

KAIKORAI VALLEY COLLEGE



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	500 Kaikorai Valley Road, Bradford, Dunedin
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Ministry Number:	381

KAIKORAI VALLEY COLLEGE

Financial Statements - For the year ended 31 December 2017

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Kaikorai Valley College

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Mark Rogers


Full Name of Board Chairperson


Signature of Board Chairperson

24 May 2018.
Date:

Richard Geerlofs

Full Name of Principal


Signature of Principal

24/5/18
Date:

Kaikorai Valley College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	5,370,496	5,348,710	5,179,049
Locally Raised Funds	3	597,817	627,290	588,140
Interest Earned		(1,576)	2,400	15,594
International Students	4	566,024	560,026	559,817
		<u>6,532,761</u>	<u>6,538,426</u>	<u>6,342,600</u>
Expenses				
Locally Raised Funds	3	120,984	149,860	202,608
International Students	4	465,261	444,885	430,082
Learning Resources	5	4,326,330	4,314,718	4,039,502
Administration	6	377,505	367,340	357,279
Finance Costs		16,126	15,600	20,692
Property	7	1,038,320	1,222,623	1,211,718
Depreciation	8	85,069	72,000	69,857
		<u>6,429,595</u>	<u>6,587,026</u>	<u>6,331,738</u>
Net (Deficit) / Surplus		103,166	(48,600)	10,862
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>103,166</u>	<u>(48,600)</u>	<u>10,862</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 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	246,516	246,516	235,654
Total comprehensive revenue and expense for the year	103,166	(48,600)	10,862
Equity at 31 December	349,682	197,916	246,516
Retained Earnings	349,682	197,916	246,516
Equity at 31 December	349,682	197,916	246,516

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 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	598,285	706,337	682,937
Accounts Receivable	10	232,592	198,250	198,250
Prepayments		5,472	6,720	6,720
Inventories	11	12,600	12,600	12,600
Investments	12	-	352,123	352,123
Funds owing for Capital Works Projects	21	5,445	4,006	4,006
		<u>854,394</u>	<u>1,280,036</u>	<u>1,256,636</u>
Current Liabilities				
GST Payable		38,211	57,525	57,525
Accounts Payable	14	398,032	294,050	294,050
Borrowings - Due in one year	15	33,000	33,000	33,000
Revenue Received in Advance	16	231,452	256,338	256,338
Provision for Cyclical Maintenance	17	10,148	133,448	133,448
Painting Contract Liability - Current Portion	18	39,982	39,982	39,982
Finance Lease Liability - Current Portion		13,818	4,741	4,741
Funds held in Trust	20	200,845	261,214	261,214
Funds held for Capital Works Projects	21	122,229	409,652	409,652
		<u>1,087,717</u>	<u>1,489,950</u>	<u>1,489,950</u>
Working Capital (Deficit)		(233,323)	(209,914)	(233,314)
Non-current Assets				
Investments (more than 12 months)	12	198	198	198
Property, Plant and Equipment	13	1,074,933	979,292	1,051,292
		<u>1,075,131</u>	<u>979,490</u>	<u>1,051,490</u>
Non-current Liabilities				
Borrowings	15	210,462	270,050	270,050
Provision for Cyclical Maintenance	17	230,489	221,051	221,051
Painting Contract Liability	18	44,448	72,591	72,591
Finance Lease Liability		6,727	7,968	7,968
		<u>492,126</u>	<u>571,660</u>	<u>571,660</u>
Net Assets		<u>349,682</u>	<u>197,916</u>	<u>246,516</u>
Equity		<u>349,682</u>	<u>197,916</u>	<u>246,516</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 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,330,956	1,266,522	1,303,966
Locally Raised Funds		565,440	679,144	639,993
International Students		560,947	551,287	551,078
Goods and Services Tax (net)		(19,314)	12,326	12,326
Payments to Employees		(1,304,224)	(1,269,221)	(1,154,734)
Payments to Suppliers		(1,117,065)	(1,420,618)	(1,184,107)
Cyclical Maintenance Payments in the year		102,023	(35,000)	-
Interest Received		(1,576)	2,400	15,594
Net cash from / (to) the Operating Activities		117,187	(213,160)	184,118
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	5,526
Purchase of PPE (and Intangibles)		(89,643)	(53,495)	(41,938)
Purchase of Investments		352,123	(8,242)	(8,242)
Net cash from / (to) the Investing Activities		262,480	(61,737)	(44,654)
Cash flows from Financing Activities				
Finance Lease Payments		(27,357)	(2,891)	(2,231)
Painting contract payments		(28,143)	(28,144)	(39,982)
Loans Received/ Repayment of Loans		(59,588)	(53,234)	(73,926)
Funds Held for Capital Works Projects	21	(288,862)	392,579	-
Funds Administered on Behalf of Third Parties		(60,369)	(10,012)	382,568
Net cash from Financing Activities		(464,319)	298,298	266,429
Net increase/(decrease) in cash and cash equivalents		(84,652)	23,401	405,893
Cash and cash equivalents at the beginning of the year	9	682,937	682,937	277,045
Cash and cash equivalents at the end of the year	9	598,285	706,338	682,937

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 2017

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.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.



1.8. 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.

1.9. 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.

1.10. 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 under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.11. 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

1.12. 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.

1.13. 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.

1.14. 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



1.15. 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.

1.16. 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.

1.17. 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).

1.18. 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.

1.19. 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.

1.20. 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.

1.21. Budget Figures

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

1.22. 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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	1,049,937	1,050,000	1,022,276
Teachers' salaries grants	3,256,264	3,256,264	3,056,469
Use of Land and Buildings grants	783,276	783,276	775,966
Other MoE Grants	242,853	221,000	213,360
Other government grants	38,166	38,170	110,978
	<u>5,370,496</u>	<u>5,348,710</u>	<u>5,179,049</u>

3. Locally Raised Funds

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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	20,095	18,000	47,620
Fundraising	34,446	44,000	13,297
Other revenue	325,072	336,390	256,985
Transport Revenue	14,000	14,600	-
Trading	25,462	24,200	33,304
Activities	83,875	109,000	155,962
Curriculum Recoveries	94,867	81,100	80,972
	<u>597,817</u>	<u>627,290</u>	<u>588,140</u>
Expenses			
Activities	82,627	109,260	164,001
Trading	7,099	7,800	7,370
Fundraising (costs of raising funds)	1,178	3,000	150
Transport (local)	30,080	29,800	31,087
	<u>120,984</u>	<u>149,860</u>	<u>202,608</u>
Surplus for the year Locally raised funds	<u>476,833</u>	<u>477,430</u>	<u>385,532</u>

4. International Student Revenue and Expenses

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	36	36	36
	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
International student fees	566,024	560,026	559,817
Expenses			
Advertising	66,284	65,000	66,609
Commissions	72,294	58,500	67,261
Recruitment	-	-	78,151
International student levy	17,292	17,000	11,998
Employee Benefit - Salaries	256,605	242,985	206,063
Other Expenses	52,786	61,400	-
	<u>465,261</u>	<u>444,885</u>	<u>430,082</u>
Surplus for the year International Students	<u>100,763</u>	<u>115,141</u>	<u>129,735</u>

5. Learning Resources

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Curricular	312,339	358,000	340,295
Equipment repairs	3,820	3,500	-
Information and communication technology	9,982	13,500	-
Employee benefits - salaries	3,991,543	3,935,218	3,697,019
Staff development	8,646	4,500	2,188
	<u>4,326,330</u>	<u>4,314,718</u>	<u>4,039,502</u>

6. Administration

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Audit Fee	7,515	8,000	6,265
Board of Trustees Fees	5,767	6,600	6,009
Board of Trustees Expenses	5,795	5,870	9,881
Communication	13,548	10,440	9,939
Consumables	56,602	45,600	54,127
Operating Lease	23,681	34,800	46,220
Other	87,064	84,980	93,940
Employee Benefits - Salaries	155,263	149,250	110,703
Insurance	14,870	15,800	15,212
Service Providers, Contractors and Consultancy	7,400	6,000	4,983
	<u>377,505</u>	<u>367,340</u>	<u>357,279</u>

7. Property

	2017	2017 Budget (Unaudited)	2016
	Actual		Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	5,003	5,800	4,764
Consultancy and Contract Services	1,413	-	7,305
Cyclical Maintenance Provision	77,006	35,000	78,339
Adjustment to the Provision	(179,029)	-	-
Grounds	9,985	7,100	-
Heat, Light and Water	71,762	73,400	71,928
Rates	34,220	37,240	33,264
Repairs and Maintenance	43,438	85,507	45,466
Use of Land and Buildings	783,276	783,276	775,966
Employee Benefits - Salaries	191,246	195,300	194,686
	<u>1,038,320</u>	<u>1,222,623</u>	<u>1,211,718</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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements	23,124	23,000	23,106
Furniture and Equipment	31,842	30,000	29,939
Information and Communication Technology	8,416	7,000	5,708
Motor Vehicles	8,370	6,000	5,526
Leased Assets	9,328	2,000	2,178
Library Resources	3,989	4,000	3,400
	<u>85,069</u>	<u>72,000</u>	<u>69,857</u>

9. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	-	706,337	130,602
Bank Call Account	601,395	-	552,335
Bank Overdraft	(3,110)	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	<u>598,285</u>	<u>706,337</u>	<u>682,937</u>

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

Of the \$598,285 Cash and Cash Equivalents, \$122,229 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	20,857	8,289	8,289
Teacher Salaries Grant Receivable	211,735	189,961	189,961
	<u>232,592</u>	<u>198,250</u>	<u>198,250</u>
Receivables from Exchange Transactions	20,857	8,289	8,289
Receivables from Non-Exchange Transactions	211,735	189,961	189,961
	<u>232,592</u>	<u>198,250</u>	<u>198,250</u>

11. Inventories

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	3,422	3,422	3,422
School Uniforms	9,178	9,178	9,178
	<u>12,600</u>	<u>12,600</u>	<u>12,600</u>

12. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	-	352,123	352,123
Non-current Asset			
Long-term Bank Deposits	198	198	198

13. Property, Plant and Equipment

	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

The net carrying value of equipment held under a finance lease is \$22,501 (2016: \$12,762)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	833,525	2,245	-	-	(23,106)	812,664
Furniture and Equipment	197,387	5,404	-	-	(29,939)	172,851
Information and Communication	11,823	11,778	-	-	(5,708)	17,893
Motor Vehicles	6,008	10,836	-	-	(5,526)	11,319
Leased Assets	-	14,940	-	-	(2,178)	12,762
Library Resources	21,054	6,148	-	-	(3,400)	23,803
Balance at 31 December 2016	1,069,797	51,351	-	-	(69,857)	1,051,292

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	1,156,196	(343,532)	812,664
Furniture and Equipment	724,826	(551,975)	172,851
Information and Communication	235,679	(217,786)	17,893
Motor Vehicles	167,178	(155,859)	11,319
Leased Assets	14,940	(2,178)	12,762
Library Resources	106,127	(82,324)	23,803
Balance at 31 December 2016	2,404,946	(1,353,654)	1,051,292



14. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	23,169	67,222	67,222
Accruals	92,092	-	-
Banking staffing overuse	27,319	-	-
Employee Entitlements - salaries	211,735	189,961	189,961
Employee Entitlements - leave accrual	43,717	36,867	36,867
	<u>398,032</u>	<u>294,050</u>	<u>294,050</u>

Payables for Exchange Transactions	398,032	294,050	294,050
	<u>398,032</u>	<u>294,050</u>	<u>294,050</u>

The carrying value of payables approximates their fair value.

15. Borrowings

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	33,000	33,000	33,000
Due Beyond One Year	210,462	270,050	270,050
	<u>243,462</u>	<u>303,050</u>	<u>303,050</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 2017 of is \$243,462 (31 December 2016 \$303,050). 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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	208,231	213,308	213,308
Other	23,221	43,030	43,030
	<u>231,452</u>	<u>256,338</u>	<u>256,338</u>

17. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	354,499	354,499	287,999
Increase to the Provision During the Year	77,006	-	78,339
Adjustment to the Provision	(179,029)	-	-
Use of the Provision During the Year	(11,839)	-	(11,839)
Provision at the End of the Year	<u>240,637</u>	<u>354,499</u>	<u>354,499</u>
Cyclical Maintenance - Current	10,148	133,448	133,448
Cyclical Maintenance - Term	<u>230,489</u>	<u>221,051</u>	<u>221,051</u>
	<u>240,637</u>	<u>354,499</u>	<u>354,499</u>



18. Painting Contract Liability

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Liability	39,982	39,982	39,982
Non Current Liability	44,448	72,591	72,591
	<u>84,430</u>	<u>112,573</u>	<u>112,573</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:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	14,905	5,729	5,729
Later than One Year and no Later than Five Years	7,193	8,660	8,660
Later than Five Years	-	-	-
	<u>22,098</u>	<u>14,388</u>	<u>14,388</u>

20. Funds Held in Trust

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	200,845	261,214	261,214
	<u>200,845</u>	<u>261,214</u>	<u>261,214</u>

These funds are held where the school is agent for representative amounts and therefore these 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:

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

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

122,229

5,445

116,784

		2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
			\$	\$	\$		\$
D Block Cladding	<i>Completed</i>		1,450	4,999	6,449	-	-
Maslin Gym Floor	<i>Completed</i>		1,545	3,167	4,935	223	-
Female Dressing Rooms	<i>In progress</i>		10,072	243,178	9,760	-	243,490
E Block Refurbish	<i>In progress</i>		-	44,423	37,046	-	6,777
Toilet Refurbish	<i>In progress</i>		-	165,000	5,615	-	159,385
Library and Toilet Refurbish	<i>In progress</i>		-	-	4,006	-	(4,006)
Totals			13,067	460,767	67,811	223	405,646

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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	5,767	6,009
Full-time equivalent members	0.52	0.52
<i>Leadership Team</i>		
Remuneration	431,932	431,354
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	437,699	437,363
Total full-time equivalent personnel	4.52	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:

	2017 Actual \$	2016 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140-150
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 \$	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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:

	2017 Actual \$	2016 Actual \$
Total	-	-
Number of People	-	-

25. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).



26. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of a photocopier and laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	12,506	61,183
Later than One Year and No Later than Five Years	-	12,506
Later than Five Years	-	-
	<u>12,506</u>	<u>73,689</u>

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	598,285	706,337	682,937
Receivables	232,592	198,250	198,250
Investments - Term Deposits	198	352,321	352,321
Total Loans and Receivables	<u>831,075</u>	<u>1,256,908</u>	<u>1,233,508</u>

Financial liabilities measured at amortised cost

Payables	398,032	294,050	294,050
Borrowings - Loans	243,462	303,050	303,050
Finance Leases	20,545	12,709	12,709
Painting Contract Liability	84,430	112,573	112,573
Total Financial Liabilities Measured at Amortised Cost	<u>746,469</u>	<u>722,383</u>	<u>722,383</u>

29. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KAIKORAI VALLEY COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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 2 to 19, that comprise the Statement of Financial Position as at 31 December 2017, 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 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 24 May 2018. 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 Board Listing, KiwiSport Report, and Analysis of Variance Report but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Philip Sinclair

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

KAIKORAI VALLEY COLLEGE

BOARD OF TRUSTEES

2017

Name	Position	How Position on Board was gained	Term Expires	Occupation
Mark Rogers	<i>Board Chair</i>	<i>Re-elected May 2016</i>	<i>March 2019</i>	<i>Manager</i>
Gail Arthur	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2019</i>	<i>Administration Manager</i>
Duane Donovan	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2019</i>	<i>CEO (Sports Otago)</i>
Jeanette Aitken	<i>Parent rep</i>	<i>Re-elected May 2016</i>	<i>March 2019</i>	<i>Retired</i>
Ruth Harrison	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2019</i>	<i>Manager NFP Agency</i>
Wendy Ellis	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2019</i>	<i>Medical Practice manager</i>
Sefton Vuli	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2019</i>	<i>Chartered Accountant /Partner(PWC)</i>
Joel Whitcombe	<i>Student rep</i>	<i>Elected September 2017</i>	<i>September 2018</i>	<i>Student</i>
Meiko Ng	<i>Student Rep</i>	<i>Elected September 2016</i>	<i>September 2017</i>	<i>Student</i>
Rick Geerlofs	<i>Principal</i>	<i>Appointed January 2012</i>	<i>N/A</i>	<i>Principal</i>
Michelle Bennett	<i>Staff Rep</i>	<i>Re-appointed July 2017</i>	<i>July 2018</i>	<i>Teacher</i>




Kaikorai Valley College

Kiwisport Funding 2017

Kiwisport is a Government funding initiative to support students participation in organised sport. During 2017 the school received total Kiwisport funding of \$9734.00 (Ex GST).

The funding was spent of running a two day sports expo which involved approx. 800 primary school students being introduced to and taking part in a large number of different sporting codes, a "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.


Principal


**Chair of the Board of
Trustees**

KAIKORAI VALLEY COLLEGE

He manu whai huruhuru –

“OPPORTUNITY AND SUCCESS FOR ALL”

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

Analysis of Variance Report

2017

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 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: For the previous four years percentage targets have been set for each year level against National Standards, Curriculum levels and NCEA. After a recent ERO visit, we would like to make some changes that will allow us to show a 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, coeducational schools.

Target – by the end of 2017	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 enable those students to achieve more than one year's 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 By the end of December 2017 - 65% of students who complete a full academic course, i.e. Studying 4 or more</p>	<p>Based on discussions with the ERO team in 2016 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><i>Other measures</i> such as aTTLe, 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</p>	<p>All teaching staff Data administrator HOD/TICs A.R.T. Coordinator SCT Form Teachers Teacher Aides SAF SMT</p>	<p>Achievement data Unit evaluations Reflection journals Regular reports to BoT Dept reviews Parent portals Updates on strategic goals to BoT Dept annual reports Annual variance report</p>	<p>The analysis of this goal is clearly mapped out later in this document. While some results are a little disappointing, there is also much to be celebrated with the highest number of scholarships ever gained by the school, achieved in 2017.</p> <p>The Year 7 & 8 cohorts have certainly presented some academic as well as behavioural challenges and some of these are mapped out in the data at the end of this document.</p> <p>Progress has been made in Years 9 and 10 with curriculum areas now all reporting against curriculum levels. This has set us up for the big push is 2018 to show progressions of learning against these curriculum levels.</p> <p>Each year HOD/TICs are required to report to the Board on student</p>

<p>approved subjects will gain Level 3 NCEA</p> <p>- The remaining 35% will gain valuable skills that allow them to transition to further training or employment.</p> <p>- 95% of students leaving in Year 13 will go into gainful employment, further training or tertiary studies.</p> <p>Years 11 - 12 By the end of December 2017</p> <p>- 85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level.</p> <p>- $\frac{2}{3}$ of those who did not gain a qualification will complete their qualification in the following academic year.</p> <p>- the remaining $\frac{1}{3}$ of those who did not gain a qualification will gain valuable skills that allow them to transition to further training or employment.</p> <p>Year 10 Reading, Writing and Mathematics: By December 2017</p> <p>- 75% of all students are achieving "at or above" level 5 of the curriculum.</p> <p>- $\frac{2}{3}$ of the remaining students are achieving at level 4 of the</p>	<p>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 is <i>inputted to the SMS</i> within one week of an assessment activity being marked and moderated.</p> <p>At least one measure of achievement must be put in the SMS per term at each year level. This is to ensure parents are able to view student progress throughout the year.</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 formally <i>report in a format against strands of the curriculum</i> from the beginning of 2017.</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 'Standards'.</p>			<p>achievement. In Term 2 of 2017 the boards received these reports outlining the student achievement in 2016.</p> <p>As happens each year, analysis around this achievement took place and new goals/targets were set for 2018. These targets are outlined in the left column.</p> <p>Once again, in Term 2, HOD/TICs are required to come to presentation evenings set aside by the Board to review student achievement.</p> <p>The format of these meetings is as follows:</p> <ul style="list-style-type: none"> • Highlight for the board celebrations across all year levels. • Years 11 to 13 - highlight disappointments in NCEA results, why it occurred, and what is to be done to address this. Has this been made a goal for 2017, is there an action plan in place with monitoring to make sure it is happening, and if you are on track? • Years 11 to 13 - what is accelerated learning, what does it look like, how do you identify the students who require this, how do you measure it, how do you ensure it is happening? • Years 9 and 10 - provide data against curriculum levels. Where are the areas of weakness, how do you know? What is to be done about this in 2017, has this been made a goal for 2017, is there an action plan in place with
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<p>curriculum and have advanced at least one curriculum level in the twelve month period.</p> <p>- the remaining $\frac{3}{5}$ of students who were not at level 4 or 5 of the curriculum, have clear individual interventions in place to advance them more one year.</p> <p>Year 9 Reading, Writing and Mathematics:</p> <p>By December 2017</p> <p>- 30% of all students are achieving 'within' level 5 of the curriculum.</p> <p>$\frac{3}{5}$ of the remaining students are achieving at level 4 of the curriculum and have advanced at least one curriculum level in the twelve month period.</p> <p>- the remaining $\frac{3}{5}$ of students who were not at level 4 or 5 of the curriculum, have clear individual interventions in place to advance them more one one year.</p> <p>Year 8 Reading, Writing and Mathematics:</p> <p>By December 2017</p> <p>- 75% of all students are achieving "at or above" the National Standard which is to be working at level 4 of the curriculum.</p>				<p>monitoring to make sure it is happening, and if you are on track ?</p> <ul style="list-style-type: none"> • Years 9 and 10 - what is accelerated learning, what does it look like, how do you measure it, how do you ensure it is happening? • Years 7 and 8 - exactly the same questions as Years 9 and 10 based on National Standards data. I would expect this response to come from the Junior College rather than curriculum areas. <p>Results and analysis is given at the end of this document.</p>
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<p>Accelerate the learning of students identified as 'well below' the Standard by at least 2 sub levels e.g. students beginning to work at L2 will be beginning to work at L3 by December 2017</p> <p>Year 7 Reading, Writing and Mathematics:</p> <p>By December 2017</p> <p>- 75% of all students are achieving 'at or above' the National Standard which is to be beginning to work at level 4 of the curriculum.</p> <p>Accelerate the learning of students identified as 'well below' the Standard by at least 2 sub levels e.g. students beginning to work at L2 will be beginning to work at L3 by December 2017</p> <p><i>Note: The Targets for Year 7 will be re-assessed by Week 4 Term 1, 2017</i></p>				
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Analysis	Evaluation
See analysis below	

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Goal 2: To increase student engagement through inquiry learning and innovative practice.

Current State: Over the past four years there has been a variety of reflective practices implemented for teaching staff. These have included class profiling, fortnightly journals, unit/topic evaluations, department reviews and annual reporting. Over the same four years KVC has been involved in several innovation projects including Sport in Education (SiE), Active Education (AE) and the Urban Concept Farm (UCF). All of these projects have used the inquiry process to bring about improved outcomes for learning, whilst also causing teachers to examine teaching and learning pedagogy. As we seek to reap the benefits of these projects, we also wish to continue looking at ways of embracing this approach to learning.

Target – by the end of 2017	Strategy	Personnel Resources	Review	Outcome
ALL teaching staff will: - produce a class profile for each of their classes and update this as the year goes by. - complete reflection/blogs - implement AE, UCF strategies as part of the TLIF research projects. Over half the staff will: be involved in contextual teaching practices as	Initial <i>profiles will be completed</i> by the end of February, updated at the end of Term 2 and 4. The SMT will schedule at least <i>one monday meeting</i> in Term 1, 2 and 4 for this purpose. The SMS team will look at ways in which this <i>achievement data</i> is easily accessible to teachers. Staff were be encouraged to reflect on practice either through journals or by blogging. As these projects draw to a conclusion, staff will continue to implement <i>AE and UCF strategies</i> with a view to making these sustainable as part of normal teaching practice. SiE strategies and contextualised learning continue to be embedded through at least	TLIF funding TRDs Additional non-contact time for staff AE and UCF teams NZCER Rose Hipkins Core Ed staff – Anne Kenneally Snr Mngt BoT MOE Contributing school Principals Sport leaders Volunteers and experts from the community	Reflection journals/bloggs Unit evaluations Dept meetings Curriculum mtgs Data analysis Annual variance report	Both Teacher Led Innovation Fund Projects were successfully completed during 2017. Final reports were received with very positive comments from the Ministry of Education Project Monitors. Active Education Project comment; <i>"Thank you very much for this very well presented and comprehensive final report. You have provided a clear account of your journey and of your learnings along the way, with strong alignment between your research questions and your actions and data collection, analysis and outcomes".</i> Active Education Project Outline and Summary We wanted to know if we could embed active learning pedagogies more widely across both schools,

<p>established through the AE, UCF and SiE projects</p> <p>Additional staff will:</p> <ul style="list-style-type: none"> - be involved in implementing teaching as inquiry strategies through other innovation projects such as the Young Enterprise Scheme (YES), and the Bring your own Device (BYOD) class. 	<p>one class at each level from Years 9 - 11, as well as through the 'Growing Coaches' programme in Years 12 and 13.</p> <p>All of the named projects will be supported by the SMT, bringing good publicity to the school through media releases, newsletter articles, Website and Facebook exposure.</p>	<p>including Core Ed Staff BYOD</p>		<p>and whether it would be useful to use peer coaches to support teachers who were new to the idea. The evidence we gathered suggests that active learning strategies are engaging for students, and help them remember and retain knowledge. As students become accustomed to being physically active during parts of a lesson, they can also become more willing to engage in collaborative learning interactions. We found that the teacher-as-a-coach model was an effective means of supporting sustainable pedagogical change for teachers who wanted to fully engage with active learning. A Year 11 Integrated Curriculum class was established during the Project.</p> <p>NCEA data from KVC Integrated Curriculum Class</p> <p>In 2016, 76% of the national Year 11 student cohort achieved NCEA Level 1. At KVC 80% of the Integrated Class achieved Level 1, and in 2017 the success rate lifted to 94%. There was also an important shift in how literacy and numeracy were achieved. Before the integrated class was established, most of the students who might be expected to choose this option would have gained literacy and numeracy on the unit standard pathway. In 2016 and again in 2017, most students in the integrated active learning class gained literacy and numeracy via the more demanding achievement standards pathway.</p>
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				<p>Urban Concept Farm comment; Four outcomes were reported to the MOE as part of TLIF1036. The two connected to this goal are reported here:</p> <p><i>Outcome 1:</i> The ability to think critically and recognise it in others has increased for both teachers and students. Teachers got exposed to many more PLD opportunities in many new areas for them: science technology, agriculture, metacognition, access to experts, inquiry learning and alternative assessment and pedagogy.</p> <p><i>Outcome 3:</i> The emphasis of students directing their own learning in this way took time for all concerned, and courage on behalf of the teachers. In the end, many students reflected that they liked the chance to engage in this type of learning and decide what happened themselves. Other indicators also show (teacher reflective feedback, analysis of student profiles, Thinking with Evidence and Consequence Wheels) that we have increased the engagement and level of achievement (in its widest sense) for some students.</p> <p>Young Enterprise Scheme (YES) In 2017 the YES team consisted of 5 students with a very diverse range of skills and backgrounds. There were 3 girls and 2 boys, (2 Māori, 1 Chinese and 2 Pakeha).</p>
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				<p>The year got off to a great start until early in Term 1, when the Managing Director who was also the Finance Director left KVC. Those 2 jobs were then taken over by 2 of the remaining students, effectively doubling their workload. The Creative Director also encountered some issues in his private life and struggled to complete his designated tasks on time.</p> <p>The team decided on collapsible lunch boxes and drink bottles for their product, which they sourced with the help of the new Managing Director's father in Hong Kong and imported them from China. To add value to the product they also created an activity book and nutritional guide following the journey of 2 young Māori children as they grew up and required different nutritional needs.</p> <p>The team wished to acknowledge NZ bi-culturalism and named themselves Pātaka Nekeneke, meaning mobile food storage.</p> <p>In addition to running the business, the 4 students also sat the YES exam with 2 students gaining achieved and 1 gaining a merit grade. For 2 of these students, the 14 L3 credits have allowed them to achieve L3 NCEA.</p> <p>BYOD - A class of students with their own devices was trialed in Year 9 in 2017. The teachers who took them in their core classes were each tasked to integrate the use of devices into their classroom teaching. Each subject area was able to apply the</p>
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				technology in their own way, but all teachers used common structures such as Google Drive, Google Classroom and Bookmarking, to develop basic computer skills and literacy across all subjects. The four core subject teachers met on a regular basis to discuss the progress of the class and to further their knowledge with PLD sessions and peer training.
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Analysis	Evaluation
<p>AE - The evidence we gathered suggests that active learning strategies are engaging for students, and help them remember and retain knowledge. As students become accustomed to being physically active during parts of a lesson, they can also become more willing to engage in collaborative learning interactions.</p> <p>UCF - The exposure and implementation in their own classrooms to science technology, agriculture, metacognition, subject experts, inquiry learning and alternative assessment and pedagogy, as well as collaborative discussions in professional groups, were effective in facilitating critical thinking and improved the outcomes of students.</p> <p>We have seen that engagement and the level of achievement improved for some priority learners, but not for others. The issues surrounding that are complex. Certainly students had every chance to engage and achieve. However, other issues impacted on them: absences, medical issues, personal dispositions to how their learning should be, and lack of confidence to extend themselves are typical examples.</p> <p>BYOD - As a group, the class was far easier to engage in tasks than an equivalent non-BYOD class and so classroom behaviour was much less of an issue. However, off task behaviour as a result of being quietly distracted by their device was an issue early on. Once the students learnt to use their devices as a learning tool and gained a more self disciplined approach, their progress and achievement increased significantly.</p> <p>By the end of the year the class was out performing the other non-BYOD classes across all core subjects. Though the regular use of their device in class was encouraged, it was also found that some bookwork was still</p>	<p>AE - It is very clear from the AE project that students and teachers have developed a much deeper understanding of the value of keeping physically active during learning periods. As a consequence, teaching pedagogy has changed.</p> <p>UCF - We can show for some students, where data was collected with appropriate protocols, that we have improved the ability of students to think critically. The use of Consequence Wheels to elucidate cause and effect thinking was particularly instructive, but other examples were the analysis of Concept Maps.</p> <p>BYOD - The ability to provide differential learning on a digital platform meant that slower learners had a chance to accelerate their learning, with many of the classes lower level students making significant progress as the year progressed. It also meant that gifted learners could be given broader opportunities to further the understanding without leaving the rest of the class behind. based on these findings the decision was made to broaden the BTOD approach to all of Year 9 for 2018 with a view to this resulting in all students from Year 9 upwards having a device by 2022.</p> <p>YES - The Young Enterprise Scheme is a wonderful tool/opportunity for students to engage in learning in a slightly different context. It requires them to build/develop new skills that will stand them in good stead in future careers/pursuits. It requires students to engage in creative and critical thinking which assists them in their other subjects.</p>

important to help them engage in their learning. As a result each of the core subjects used a variety of book and digital tasks to help reinforce the students' learning.

YES - While it was a challenging year, the students gained huge confidence in themselves and learned to work as a close supportive group. Having to deal with suppliers and clients in the adult world of business forced them out of their comfort zones and they are now far stronger for the experience. Throughout the year the students consistently displayed the school values of PRIDE.

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Goal 3: To improve lines of effective communication

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 many on the journey to using Google docs as a means of sharing information. Several teachers are now using Google classrooms and various survey products to get feedback from students. Parents are becoming more responsive to electronic communication.

In our most recent ERO visit, the review team 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 2017	Strategy	Personnel/ Resources	Review	Outcome
SMT will: - Administer parent surveys on key issues, where data is required for decision making purposes. - in consultation with, and the assistance of key staff members, establish and	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. Professional development will be provided in a timely manner to all staff on how to insert data and comments into the SMS,	All staff Digital coordinator Form teachers TT staff Appraisers SMT Board	Popins Department mtg minutes Appraisals Annual reports	Unfortunately, we did not achieve the goal of officially surveying parents in 2017 and have hence made it a priority in 2018 (<i>see strategic goal 2 for 2018</i>). This was partly due to a lot of our time and energy being sucked up with the changeover to EDGE. Naturally we are always speaking with parents at parent evenings, report interview evenings, one to one meetings as well as on the side of the sports fields, at camps and award evenings. When parents have concerns they are more than ready to come in and discuss these with us.

<p>maintain a reliable and robust student management system that provides student and parent portals.</p> <p>- continue to develop the school's social media sites in an endeavour to raise the profile of the school in the public arena</p> <p>Form teachers of Years 11 - 13 will:</p> <p>- Administer 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 at that level and prepared them for the next level of study.</p>	<p>as well as constructing and administering a student survey.</p> <p>The development of social media activities</p> <p>This <i>survey will be developed</i> by the SMT in consultation with the HODs.</p> <p>The professional development provided above will give the form teachers the knowledge of how to do this.</p> <p>A <i>day</i> with access to the computer suites will be allotted on the <i>school calendar</i> to allow staff and students the ability to complete this.</p>			<p>Much work has been achieved in switching our student management system over from MUSAC Classic to EDGE. Many professional development sessions were offered and taken up as well as individual support for those staff who found the changeover difficult. There is still some way to go in terms of students' achievement data input and this will remain a priority in 2018 (<i>see strategic goal 1 for 2018 - assessment points</i>).</p> <p>The school's new website was launched in the middle of 2017 and has been well received by the local community as well as international agents.</p> <p>The use of Facebook is gaining momentum and a recent video about our school values received over 12,000 hits in the space of a couple of days.</p> <p>The school continues to explore ways in which we can expand our digital platform overseas in conjunction with the University of Otago.</p> <p>Unfortunately like the parent survey, this will not have taken place across all curriculum areas and we have hence made it a priority in 2018 (<i>see strategic goal 2 for 2018</i>). As part of their unit/topic/achievement/unit standard evaluations teachers are asking these questions but a formal process has yet to be developed.</p>
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<p>Office staff will:</p> <ul style="list-style-type: none"> - Administer an exit survey of all school leavers (those not moving onto another school) that includes a question about how KVC prepared them for their next step. - in consultation with the SMT develop electronic notification systems <p>ALL Teaching staff will:</p> <ul style="list-style-type: none"> - input achievement data into the SMS for each of their classes on a regular basis (minimum of one measure per term, preferably two) -- will develop a means for students to electronically provide feedback on a unit/topic using a package that collates the data for them e.g. me and my class, survey monkey, etc. 	<p>This <i>survey will be developed</i> by the SMT in consultation with the Careers Advisor.</p> <p>The data collated from this will be given back to HODs for their consideration.</p> <p>HOD/TICs shall <i>discuss this goal</i> and the targets that sit within it (see first column) with staff in their first department meeting and ensure a common understanding.</p> <p>These first three targets will be monitored at each <i>department meeting</i> throughout the year.</p> <p>These first three targets will also become part of the <i>appraisal criteria</i>. This evidence will be verified in departmental reviews.</p>			<p>As a management team we have chosen not to push this in respect to teacher workload and staff wellbeing.</p> <p>Unfortunately like the parent and student surveys, this has not taken place and we have hence made it a priority in 2018 (<i>see strategic goal 2 for 2018</i>).</p> <p>This has met with limited success. Many staff have input data into the SMS. Others who have very much engaged with the new SMS have not quite got to this point and this will continue to be developed in 2018.</p>
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Analysis	Evaluation
<p>This goal has been partially achieved. It would be fair to say that staff engagement with EDGE has been very good and we are thrilled with the advancements teachers have made in its use. As with all change some move faster than others and hence the varying degrees of data entry.</p> <p>The gathering of people voice has been disappointing. This has not taken place in written form and hence the reason it has been included as a goal all on its own in 2018 with a Senior manager tasked to implement it.</p>	<p>The success with this goal is indicative of clashing interests.</p> <p>While we were keen to see high levels of people's voice being gathered to inform decision making, we were also very cognisant of teacher and staff workload. Conscious efforts were being made during the year to increase awareness around staff wellbeing and just what was reasonable to be asking of people in any one given year.</p> <p>We are confident that the use of survey monkeys and other similar technology will allow us to successfully gather people's voice in 2018.</p>

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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 counselor also indicates some cases of bullying. Whilst pastoral referrals are down, showing the impact of PB4L strategies, we still have a significant number of recidivist offenders e.g. 9% with more than 3 pastoral referrals in a year. Attendance levels are not as high as we would like them to be.

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

Target – by the end of 2017	Strategy	Personnel/ Resources	Review	Outcome
<ul style="list-style-type: none"> - pastoral referrals will fall below 500 for the school year - referrals will be monitored very closely by the pastoral team - check in check out (Tier 2 PB4L) processes will be implemented 	<p><i>Professional development</i> will be provided around restorative conversations. This will be done on a teacher only day early in the school year</p> <p>A new structure of <i>year level meetings</i> implemented late in 2016 will allow more time to be spent on students of concern.</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>	All staff Pastoral team Form teachers Deans Appraisers OYWT CYFS SMT DSSP Board	Pastoral data Attendance data Year level meetings Attendance meetings with caregivers Data to the Board Stand-down and suspension numbers	<p>In 2016 the number of pastoral referrals sat at around 750 having risen from 550 in 2015.</p> <p>Unfortunately, these climbed once again in 2017 to around 1150.</p> <p>Stand downs and suspensions are at their highest rate since 2011 but this has been a city wide problem.</p> <p>While this sounds alarming it is important to note that around 300 of these can be attributed to eight students. Another interesting aspect to this data is that many of these students did not start their high school careers at KVC and have transited to us from other schools over the past couple of years.</p> <p>Another contributing factor is the nature of our intake. KVC has never seen a year like it where we have enrolled 2 to 3 students per week who are dissatisfied with their</p>

<p>- strategies will be implemented to lift attendance levels</p>	<p>Teachers will be further encouraged to <i>call home</i></p> <p><i>Flags</i> put in place that will notify the SMT of concerns - Flag - below 85% attd in a given period results in a letter home, below 80% attd phone call home by dean and possible interview, below 75% meeting with DP and referral to outside agencies, possible meeting with Principal.</p> <p>Certificates for top 5 attenders at each year level per term.</p>			<p>previous schools. Needless to say these students have come with specific learned behaviours. See the analysis below for further comment</p> <p>From the start of 2017 the SMT have set about very closely monitoring student attendance. We have seen a lift in overall school attendance of around 2% to 90.4%. We believe this is very significant and reward of all the hard work that has gone into this.</p> <p>The other outcome of this close monitoring is the level of engagement that has taken place with students, families and the multiple agencies involved in getting students to school. In fact we are now at the stage where we can clearly articulate each student's story in terms of their individual attendance. EDGE also allows for parents to see the reasons for non-attendance.</p> <p>All of the strategies identified were implemented successfully.</p>
<p>- more education around bullying will be embedded as part of the school calendar</p>	<p>Principal to address whole school. Conscious effort by DPs and HOD JC 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>Education around the definitions or bullying have taken place individually, in classes and school assemblies.</p> <p>Students are now confident to report bullying and a clear process is in place for this to happen. The number reporting is reducing.</p> <p>The issue of bullying is addressed in full school assemblies, in year level assemblies and in the newsletter.</p>

- staff wellness strategies will be implemented				<p>2017 has been a year where we have very deliberately attempted to address staff wellbeing mainly through a reduction in the demands of teachers eg.</p> <ul style="list-style-type: none"> • A reduction in staff briefings each week • Pastoral meetings to once per fortnight • no weekly or fortnightly reviews • no departmental reviews • several meetings through the year cancelled • no written interim reports • and many more <p>As well as this, teaching staff were offered the opportunity to take one of their non contact periods per month to go off site for a coffee date with a family member, friend or colleague.</p> <p>KVC has also joined up with EAP. As a result we have seen a significant uptake in counselling sessions for staff. This has come at a considerable cost to the school</p>
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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>Relationships with external agencies who work with families around attendance is very strong and there is a real collaborative approach.</p> <p>Several strategies around staff wellbeing have been implemented and these have been well received.</p>	<p>On the whole very good outcomes.</p> <p>The only disappointment and concern is the increase in the number of pastoral referrals. There are two facets to this:</p> <ul style="list-style-type: none"> • As described above the number of students coming to KVC with learned inappropriate behaviours is concerning. The sometimes lack of timely supports around these students is something we have discussed at a Ministry level and we are hopeful of a smooth transition for these students into the school. A lack of resourcing for us to be able to deal with the sheer numbers that are coming is constantly a challenge. • Staff were asked at the beginning of this year to record everything in

	<p>terms of student behaviour so that we could see patterns of behaviour. Staff took this on board and this does account for a large proportion of the increase in referrals. What this has allowed us to do is present the facts to parents when they have been called in.</p> <p>Once again the number of stand downs has climbed dramatically but a very large proportion of these can be attributed to multiple stand downs for a small number of students.</p> <p>Over three quarters of the suspensions were drug related, again a city wide phenomenon.</p>
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Appendices: Graphs of Achievement Results for National Standards & NCEA 2017



National Standards 2017

Mathematics

Level	Well Below	Below	At	Above	No. of students
Year 7	9	19	32	9	69
Year 8	4	25	18	8	55
Total	13	44	50	17	124

Reading

Level	Well Below	Below	At	Above	No. of students
Year 7	9	24	18	18	69
Year 8	5	9	34	7	55
Total	14	33	52	25	124

Writing

Level	Well Below	Below	At	Above	No. of students
Year 7	9	27	21	12	69
Year 8	10	16	25	4	55
Total	19	43	46	16	124

National Standards 2017 - Male

Mathematics

Level	Well Below	Below	At	Above	No. of students
Year 7	6	8	13	3	30
Year 8	1	11	8	3	23
Total	7	19	21	6	53

Reading

Level	Well Below	Below	At	Above	No. of students
Year 7	5	12	9	4	30
Year 8	1	3	18	1	23
Total	6	15	27	5	53

Writing

Level	Well Below	Below	At	Above	No. of students
Year 7	5	16	6	3	30
Year 8	4	8	11	0	23
Total	9	24	17	3	53

National Standards 2017 - Female
Mathematics

Level	Well Below	Below	At	Above	No. of students
Year 7	3	11	19	6	39
Year 8	3	14	10	5	32
Total	6	25	29	11	71

Reading

Level	Well Below	Below	At	Above	No. of students
Year 7	4	12	9	14	39
Year 8	4	6	16	6	32
Total	8	18	25	20	71

Writing

Level	Well Below	Below	At	Above	No. of students
Year 7	4	11	15	9	39
Year 8	6	8	14	4	32
Total	10	19	29	13	71

National Standards 2017 - Maori

Mathematics

Level	Well Below	Below	At	Above	No. of students
Year 7	1	6	5	0	12
Year 8	3	3	2	0	8
Total	4	9	7	0	20

Reading

Level	Well Below	Below	At	Above	No. of students
Year 7	2	6	4	0	12
Year 8	1	2	4	1	8
Total	3	8	8	1	20

Writing

Level	Well Below	Below	At	Above	No. of students
Year 7	3	5	4	0	12
Year 8	2	3	3	0	8
Total	5	8	7	0	20

It should be noted that the National Standard for Year 7 is to be beginning to work at Level 4 of the curriculum and at Year 8 students are required to be working at Level 4.

National Standards NAG2A(b) reporting template

NAG2A (b)

Schools are required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement
- iv. How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

NAG2A (b)(i) Areas of strength

National Standard subjects: Reading, Writing and Mathematics

Discussion:

Our Reading results continue to rise and large numbers of students are working at or above the expected level by the end of the year. Particularly, our Year 8 students moving to Year 9, are reading at good levels and should continue to progress well in this area.

With our priority learners we make shifts that aren't always accurately reflected in these tables, however, progress data shows we are shifting them and student voice would indicate that the majority are happy and enjoying their learning.

NAG2A (b)(i) Areas for improvement

National Standard subjects: Maths and Writing

Discussion:

Lifting the achievement of our writers is a school wide goal for 2018. While we have undertaken work in recent years to try different initiatives and have worked more collaboratively when planning and marking, results have been slow to be reflected.

The data would show that the Year 8 cohort moving into Year 9 has a large number of students below or well below the expected level for mathematics. Targeted teaching will be essential in supporting and raising the achievement of these students.

Māori student achievement in National Standard areas is also low. Although this group is reasonably low in numbers, this is still of concern. In 2018 we are continuing to increase staff knowledge of te reo and tikanga Māori as well as incorporating further texts that use te reo into lessons and teaching.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

As in previous years, ongoing data collection has indicated several areas for improvement. It has highlighted the need to continue with some form of intervention programme to continue to improve achievement levels in Writing and Maths. We have refined the focus of our goals to reflect accelerate progress for priority learners. It is our goal to accelerate the learning of students identified at below or well below. To us this means shifting them a curriculum level in the course of a year.

We are currently exploring further ways to raise the standard of our target groups. Continuing our extra reading groups, but adding a greater written literacy focus is one area we are developing.

In 2018, Mrs Smith has started a Maths Club at lunchtime on a Thursday. This has been well-received thus far and is available to all students in the Junior College regardless of level of ability.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

Small focussed grouped learning activities will continue where students work with peers of similar ability to focus on holes in their learning. This best practice teaching model caters well for our learners' needs and allows the teacher to have intensive teaching time with small targeted groups. Our key target group of priority learners for extra literacy withdrawal are those in the below the standard category.

We are again providing considerable resourcing in the terms of Teachers' Aides to students and classes to support teaching and learning.

We will continue developing three way conferencing (Student-Parent-Teacher) to ensure that all students have set themselves realistic and achievable goals.

We will continue to build upon moderation practices to ensure that all staff members are aware of the need to have a consistent approach to marking and the overall teacher judgements.

We are now having greater contact with whānau through fortnightly reports and email. We anticipate this will be reflected in 2017 progress data.

As always, we are looking for ways to engage learners in exciting, innovative practice as we strongly believe, excited learners will achieve better. Use of ICT, Active Education and arts' activities are all used within our integrated lessons.

NAG2A (b) (iv) Progress Statement

Discussion:

We add clear value to our students' learning and will continue to do this through excellence in teaching. We are realistic about the number of students below the standard, particularly in writing and mathematics and we are working hard to give them confidence in their abilities and to raise their achievement. Greater contact with home via fortnightly reporting and email contact is helping in this regard. We aim to have students enjoy their learning in all curriculum areas and feel we are succeeding at this.

Year 9 e-asTTle Results END 2017

Reading

All Students		Number	Percentage	Total
Above Expected Level	5B and Above	14	21%	67
At expected Level	4a	26	39%	
Below Expected Level	3B - 4P	18	27%	
Well Below Expected Level	Below 3B	9	13%	

Māori Students		Number	Percentage	Total
Above Expected Level	5B and Above	1	11.1%	9
At expected Level	4a	3	33.3%	
Below Expected Level	3B - 4P	2	22.2%	
Well Below Expected Level	Below 3B	3	33.3%	

Pasifika Students		Number	Percentage	Total
Above Expected Level	5B and Above	-	0%	3
At expected Level	4a	-	0%	
Below Expected Level	3B - 4P	3	100%	
Well Below Expected Level	Below 3B	-	0%	

Male Students		Number	Percentage	Total
Above Expected Level	5B and Above	8	23%	35
At expected Level	4a	14	40%	
Below Expected Level	3B - 4P	6	17%	
Well Below Expected Level	Below 3B	7	20%	

Female Students		Number	Percentage	Total
Above Expected Level	5B and Above	6	19%	32
At expected Level	4a	12	37.5%	
Below Expected Level	3B - 4P	12	37.5%	
Well Below Expected Level	Below 3B	2	6%	

Analysis:

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. At Year 9 there were three mixed ability classes and one learning support class. One of the mixed ability classes was our new Digital class trial. The analysis in the table above is based off the e-asTTle Reading Assessment, which 67 of the 84 Year 9 students completed (due to absence during testing and catch-up periods).

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. 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. 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 2018 we should 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. Schoolwide literacy PD may help here.

There have been 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. 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 2017

Reading

All Students		Number	Percentage	Total
Above Expected Level	5A and Above	7	14%	50
At expected Level	5B – 5P	12	24%	
Below Expected Level	4B- 4A	17	34%	
Well Below Expected Level	Below 4B	14	28%	

Māori Students		Number	Percentage	Total
Above Expected Level	5A and Above	-	0%	6
At expected Level	5B – 5P	1	17%	
Below Expected Level	4B- 4A	2	33%	
Well Below Expected Level	Below 4B	3	50%	

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

Male Students		Number	Percentage	Total
Above Expected Level	5A and Above	3	10%	30
At expected Level	5B – 5P	6	20%	
Below Expected Level	4B- 4A	13	43%	
Well Below Expected Level	Below 4B	8	27%	

Female Students		Number	Percentage	Total
Above Expected Level	5A and Above	4	20%	20
At expected Level	5B – 5P	6	30%	
Below Expected Level	4B- 4A	4	20%	
Well Below Expected Level	Below 4B	6	30%	

Analysis:

Similar to Year 9, unfortunately none of the targets were met. They remain aspirational targets. At Year 10 there were two mixed ability classes and one learning support class. This analysis is based off the e-asTTle Reading Assessment, which 50 of the 68 Year 10 students completed (due to absence during testing and catch-up periods).

The learning support class was a very low cohort who struggled with all aspects of literacy but made some personal progress in these areas. 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, ADHD, hearing loss.

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%.

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. We are part of a schoolwide Professional Development contract looking at Writing across the curriculum, which we will hope will upskill us all and give more insight into Year 7-11 (the focus) writing progressions.

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 sources 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		Number	Percentage
Above Expected Level	5	9	12%
At expected Level	4	37	50%
Below Expected Level	3	28	38%
Well Below Expected Level	Below 3	0	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		
At expected Level	4		
Below Expected Level	3		
Well Below Expected Level	Below 3		

Analysis:

These results are not as high as we would like, however, they do trend upwards from last year. The department continues to make writing the primary focus for junior students this year.

Individual students in 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 supposition is supported by the Y10 results with many of the learning support students remaining at L3 and pulling the spread of results downwards.

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). Now at the start of

2018, they have forgotten it again and reverted back to no capital letter for their first name. Teachers will keep implementing strategies and trying out new ideas.

Evaluation:

Writing is a continued department focus for 2018. The department is looking forward to 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 the PLD will help this.

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.

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		%
Below Expected Level	4	5	56%
Well Below Expected Level	Below 4	4	44%

Pasifika students		Number	Percentage
Above Expected Level	6		
At expected Level	5	1	100%
Below Expected Level	4		
Well Below Expected Level	Below 4		

Analysis:

This is a small cohort with 2 mixed ability classes and one learning support class. The mixed ability classes had students of very low ability 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.

Individual students in 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.

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 2017. The department is looking forward to the school wide PLD inquiry into writing.

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.

Mathematics Curriculum levels 2017

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.

Year 9	ALL %			MALE %			FEMALE %			MĀORI %			PASIFIKA %			ESOL %		
	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+
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
Year	ALL %			MALE %			FEMALE %			MĀORI %			PASIFIKA %			ESOL %		
	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+	-	at	+
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 2017 for year 9	Analysis	Evaluation	Next Steps
To have 80%of our year 9 students working at level 4 of the Mathematics curriculum.	In 2017 the year 9 cohort achieved 69% 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.	Overall a very pleasing result justifying the enormous effort the Mathematics department has put into their students. This includes all the lunch time tutorials, the digital lessons, the math extension and the enhancement classes. This cohort was made up of 4 classes, 1 being a learning support class with many challenging students. Many of these students had arrived at Kaikorai Valley College for a new start and had large holes in their learning. This year 9 Cohort was also drawn from a BYOD class, the first year have run this type of class, an AEP class, and a mixed ability class.	By knowing our students and their backgrounds, aspirations and priority knowledge we can set sensible achievable goals.
To have the same percentages of Māori and Pasifika students working atlevel 4 i.e. at the expected curriculum level as the year 9 cohort.	In 2017 the year 9 cohort achieved 72% at level 4 with Māori students achieving 74% and Pasifika students achieving 100%.	A pleasing set of results but we need to keep our eyes on our priority learners and through sensitive planning, discussions and mentoring further meet the needs of these learners.	
To have the same percentages of ESOL working level 4 i.e. at the expected curriculum as the year 9 cohort.	In 2017 the year 9 cohort achieved 72% at level 4 with ESOL cohort achieved 100% at above level 4		

Performance target set for 2017 for year 10	Analysis	Evaluation	Next Steps
To have 80% of our year 10 students working at level 5.	We achieved 72% at level 5 or above. Whilst not meeting our target this still positive in the fact that most of our students are operating towards or at the standard.	While not ideal, this result is still positive and coupled with our extremely high NCEA pass rates we feel confident that the Mathematics department is meeting the needs of our students. As with the year 9 cohort, this cohort was made up of 3 classes; 1 being a learning support and with many challenging students and 2 mixed ability classes. Again many of these students had arrived at Kaikorai Valley College for a new start and had large holes in their learning. If measurements are required, the more standardized NCEA level 1 results are a better indicator.	By knowing our students and their backgrounds, aspirations and priority knowledge we can set sensible achievable goals. 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.
To have the same percentages of Māori and Pasifika students working at level 5, the expected curriculum level.	In 2017 the year 10 cohort achieved 79% at level 5 with Māori students achieving 81% and Pasifika student achieving 100%	Again a pleasing set of results but we need to keep moving forward and developing strategies to meet the needs of our Priority learners	
To have the same percentages of ESOL working level 5 i.e at the expected curriculum level.	In 2017 the year 10 cohort achieved 79% at level 5 with ESOL cohort achieved 100% at level 5.		

NCEA Results for participating *Domestic* Students

Level 3	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	8/11 72.2%	12/15 80%	20/26 76.9%
Endorsed with Excellence	3	0	3
Endorsed with Merit	0	3	3
At least one Course Endorsement	7	10	17
University Entrance	5/11 45.5%	9/15 60%	14/26 53.8%
Scholarships	7	0	7
Level 2	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass rate	29/33 87.8%	19/22 86.3%	47/55 85.4%
Endorsed with Excellence	2	2	4
Endorsed with Merit	4	7	11
At least one Course Endorsement	9	11	18
Level 1	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	31/36 86.1%	27/32 84.4%	58/68 85.3%
Endorsed with Excellence	0	1	1
Endorsed with Merit	8	6	14
At least one Course Endorsement	11	12	21
Literacy	34/36 94.4%	31/32 96.9%	65/68 95.5%
Numeracy	33/36 91.7%	30/32 93.8%	63/68 92.6%

NCEA Results for participating *International Students*

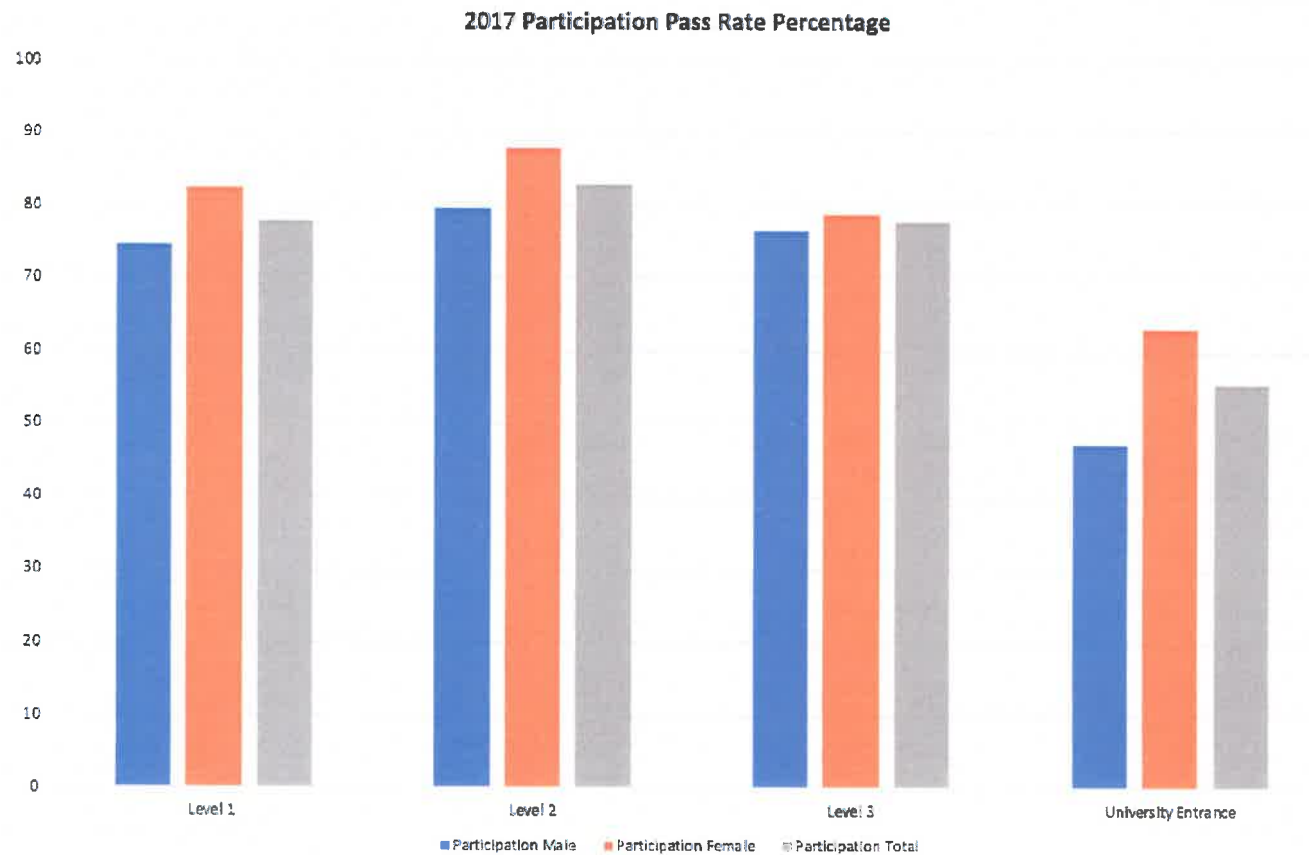
Level 3	<i>Total</i>
Pass Rate	8/10 80%
Endorsed with Excellence	1
Endorsed with Merit	1
At least one Course Endorsement	7
University Entrance	6/10 60%
Scholarships	1
Level 2	<i>Total</i>
Pass rate	8/12 66.6%
Endorsed with Excellence	0
Endorsed with Merit	2
At least one Course Endorsement	3
Level 1	<i>Total</i>
Pass Rate	2/9 22.2%
Endorsed with Excellence	1
Endorsed with Merit	0
At least one Course Endorsement	2
Literacy	3/10 30%
Numeracy	4/10 40%

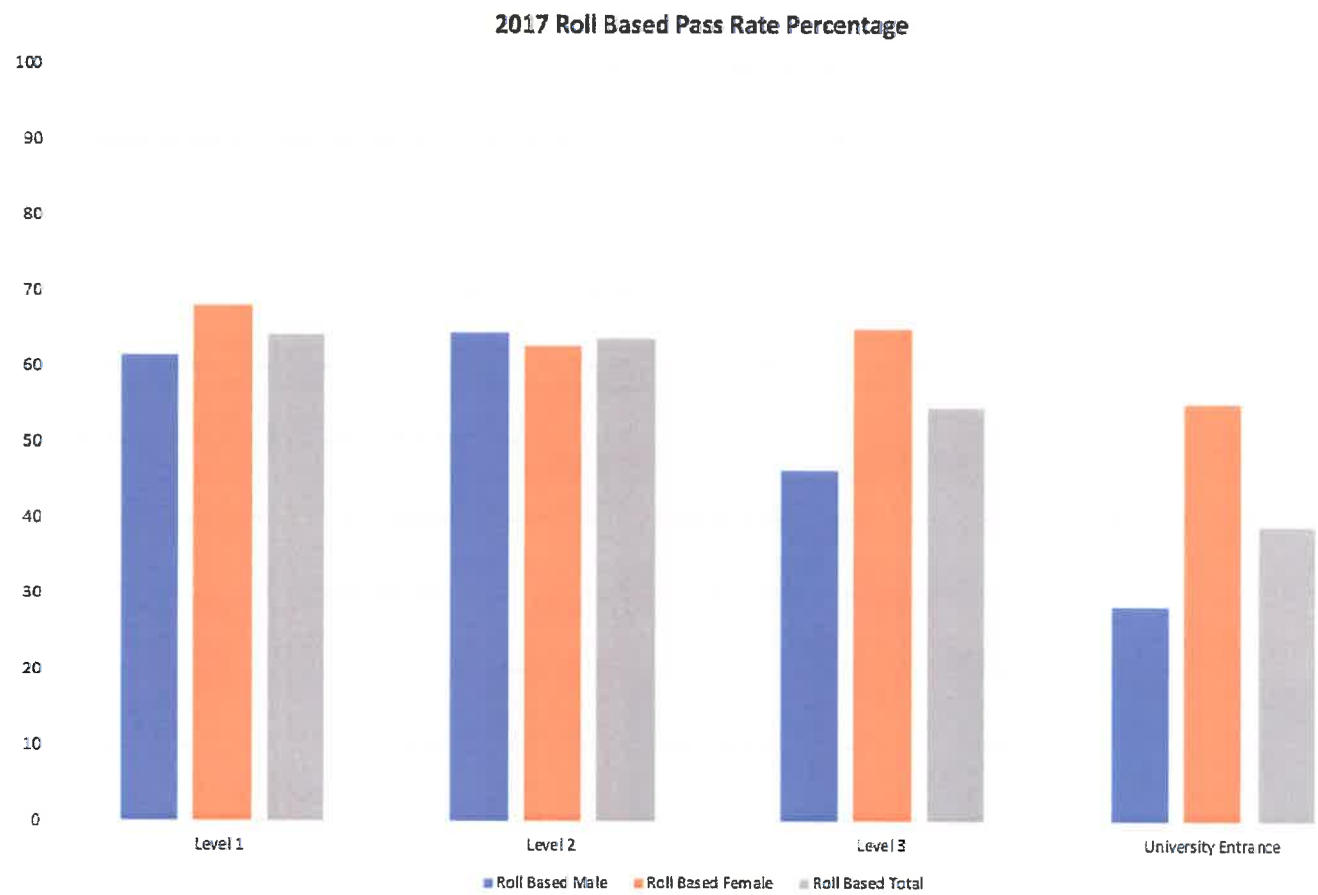
NCEA Results for all Domestic and International Participating Students

Level 3	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	13/17 76.5%	15/19 78.9%	28/36 77.9%
Endorsed with Excellence	3	1	4
Endorsed with Merit	1	3	4
At least one Course Endorsement			17
University Entrance	8/17 47.1%	12/19 63.2%	20/36 55.6%
Scholarships	7	1	8
Level 2	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass rate	31/39 79.5%	22/25 88%	53/64 82.8%
Endorsed with Excellence	2	2	4
Endorsed with Merit	5	8	1
At least one Course Endorsement			21
Level 1	<i>Males</i>	<i>Females</i>	<i>Total</i>
Pass Rate	32/43 74.4%	28/34 82.4%	60/77 77.9%
Endorsed with Excellence	1	1	2
Endorsed with Merit	8	6	14
At least one Course Endorsement			23
Literacy	36/47 76.6%	32/37 86.5%	68/84 81%
Numeracy	35/47 74.5%	32/37 86.5%	67/84 79.8%

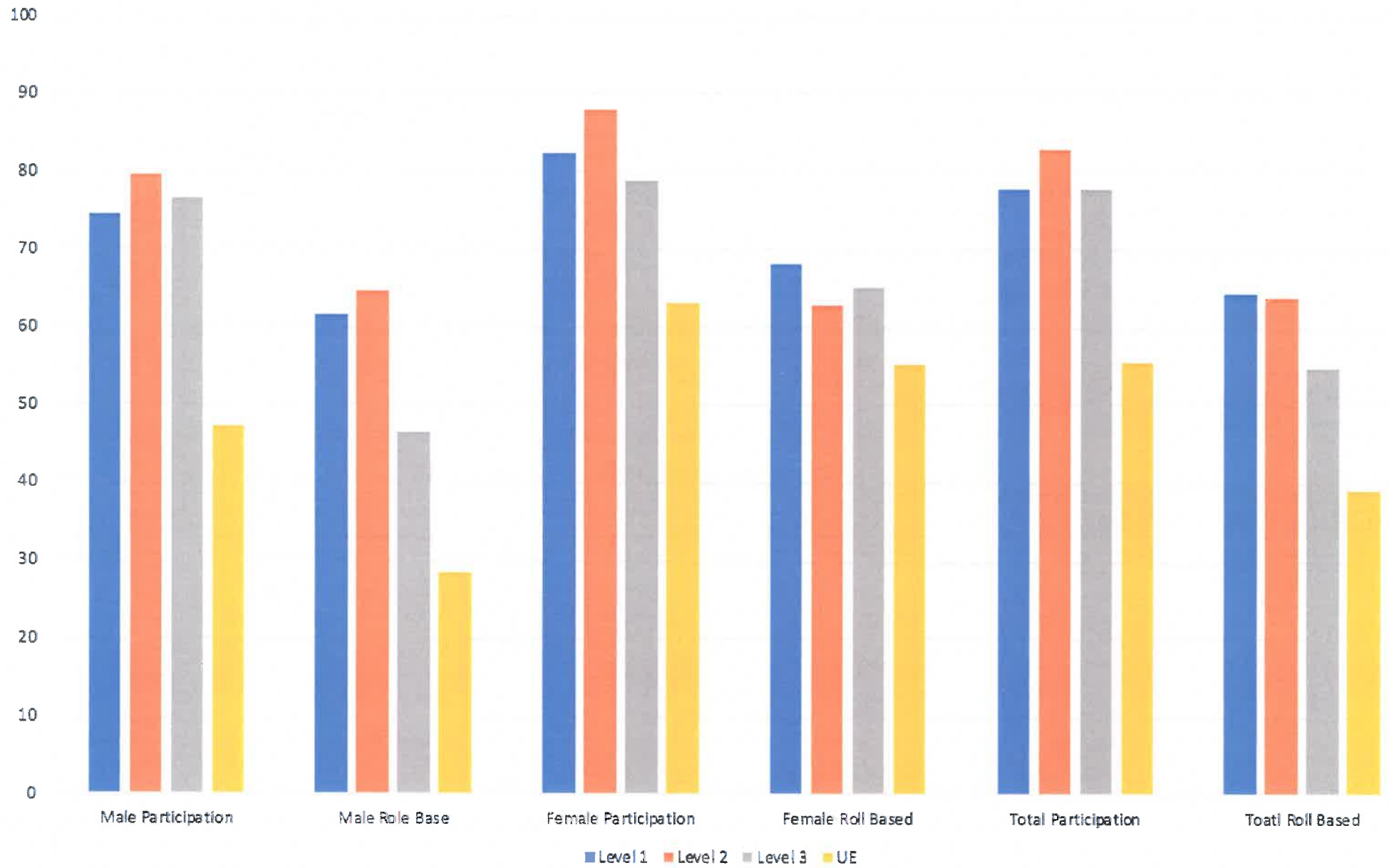
NCEA Results for all Domestic and International Participating Students Percentages

	Participation			Roll Based		
	Male	Female	Total	Male	Female	Total
Level 3	76.5	78.9	77.8	46.4	65.2	54.9
University Entrance	47.1	63.2	55.6	28.6	55.2	39.2
Level 2	79.5	88	82.8	64.6	62.9	63.9
Level 1	74.4	82.4	77.9	61.5	68.3	64.5





Participation vs Roll Based Percentage Pass Rate



% of Students Who	2009	2010	2011	2012	2013	2014	2015	2016	2017
Complete Year 11 and gain NCEA Level 1	78 75	80 80	87 80	79 80	76 80	77 80	90 80	93.7 85	77.9 77
Complete Year 11 and gain Level 1 Literacy	88 75	87 90	88 90	91 90	93 94	80 94	94 94	96.8 94	81 84
Complete Year 11 and gain Level 1 Numeracy	98 85	96 95	98 95	95 95	98 94	86 94	96.5 94	98.4 94	79.8 84
Complete Year 12 and gain NCEA Level 2	76 75	71 75	80 75	84 75	80 80	77 80	92 80	92.2 85	82.8 64
Complete an academic Year 13 course and gain UE [i.e. at least 4 approved subjects]	82 75	85 85	92 85	85 85	77 85	74 85	80 85	47.9 85	66.7 30
All Māori student leavers who complete Year 11 will achieve at least NCEA Level 1	No $\frac{7}{9}$	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 $\frac{9}{10}$
All Pasifika student leavers who complete Year 11 will achieve at least NCEA Level 1.	Yes $\frac{3}{3}$	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 $\frac{4}{4}$

HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2017

This includes those who leave during the year.

YEAR 13 (38 leavers)	YEAR 12 (13 leavers)	YEAR 11 (8 leavers)
UE M 5 F 9	0	0
Level 3 M 2 F 3	0	0
Level 2 M 8 F 6	M 7 F 1	0
Level 1 M 1 F 0	M 1 F 1	M 2 F 1
Nothing M 2 F 2 All four students were Brathwaite Centre students.	M 2 F 1 The two male students had very high learning needs. The female student left to attend a course elsewhere.	M 2 F 4 2 students were excluded. 1 student was ORS funded and based at the Brathwaite centre. 2 students had extremely high truancy. 1 student had severe mental health problems. Leavers Destinations: 1 - transferred to new school. 3 - Alternative Education. 2 - Paid employment 1- End of schooling 1 - Unknown

OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2017

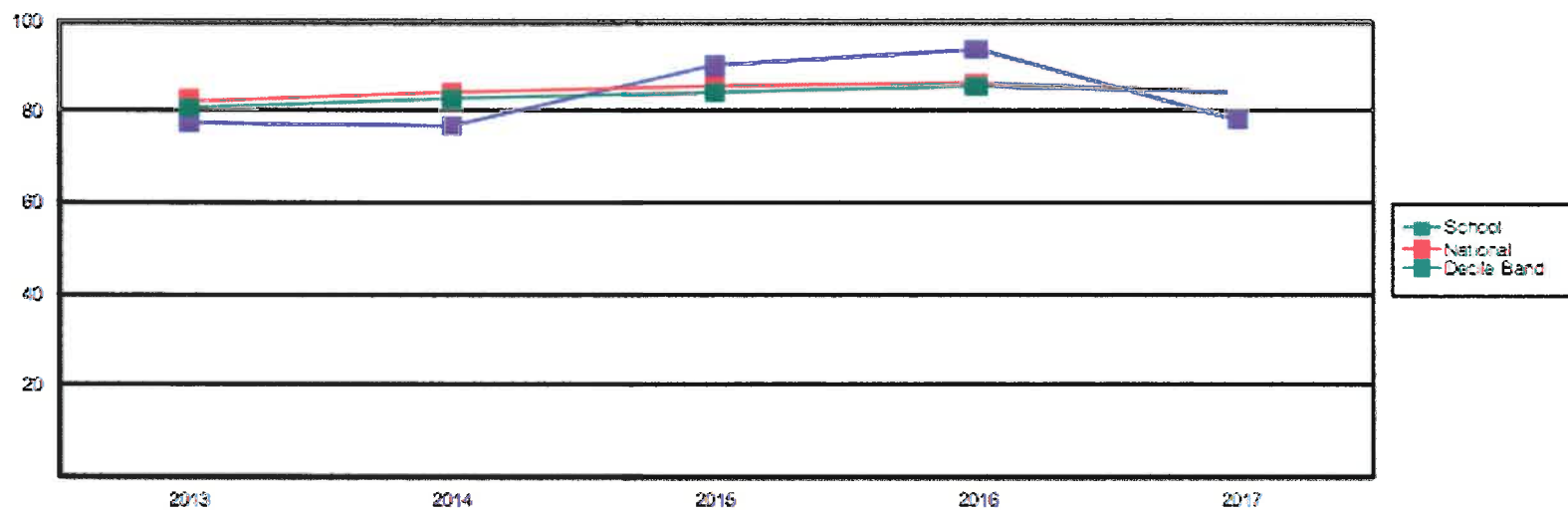
	Māori	Pasifika
Year 11	9/10 students gained NCEA Level 1.	4/4 students gained NCEA Level 1. 1 Student gained L1 with Merit
Year 12	3/5 students gained NCEA Level 2 1 student is attached to the Brathwaite Centre. 1 student was not studying a full level 2 course.	1/3 students gained NCEA Level 2 1 student with learning difficulties gained level 1
Year 13	4/6 students gained NCEA Level 3 1 Student gained L3 with Merit 2 students gained Level Level 2 3 students gained UE. Students were not studying a UE course.	1/2 students gained NCEA Level 3 One student gained L3 with Excellence 1 student gained level 2 1 students gained UE 1 Student gained Scholarship

Overview of NCEA Endorsements

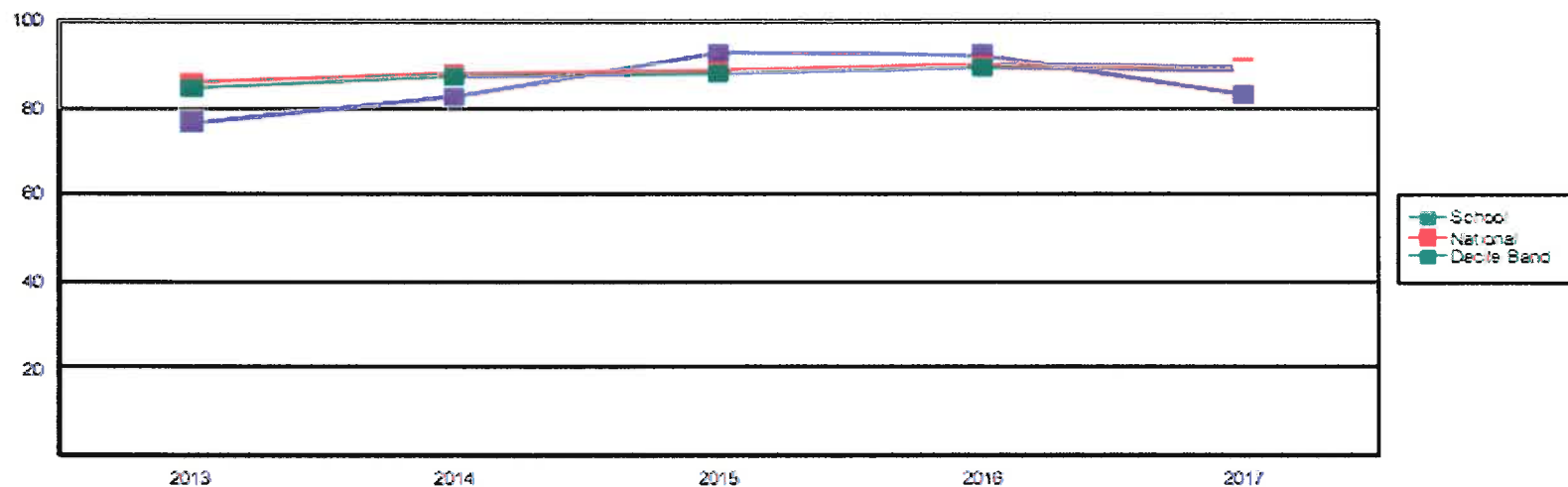
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
LEVEL 1										
Endorsed with MERIT	17	6	14	13	16	9	18	10	14	14
<i>Males</i>	11	1	8	7	9	4	2	3	5	8
<i>Females</i>	6	5	6	6	7	5	16	7	9	6
Endorsed with EXCELLENCE	5	1	1	2	2	2	1	5	4	2
<i>Males</i>	3	0	0	1	1	1	0	3	2	1
<i>Females</i>	2	1	1	1	1	1	1	2	2	1
LEVEL 2										
Endorsed with MERIT	9	6	7	5	10	14	8	12	5	13
<i>Males</i>	1	5	3	3	7	5	4	2	1	5
<i>Females</i>	8	1	4	2	3	9	5	10	4	8
Endorsed with EXCELLENCE	2	3	0	2	4	4	2	2	5	4
<i>Males</i>	1	1		2	2	2	1	0	3	2
<i>Females</i>	1	2		0	2	2	1	2	2	2
LEVEL 3										
Endorsed with MERIT	2	4	6	4	4	5	8	4	5	4
<i>Males</i>	2	1	4	3	4	3	4	1	0	1
<i>Females</i>		3	2	1	0	2	4	3	5	3
Endorsed with EXCELLENCE		1	3	0	1	1	1	2	4	4
<i>Males</i>		1	2		1	0	0	2	0	3
<i>Females</i>		0	1		0	1	1	0	5	1

2017 Participation Pass Rates vs Decile and National

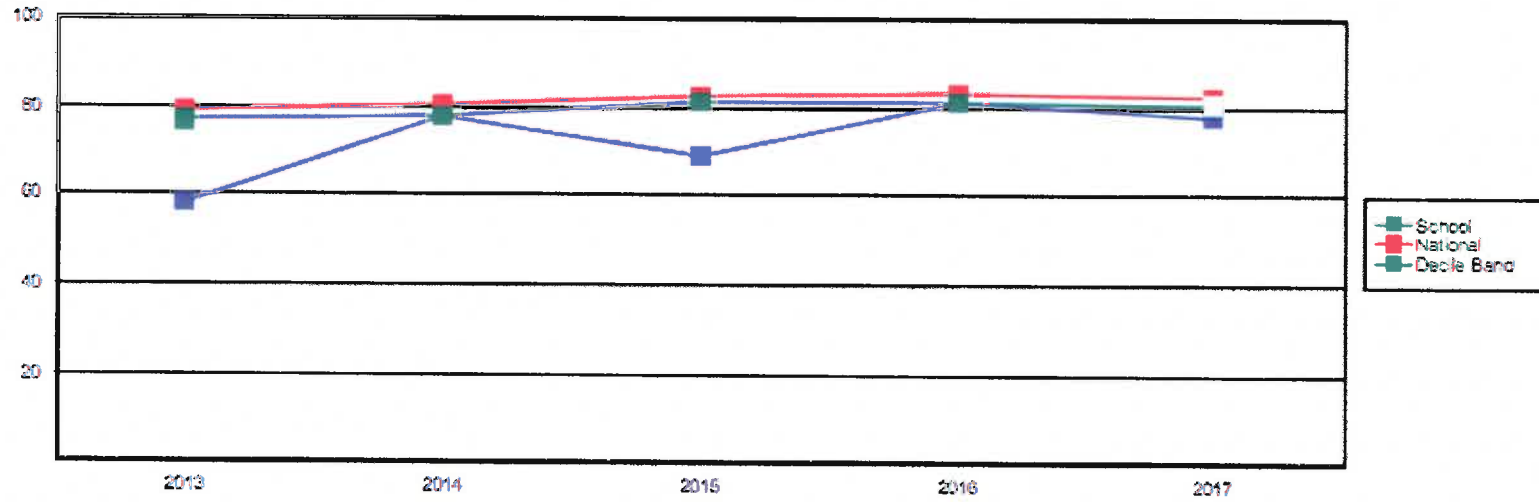
Year 11 - NCEA Level 1



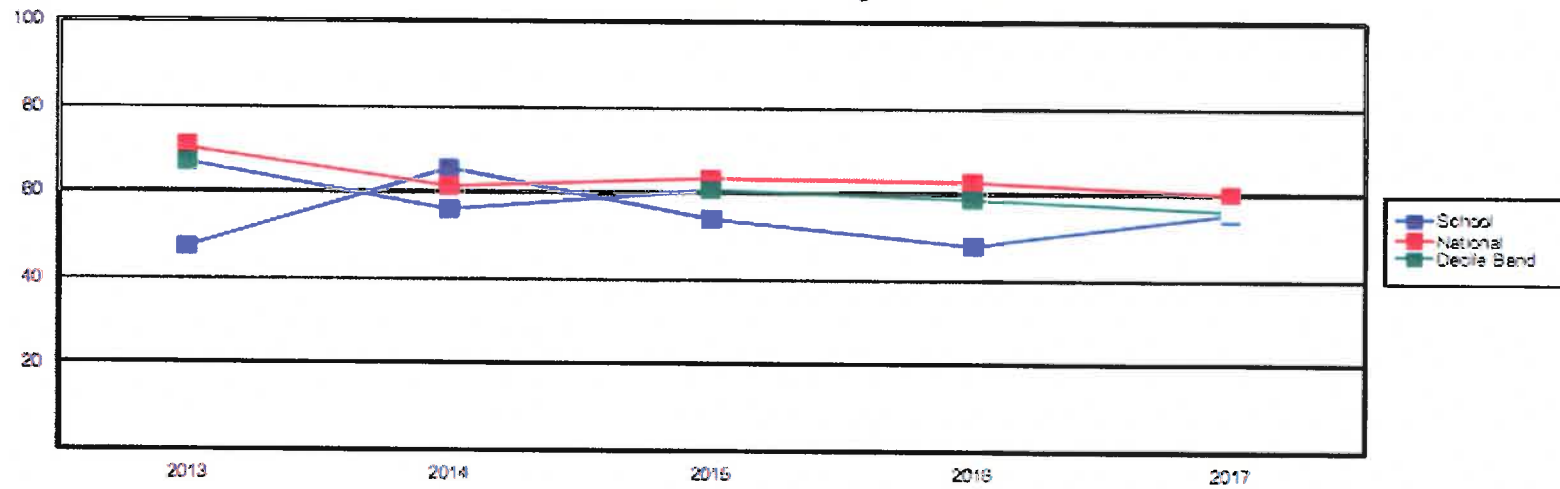
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Year 13 Targets		
Years 13 By the end of December 2017 - 65% of students who complete a full academic course, i.e. Studying 4 or more approved subjects will gain Level 3 NCEA	20/26 = 76.9% Domestic 28/36 = 77.9 % Including International students	Met
The remaining 35% will gain valuable skills, which allow them to transition to further training or employment.	Of the remaining 35%, 4 were students from the Brathwaite Centre who gained skills and transitioned out. All but one of the remaining students left with Level 2. One student left with Level 1. 7 students who did not gain Level 3, gained one or more Vocational Pathway Awards.	Met
95% of students leaving in Year 13 will go into gainful employment, further training or tertiary studies.	Only one student has not identified where their next step is. All others have gone into gainful employment, further training or tertiary studies.	Met
Year 12 Targets		
85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level.	47/55 = 85.4% Domestic 52/64 = 81.3% Including	Met

	<i>International</i>	
2/3 of those who did not gain a qualification will complete their qualification in the following academic year.	<i>The two domestic students who did not gain Level 2 in 2016, successfully gained level 2 in 2017. The two international students who remained at KVC did not gain Level 2 in 2016, gained Level 2 in 2017.</i>	Met
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.	<i>All students in year 12 had completed the year 12 work experience module to gain skills for employment. All but three of those who did not gain Level 2 in 2017 were part of the Skills for Employment course, or other outside courses through Gateway and Star type programmes. Two of the three are in the Skills for Employment course this year.</i>	Met
Year 11 Targets		
By the end of December 2017 - 85% of students who complete a full academic course, i.e. Studying 5 or more approved subjects will gain NCEA at their targeted level.	58/86 = 85.3% <i>Domestic</i> 60/77 = 77.9% <i>Including International</i>	Met

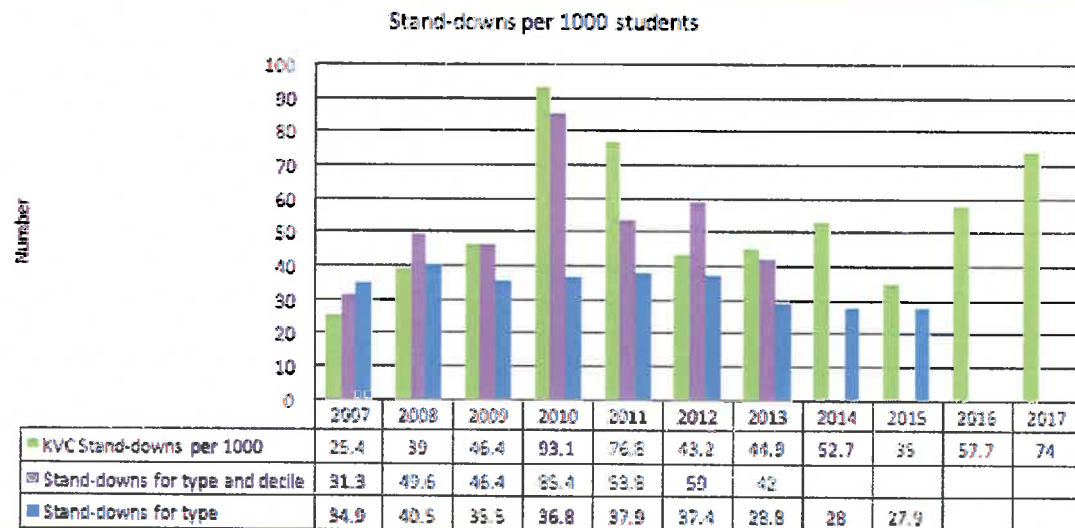
<p>$\frac{2}{3}$ of those who did not gain a qualification will complete their qualification in the following academic year.</p>	<p>The domestic students who did not gain Level 1 in 2016; 55 % left school at the end of 2016 or early 2017, one gained Level 1 in 2017, 1 is 4 credits short of Level 1 at the end of 2017, the remaining students were attached to the Brathwaite Centre or very high learning needs. The three international students who did not gain Level 1 in 2016; 1 student gained Level 1 and 2 in 2017, one left and the third did not gain Level 1.</p>	<p>Not Met</p>
<p>The remaining $\frac{1}{3}$ of those who did not gain a qualification will gain valuable skills that allow them to transition to further training or employment.</p>	<p>All students are participating in Work experience module this year. All but one student is also in the skills for employment course.</p>	<p>Met</p>

OTHER 2017 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.

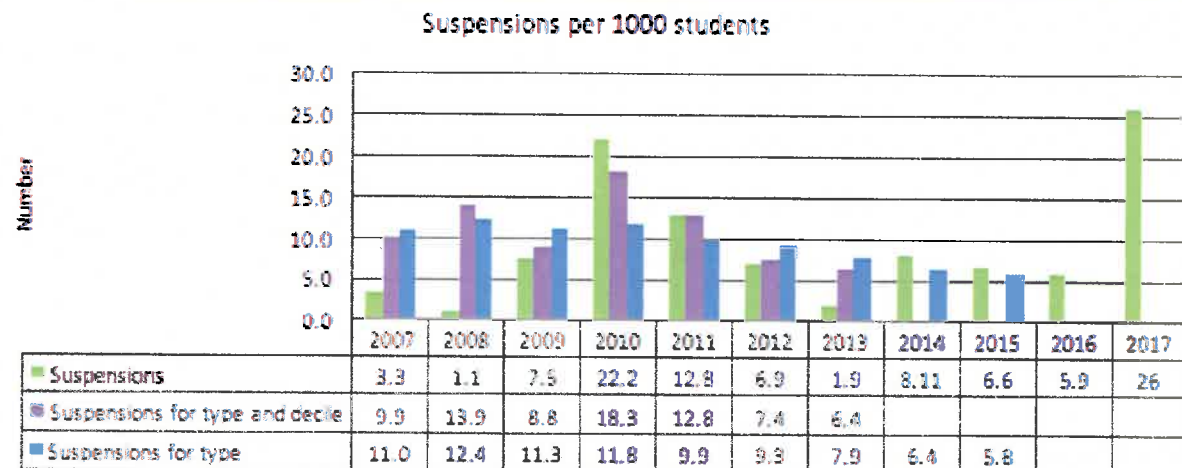
The number of stand-downs in 2017 has increased significantly as we continue to deal with a particularly difficult group of students, as well as new entrants who have come to us from other schools with previous histories. These students are in the lower end of the school from Years 7 – 10. Many of these 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.

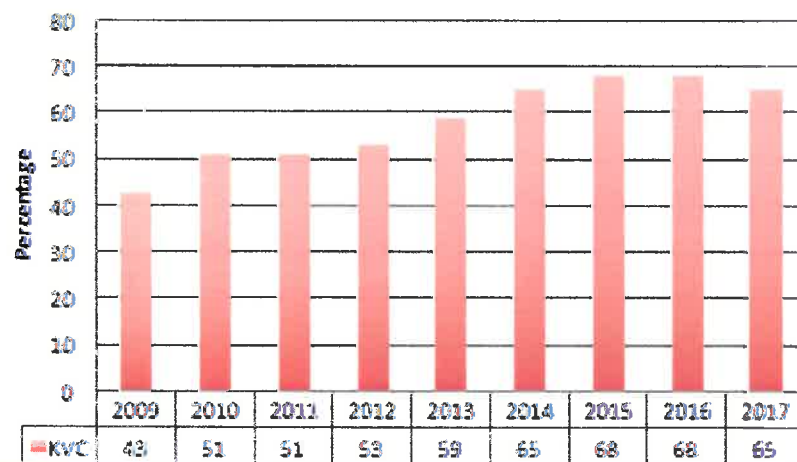


Again it is important to first note that this data is per 1000 students so immediately the data in the table needs to be halved.

Suspensions are also up but can be isolated to 5 incidents, 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.

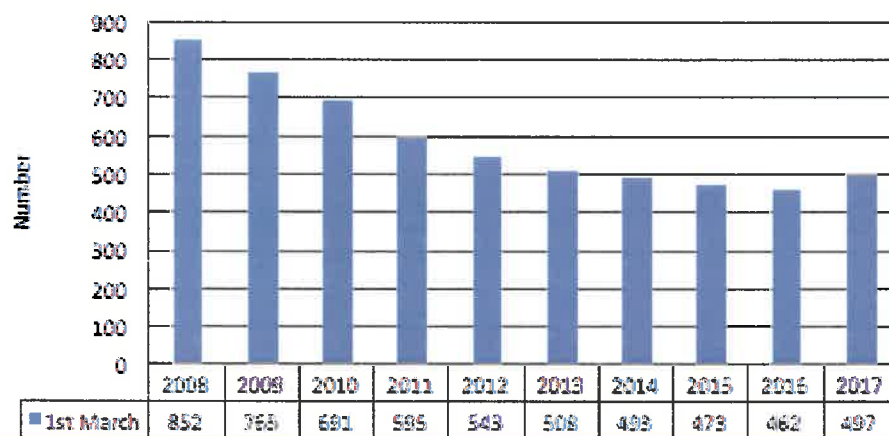


Student Participation in Sport



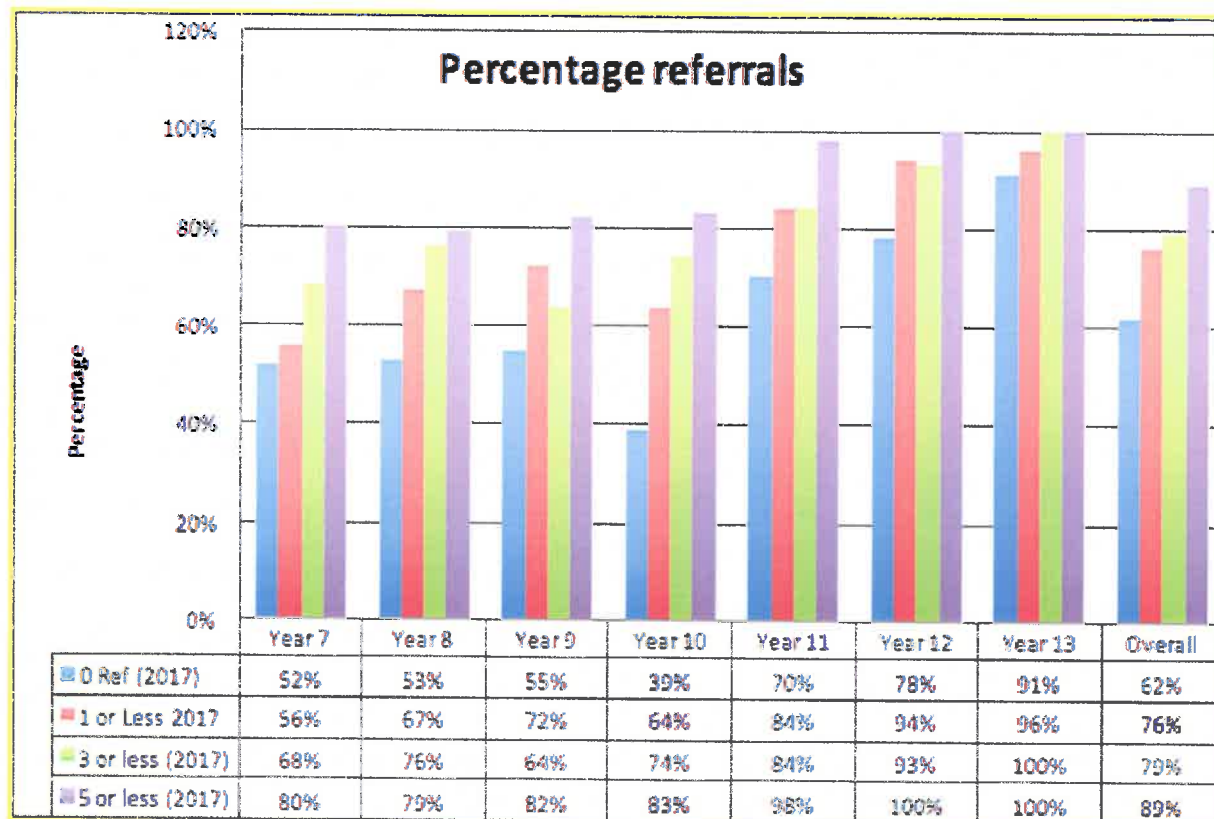
In 2015 and 2016 the school achieved 68% participation in sport which had been increasing over the past 7 years whilst the school roll had decreased. This was significant, for as the roll declines the number of opportunities might also decline but we managed to buck this trend. In 2017 participation dropped in terms of raw data (63%), but the fickle nature of what can and cannot be counted does not always make this figure accurate. We have certainly not noticed a decline in interest, in fact have seen further uptake in terms of staff involvement.

KVC School Roll



As we can see from this graph the roll has definitely turned a corner in 2017 and is beginning to trend up. Two or three enrolments per week for a sustained period allowed us to compensate for the natural drop off in numbers during a school year. However, not all of these were straightforward enrolments; many coming with significant issues from their previous schools.

Enrolments in Years 7 and 9 for 2018 have been very positive and will see us at increasing our numbers again in 2018.



This graph illustrates the percentage of incident referrals recorded against year groups.

As we can see from the data a massive majority of students (72%) have 1 or 0 referrals for the year. Unlike previous years the number of students (79%) 3 or less has climbed significantly. This has been explained under goal 4.

BoT Chair's Signature:

Principal's:

Date: 28/2/17