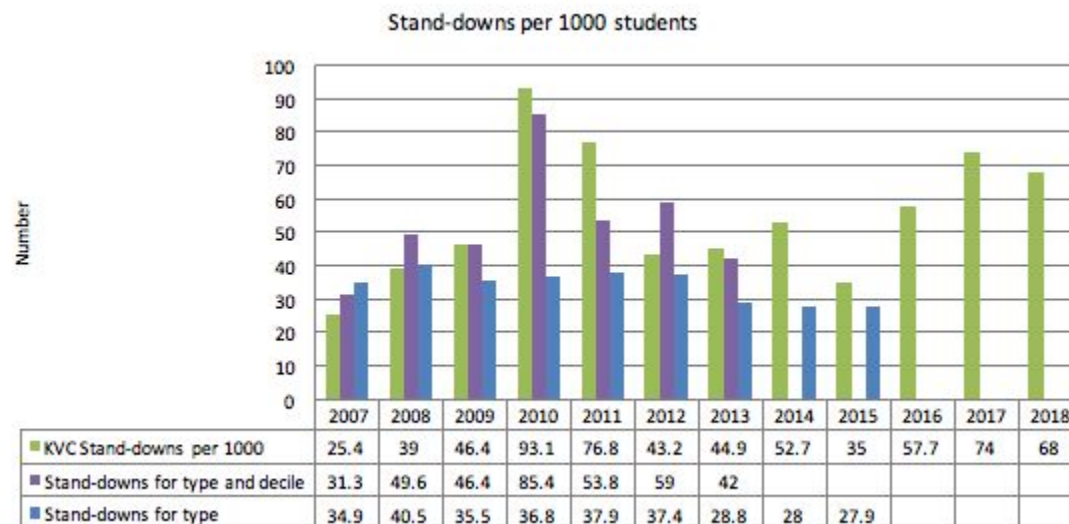
Year 13 Targets		
Years 13 By the end of December 2018 - 80% of students who complete a full academic course, i.e. Studying 5 or more Level 3 NCEA subjects, will gain NCEA Level 3	79.5% of students who complete a full academic course in year 13 gained NCEA Level 3.	Met
- The remaining 20% will leave with qualification that matches their ability.	All but three of the entire year 13 cohort left with at least NCEA level 2. (Excluding ORS funded students) One of the students had high learning needs, one was a teen parent with high learning needs, and the third was an International Student.	Met
95% of students leaving in Year 13 will go into gainful employment, further training or tertiary studies.	97% of students who have identified their next steps, have gone into gainful employment, further training or tertiary studies. & students have not identified their next step.	Met
Year 12 Targets		

Years 11 - 12 By the end of December 2018 - 85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level.	86.6% of students who completed a full academic course at year 12 gained NCEA Level 2.	Met
% of those who did not gain a qualification will complete their qualification in the following academic year.	2/3 of students who completed a full academic course, but did not achieve NCEA L2, gained NCEA L1.	Met
The remaining ⅓ of those who did not gain a qualification will gain valuable skills that allow them to transition to further training or employment.	Of the cohort who did not complete a full academic course 50% completed NCEA Level 1, 36% were International students, 36% were students with learning needs, 18% were domestic students who were not at the College for the full academic year. All students in year 12 had completed the year 12 work experience module to gain skills for employment. All but one of domestic students those who did not gain Level 2 in 2018 were part of the Skills for Employment course, or other outside courses through Gateway and Star type programmes.	Met
Year 11 Targets		
Years 11 - 12 By the end of December 2018 - 85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level.	74% of students who completed a full academic course at year 11 gained NCEA Level 1. 17% of students who did not gain L1 were International students, 31% of students who did not gain L1 were domestic students who were not at the college for the full academic year.	Not Met
% of those who did not gain a qualification will complete their qualification in the following academic year.	Nine of the students who did not gain a qualification have left school and are continuing their education elsewhere. The others are studying a mixed level course in order to gain level 1.	Met
The remaining ⅓ of those who did not gain a qualification will gain valuable skills that allow them to transition to further training or employment.	All students are participating in Work experience module this year. 75% of the domestic students who did not gain level 2 are in the Skills for Employment Course.	Met

OTHER 2018 DATA

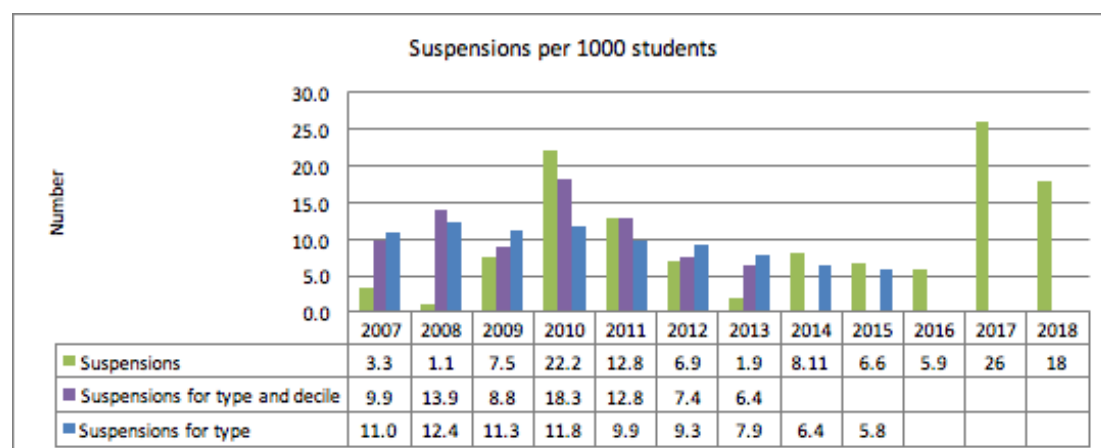
It is important to first note that this data is per 1000 students so immediately the data in the table needs to be halved.

The number of stand-downs in 2018 has pleasingly decreased even in the environment where we continue to deal with a particularly difficult groups of students, as well as new entrants who come to us from other schools with previous histories. These students are in the lower end of the school from Years 7 – 10. Many of these stand-downs are for either physical violence or verbal abuse of a staff member. Stand-downs are always discussed with parents before being put in place and come only after other numerous options have been explored. It is also important to note that the actual number is even smaller, as some have multiple stand-downs.

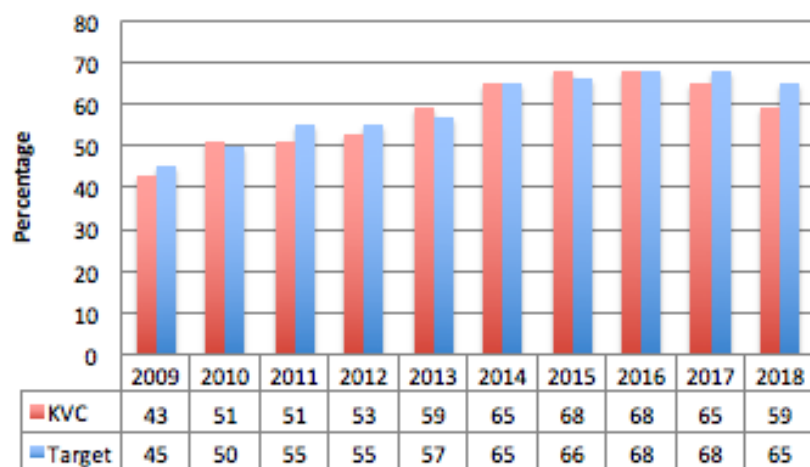


Again it is important to first note that this data is per 1000 students so immediately the data in the table needs to be halved.

Suspensions are also down. Often these can be isolated to 5 incidents, again two of which were drug related and involved multiple students. This is despite the school's desire to see every stone turned over in order to keep students in the school, catering for their needs. This may well include seeking multi-agency support, IRF, TA support, London House short and long term exchange and Alternative Education support. Again national data for stand-downs is becoming increasingly difficult to track down.



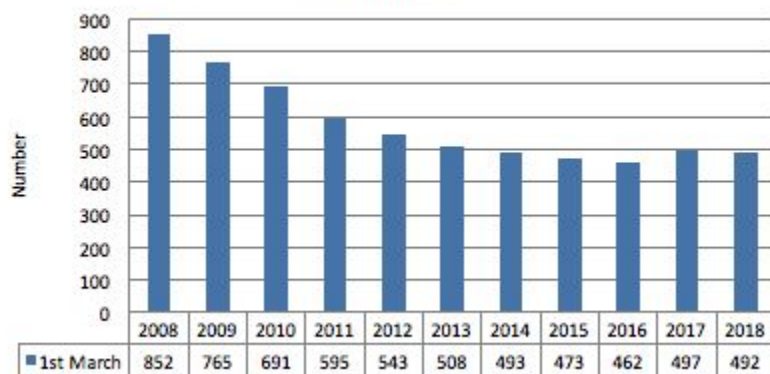
Student Participation in Sport



From this graph we can see that the school participation in sport appeared to peak around 2015/16. Since then we have experienced a decline in participation data. We suspect this is not necessarily an indication of a decline in involvement but could be more an indication of the measures used for school sport. Many of our students are involved in physical activity but this might be through a club or as an individual.

However, national research also sees in dramatic increase in E-sports which could be another possible reason for the decline.

KVC School Roll



As we can see from this graph the roll turned a corner in 2017 and began an upward trend. Enrolments in 2018 continued to be strong and throughout the year were in a stronger position than 2017 even though it would not appear this way on the graph. I think this is just an anomaly on the 1 March.

Enrolments in Years 7 and 9 for 2019 have been very positive and will see us increasing our numbers again.

BoT Chair's Signature:

m. f. dogan

Principal's:

D. V. G. G. G.

Date: 20/2/19

Kaikorai Valley College

Kiwisport 2018

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

During 2018, the school received total Kiwisport funding of \$10,338.00 (excluding GST).

The funding was spent:

- a. Organising and running a two day sports expo which involved approx. 900 primary school students being introduced to and taking part in a large number of different sporting codes,
- b. "Growing Coaches" initiative which saw senior students from the school assisting local Primary schools with coaching sports teams and working with their students and their local school community in becoming coaches in their school.



Mark Rogers
Chairperson
Board Of Trustees
Kaikorai Valley College