



Excellere College

Whaia te Maramatanga o Te Karaiti



2016 Annual Report and Financial Statements

Excellence in learning

Christianity in living



Excellere College

Whaia te Maramatanga o Te Karaiti



2016 Principal's Report

Excellence in learning

Christianity in living

Principal's Report on 2016

"In your relationships with each other, have the same mindset as Christ Jesus."

Philippians 2: 5

2016 was a year of continued growth in our ability to identify students' needs, adapt our programmes, analyse and use data, and accelerate learning. We saw evidence of this in our student achievement, especially in improved National Standards results and continued NCEA success.

Our year, again, started with a powhiri for new students and families. Some highlights for our students during 2016 included: student-led learning conferences, Y11 Poor Knights diving trip, mufti days, athletics days, senior science trips, swimming pool on-site, Senior Ball, Friday canteen, Life Education, Careers Roadshow, worship at assembly, Y7-9 production, Excel assembly concert, 40hr Famine, Yr 1/2 Three Little Pigs performance, SPRINGS Challenge, cross country, successful sports tournaments, senior leavers dinner, and Science Fair. The majority of our students were also able to attend a school camp during 2016.



Early in the year we received a very favourable report from ERO, which saw us return to a three-year review cycle. They were particularly positive about our improved curriculum design to further respond to individual student learning requirements, development of shared leadership approaches and robust performance management, strengthened teaching to accelerate student learning and promote success for Māori as Māori, and implementation of robust and timely self-review practices. They noted that:

The school is well placed to sustain and improve performance.

The school has demonstrated:

- *effective leadership in implementing systems to provide the conditions for students to be successful*
 - *high expectations for accelerated student achievement*
 - *positive responses to students' learning strengths and needs*
 - *more stable governance structures, including plans for succession, to continue to strengthen the stewardship of the school*
 - *greater student focused decision-making, using student contributions*
 - *use of effective self-review processes to set future priorities and monitor school performance.*
- (RO Review, April 2016)*

During the year we continued to focus on improving classroom practice. This was achieved with the support of a Ministry PLD contract: New Zealand Curriculum, and a Cognition Education contract focused on Relationship-based Learning. With our Student Graduate Profile now in place we are developing an Excellere Teacher Profile which will outline the expectations we have for staff, in order to achieve student success.

In term one we were blessed to have the portable swimming pool on site. This allowed our students to be taught by a Sport Northland instructor and consolidate their water safety skills with their teachers. We also had Holyn Jacobson, from the United States, teaching in Room Two. Holyn was on her final practicum, and made a real connection with students, staff and her host family.

During term two a group of our Year 10 students experienced a noho Marae at Motuti, in North Hokianga. This was a wonderful opportunity to connect with their VC Te Reo teacher and the students from Panguru. Once again Excel Performing Arts School visited and had our students praising their gifts. The Digital Horizons Conference gave our staff an opportunity to upskill in the digital world and make connections across schools.



Term three saw us hosting the annual Northland Christian Schools' Cross Country. One of our students, Daniel Whitehead, went on to win the Northland 12yrs+ Cross Country Championship. Our Middle College performed a wonderful musical drama, whilst our NCEA music students presented an evening soiree of their performances. We hosted the Life Education classroom, and our Year 13's hit the slopes on their annual Snow Camp.

During term four our junior students contributed to the Kids 4 Kids concert, whilst our Year 7 to 10 students finished the year with camps. Our NCEA students prepared for, and sat, external exams. We ended the year with another successful Awards evening where achievements were acknowledged and items presented by our students.



We farewelled a number of teachers in 2016. Andrea Remkes and John Boer left Whangarei to teach elsewhere, Gordon Steel retired, and Jess Talbot moved to South Africa. Louise Herald and Lara Grace, teacher aides, also left us to pursue other endeavours.

Our Parent Support Group had another successful year supporting the school. Their continued provision of canteen on Fridays is a highlight for our students is a successful fundraising activity. It was also great to see the Fitness trail they had fundraised for make an appearance around the school. We thank the group for their continued support of our College, not only through fundraising, but also as a valuable connection for our parents.

Our proprietors, New Zealand Christian Proprietors Trust and our land Trust, Whangarei Christian Education Trust, continued to work together successfully to develop the capacity of the school to grow in the future.

Our Board of Trustees, led by Don Birkett, has continued to provide strong and stable governance for Excellere College, as a good employer. This has laid a solid foundation for school leadership to pursue initiatives which have had a positive impact on student learning.

Academically we had another excellent year, with an improvement in our National Standards results for maths and reading, and improvement overall for our Maori students.

Overall National Standards Results 2016, Year 1 – 8 (at/above expectation)

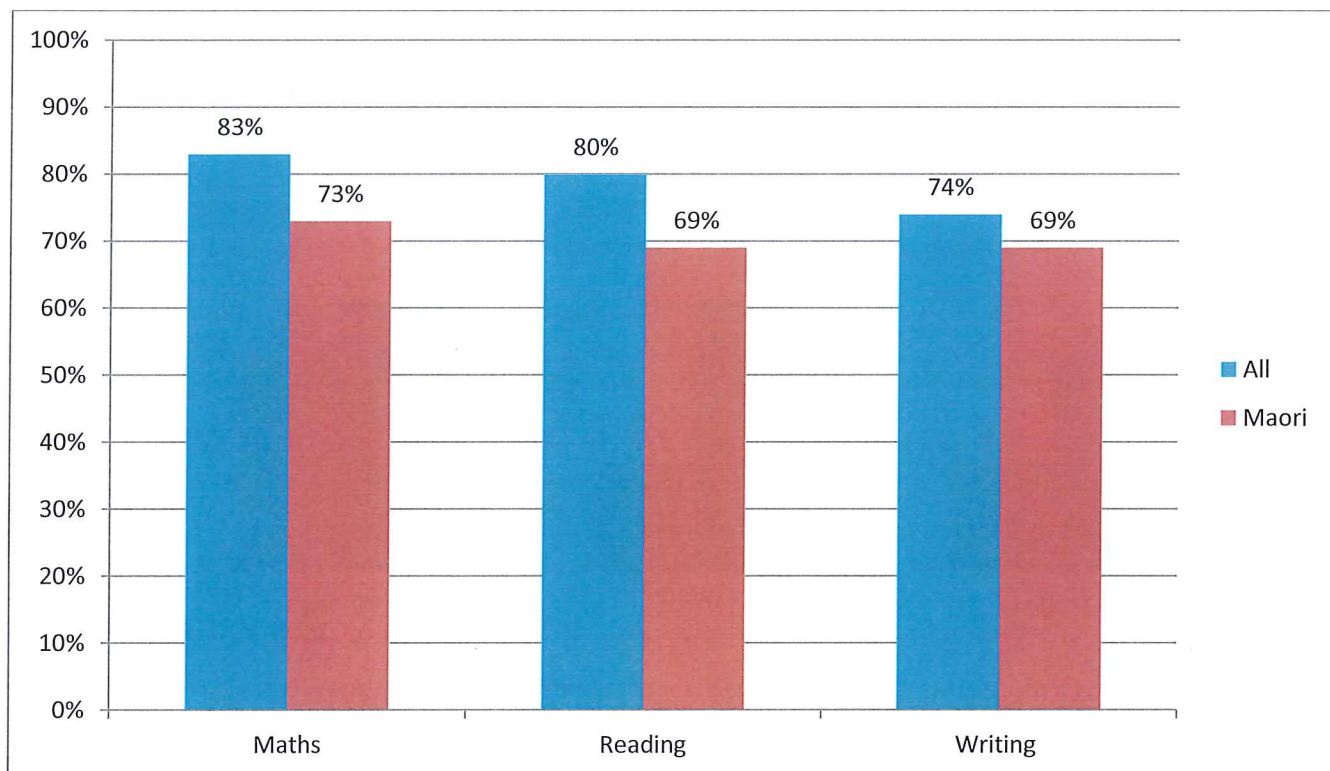


Figure 1 National Standards Year 1 – 8

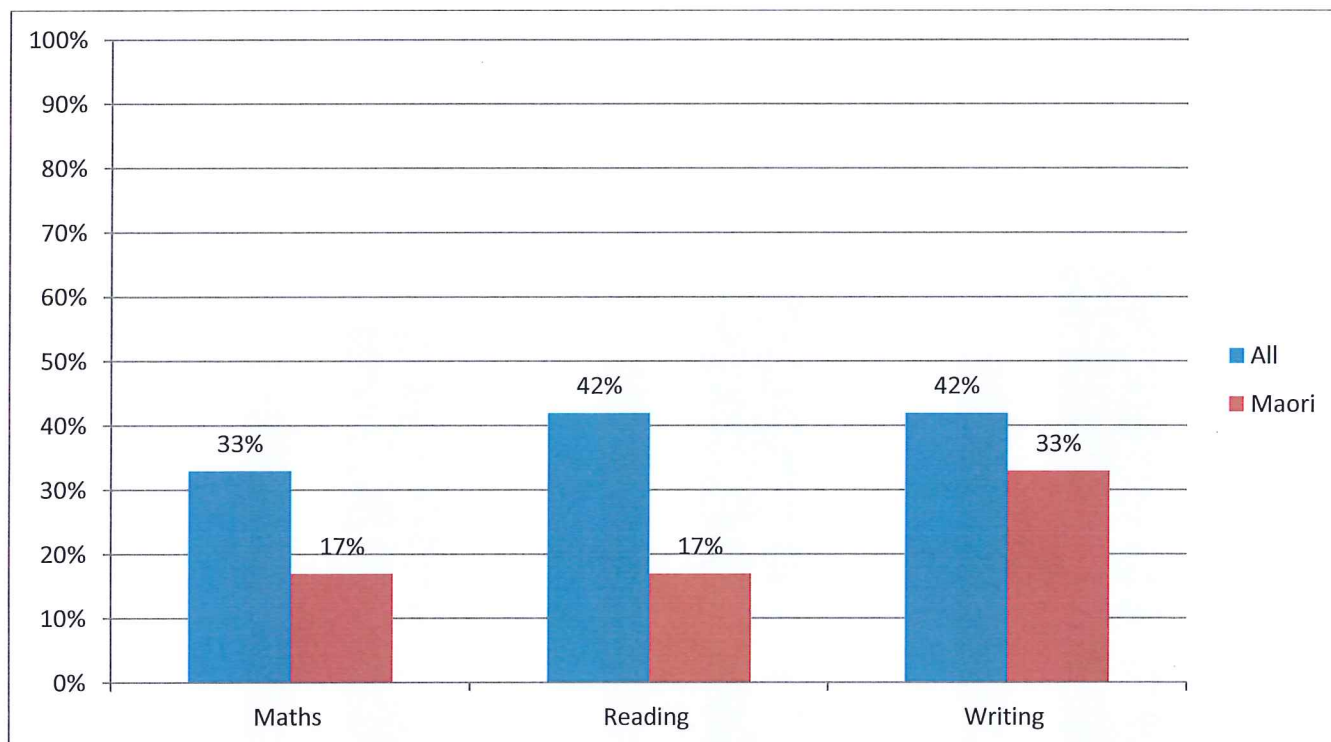
Our Maths improved from 79% to 83%, with Maori moving from 67% to 73%.

Our Reading improved from 73% to 80%, with Maori moving from 63% to 69%.

Our Writing remained at 74%, with Maori moving from 67% to 69%.

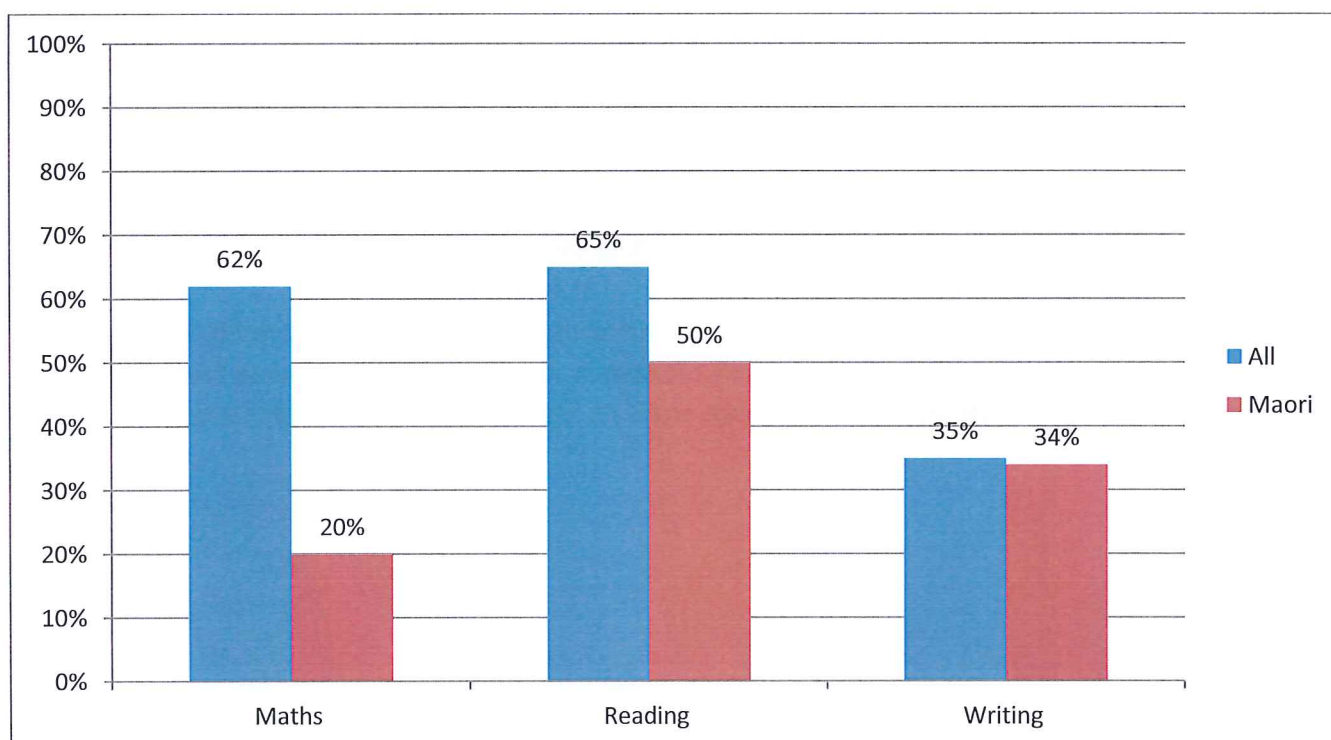
These results continue the progress begun in 2015 on accelerating targeted groups of students. Our collaborative culture means staff are working closely together to identify challenges, analyse formative data, develop strategies to accelerate learning, and include students, and families, in the learning process.

Overall Year 9 Results 2016 (at/above expectation)



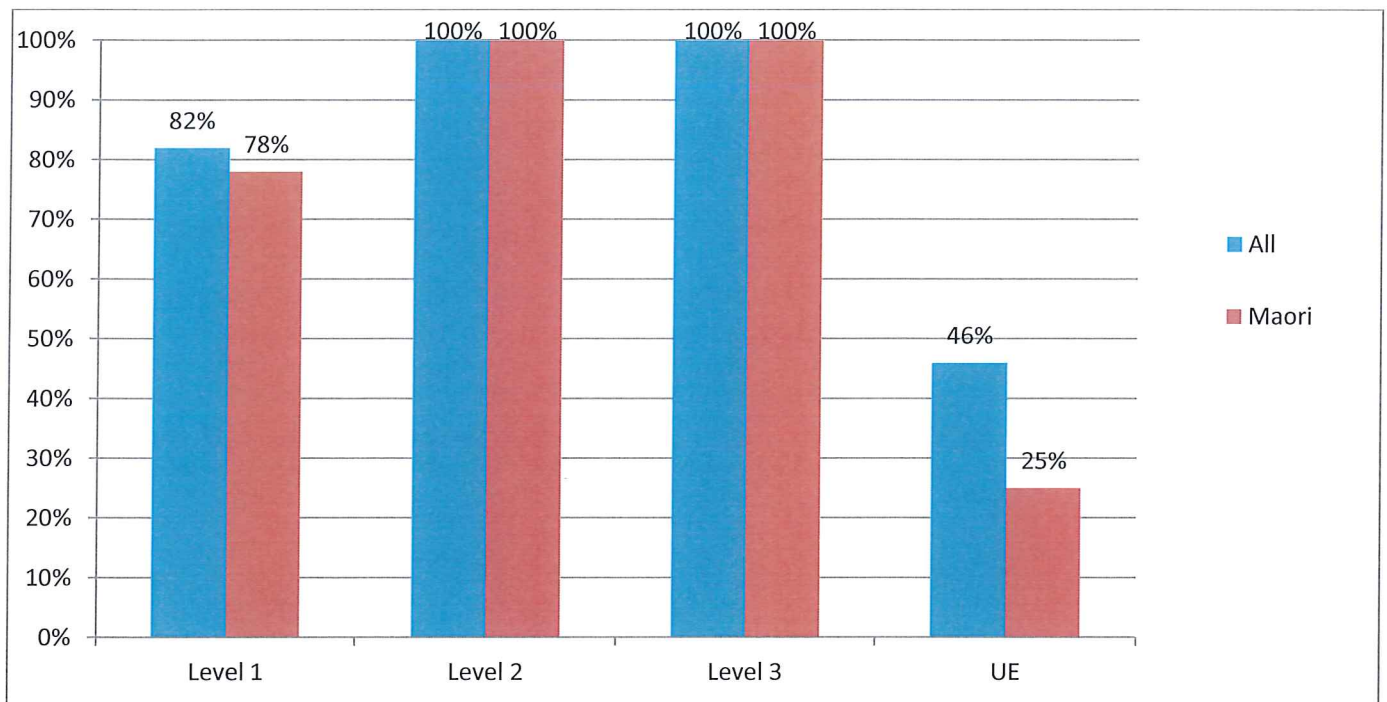
Our Year 9 results were disappointing and indicate the need for a focus on this cohort next year.

Overall Year 10 Results 2016 (at/above expectation)



Our Year 10 results showed an improvement in reading and maths, however writing results were below our expectations.

Overall NCEA Results 2016 (passed)



Our results in NCEA remain very pleasing. At Level 2 we continue to maintain a 100% pass rate. This year we also achieved 100% at Level 3, and all those students requiring UE were successful.

2017

We welcome Phil Buchanan, Julie Hale, Denise Bucknell, and Gary Beath to our teaching staff in 2017. Raewyn Garland, Rachel Yung, Heidi McKenzie, and Jennie Clarke also join us as Teacher Aides. Dwayne Tainui is our new Sports co-ordinator.

2017 will see us continue to develop our understanding of relationship-based learning, develop a school-wide learning to learn model, focus on boys' writing and grow Christian character which is the foundation of our school.

Graeme Whitehead
Principal
March 2017

'So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only son.'

John 1: 14 (NLT)



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.



Independent Auditor's Report

To the readers of Excellere College's financial statements For the year ended 31 December 2016

The Auditor-General is the auditor of Excellere College (the School). The Auditor-General has appointed me, Chris Ussher, using the staff and resources of PricewaterhouseCoopers, 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 17, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows 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 2016; 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 Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 30 May 2017. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to other matters. 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 for our 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.



- 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 information included within the Statement of Responsibility, Analysis of Variance, the Kiwisport Statement and the Board of Trustees List which form part of the Annual 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.

A handwritten signature in blue ink that reads 'Chris Ussher'.

Chris Ussher
On behalf of the Auditor-General
Wellington, New Zealand

A handwritten signature in blue ink that reads 'PricewaterhouseCoopers'.

PricewaterhouseCoopers

Excellere College

Financial Statements for the year ended 31 December 2016

School Address: 39 Great North Road, Whangarei

School Postal Address: P.O.Box 4237, Kamo 0141

School Phone: 09 435 2458

School Email: office@excellerecollege.school.nz

Ministry Number: 429

Excellere College

Financial Statements

For the year ended 31 December 2016

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Excellere College

Whaia te Maramatanga o Te Karaiti

Excellere College

Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

DONALD GEORGE BIRKETT

Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

Date:

30.5.17

GRAEME LEE WHITEHEAD

Full Name of Principal

[Signature]
Signature of Principal

Date:

30 / 05 / 2017

Excellere College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	1,913,792	1,825,857	1,848,815
Locally Raised Funds	3	50,023	35,420	37,777
Use of Land and Buildings Integrated		312,690	406,800	406,800
Interest Earned		6,556	6,500	7,168
International Students	4	25,951	20,500	12,935
		2,309,012	2,295,077	2,313,495
Expenses				
Locally Raised Funds	3	40,925	16,000	26,497
International Students	4	15,941	9,500	8,205
Learning Resources	5	1,602,259	1,513,358	1,525,099
Administration	6	137,211	165,796	141,764
Finance Costs		4,595	-	2,784
Property	7	432,539	531,632	495,040
Depreciation	8	54,211	55,000	72,681
Loss on Disposal of Property, Plant and Equipment		152	-	7,207
		2,287,833	2,291,286	2,279,277
Net Surplus / (Deficit)		21,179	3,791	34,218
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		21,179	3,791	34,218

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



Excellere College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Balance at 1 January	276,705	280,495	238,307
Total comprehensive revenue and expense for the year	21,179	3,791	34,218
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	4,180
Equity at 31 December	297,884	284,286	276,705
 Retained Earnings	 297,884	 284,286	 276,705
Equity at 31 December	297,884	284,286	276,705

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



Excellere College

Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	9	(5,106)	24,321	21,495
Accounts Receivable	10	86,089	130,000	128,792
GST Receivable		5,853	6,000	6,238
Prepayments		1,746	2,000	2,044
Investments	11	165,000	150,000	120,865
		<u>253,582</u>	<u>312,321</u>	<u>279,434</u>
Current Liabilities				
Accounts Payable	13	73,101	145,200	127,190
Revenue Received in Advance	14	5,468	709	-
Provision for Cyclical Maintenance	15	33,414	35,098	16,633
Finance Lease Liability - Current Portion	16	23,180	-	4,178
Funds held on behalf of ESOL Cluster	17	580	-	49
		<u>135,743</u>	<u>181,007</u>	<u>148,050</u>
Working Capital Surplus/(Deficit)		117,839	131,314	131,384
Non-current Assets				
Property, Plant and Equipment	12	270,299	193,776	193,776
		<u>270,299</u>	<u>193,776</u>	<u>193,776</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	40,804	40,804	48,455
Finance Lease Liability	16	49,450	-	-
		<u>90,254</u>	<u>40,804</u>	<u>48,455</u>
Net Assets		<u><u>297,884</u></u>	<u><u>284,286</u></u>	<u><u>276,705</u></u>
Equity				
		<u><u>297,884</u></u>	<u><u>284,286</u></u>	<u><u>276,705</u></u>

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



Excellere College

Statement of Cash Flows

For the year ended 31 December 2016

	Note	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		613,807	590,822	613,780
Locally Raised Funds		41,637	29,829	25,453
Hostel		-	-	(132)
International Students		25,951	20,500	12,935
Goods and Services Tax (net)		385	-	(273)
Payments to Employees		(278,617)	(258,700)	(294,356)
Payments to Suppliers		(324,665)	(352,495)	(275,538)
Interest Paid		(4,595)	-	(2,784)
Interest Received		5,534	6,500	7,797
Net cash from / (to) the Operating Activities		79,437	36,456	86,882
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(152)	-	(7,207)
Purchase of PPE (and Intangibles)		(48,196)	(36,456)	(39,799)
Purchase of Investments		(44,135)	-	(70,865)
Net cash from / (to) the Investing Activities		(92,483)	(36,456)	(117,871)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,180
Finance Lease Payments		(14,086)	-	(14,863)
Painting contract payments		-	-	(4,178)
Funds Administered on Behalf of Third Parties		531	-	-
Net cash from Financing Activities		(13,555)	-	(14,861)
Net Increase/(decrease) in cash and cash equivalents		(26,601)	-	(45,850)
Cash and cash equivalents at the beginning of the year	9	21,495	24,321	67,345
Cash and cash equivalents at the end of the year	9	(5,106)	24,321	21,495

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.



Excellere College

Notes to the Financial Statements

For the year ended 31 December 2016

1. Statement of Accounting Policies

Reporting Entity

Excellere 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.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 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 12.

The PWC logo is located in the bottom right corner of the page. It consists of the letters 'PWC' in a stylized, bold font, with a small graphic of three stacked blocks to the right of the letters.

Excellere College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

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 16.

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

Other Grants

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

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. 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 Proprietor.

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.

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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

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.

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.

Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

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 73 of the Education Act 1989 in relation to the acquisition of securities.

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.



Excellere College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

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:

Buildings - School	40 years
Furniture and equipment	4-5 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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.

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.

Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

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



Excellere College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

Revenue Received in Advance

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

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

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

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.

Budget Figures

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

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.


PwC

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

2 Government Grants

Operational grants
Teachers' salaries grants
Other MoE Grants
Other government grants

2016	2016	2015
Actual	Budget	Actual
\$	(Unaudited)	\$
487,164	470,600	464,196
1,299,985	1,235,035	1,235,035
80,053	81,333	111,457
46,590	38,889	38,127
1,913,792	1,825,857	1,848,815

3 Locally Raised Funds

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

Revenue

Donations
Fundraising
Trading
Activities

Expenses

Activities
Trading
Fundraising (costs of raising funds)
Curriculum Recoveries

2016	2016	2015
Actual	Budget	Actual
\$	(Unaudited)	\$
1,607	3,150	1,225
2,125	4,000	816
4,350	5,000	3,861
41,941	23,270	31,875
50,023	35,420	37,777
32,655	10,000	21,118
6,027	3,000	3,510
2,243	3,000	717
-	-	1,152
40,925	16,000	26,497
9,098	19,420	11,280

Surplus for the year Locally Raised Funds

4 International Student Revenue and Expenses

International Student Roll

Revenue

International student fees

Expenses

Employee Benefit - Salaries
Other Expenses

2016	2016	2015
Actual	Budget	Actual
Number	(Unaudited)	Number
4	2	2
2016	2016	2015
Actual	Budget	Actual
\$	(Unaudited)	\$
25,951	20,500	12,935
9,415	7,000	6,126
6,526	2,500	2,079
15,941	9,500	8,205
10,010	11,000	4,730

Surplus for the year International Students'

Excellere College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

5 Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	96,685	117,239	79,272
Equipment repairs	-	-	245
Information and communication technology	28,859	17,500	21,532
Library resources	1,042	1,600	1,269
Employee benefits - salaries	1,461,537	1,359,019	1,414,534
Staff development	14,136	18,000	8,247
	<u>1,602,259</u>	<u>1,513,358</u>	<u>1,525,099</u>

6 Administration

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Audit Fee	4,815	5,216	4,839
Board of Trustees Fees	5,060	6,269	6,270
Board of Trustees Expenses	8,513	10,482	3,008
Communication	5,953	7,000	7,491
Consumables	4,332	4,166	3,174
Operating Lease	(23)	23,956	18,378
Other	17,180	20,720	10,959
Employee Benefits - Salaries	78,059	73,403	79,320
Insurance	5,608	6,500	1,797
Service Providers, Contractors and Consultancy	7,714	8,084	6,528
	<u>137,211</u>	<u>165,796</u>	<u>141,764</u>

7 Property

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	8,096	12,341	11,511
Consultancy and Contract Services	27,209	30,333	24,093
Cyclical Maintenance Provision	19,469	15,166	(9,457)
Grounds	3,766	4,200	2,924
Heat, Light and Water	21,307	22,000	20,942
Rates	1,114	3,000	2,834
Repairs and Maintenance	7,254	6,000	4,785
Use of Land and Buildings	312,690	406,800	406,800
Security	2,043	1,800	1,197
Employee Benefits - Salaries	29,591	29,992	29,411
	<u>432,539</u>	<u>531,632</u>	<u>495,040</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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

8 Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Buildings - School	-	-	-
Building Improvements - Crown	846	558	846
Furniture and Equipment	26,448	22,778	29,034
Information and Communication Technology	12,290	8,579	8,414
Leased Assets	3,370	15,383	23,289
Library Resources	11,257	7,702	11,098
	<u>54,211</u>	<u>55,000</u>	<u>72,681</u>

9 Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash on Hand	-	-	1,035
Bank Current Account	-	9,321	20,460
Bank Call Account	1,027	15,000	-
Bank Overdraft	(6,133)	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>(5,106)</u>	<u>24,321</u>	<u>21,495</u>

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

10 Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	23,224	5,000	9,370
Interest Receivable	1,022	-	-
Teacher Salaries Grant Receivable	61,843	125,000	119,422
	<u>86,089</u>	<u>130,000</u>	<u>128,792</u>
Receivables from Exchange Transactions	24,246	5,000	9,370
Receivables from Non-Exchange Transactions	61,843	125,000	119,422
	<u>86,089</u>	<u>130,000</u>	<u>128,792</u>

11 Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	165,000	150,000	120,865

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	18,943	-	-	-	(846)	18,097
Furniture and Equipment	120,954	19,613	-	-	(26,448)	114,119
Information and Communication Technology	20,256	26,390	-	-	(12,290)	34,356
Leased Assets	3,370	82,538	-	-	(3,370)	82,538
Library Resources	30,253	2,345	(152)	-	(11,257)	21,189
Balance at 31 December 2016	193,776	130,886	(152)	-	(54,211)	270,299

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	25,672	(7,575)	18,097
Furniture and Equipment	407,337	(293,218)	114,119
Information and Communication Technology	133,402	(99,046)	34,356
Leased Assets	152,412	(69,874)	82,538
Library Resources	95,081	(73,892)	21,189
Balance at 31 December 2016	813,904	(543,605)	270,299

The net carrying value of equipment held under a finance lease is \$82,538.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Building Improvements	26,487	-	-	-	(846)	25,641
Furniture and Equipment	122,598	20,266	(2,469)	-	(29,034)	111,361
Information and Communication Technology	16,063	16,632	(1,131)	-	(8,414)	23,150
Leased Assets	26,659	-	-	-	(23,289)	3,370
Library Resources	34,851	10,108	(3,607)	-	(11,098)	30,254
Balance at 31 December 2015	226,658	47,006	(7,207)	-	(72,681)	193,776

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Building Improvements	25,672	(6,729)	18,943
Furniture and Equipment	387,719	(266,765)	120,954
Information and Communication Technology	107,012	(86,756)	20,256
Leased Assets	69,874	(66,504)	3,370
Library Resources	93,205	(62,952)	30,253
Balance at 31 December 2015	683,482	(489,706)	193,776

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

13 Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	5,721	15,000	2,929
Accruals	5,537	5,200	4,839
Employee Entitlements - salaries	61,843	125,000	119,422
	<u>73,101</u>	<u>145,200</u>	<u>127,190</u>
Payables for Exchange Transactions	73,101	145,200	127,190
	<u>73,101</u>	<u>145,200</u>	<u>127,190</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Other	5,468	709	-
	<u>5,468</u>	<u>709</u>	<u>-</u>

15 Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	65,088	65,088	74,545
Increase to the Provision During the Year	19,469	15,166	(9,457)
Use of the Provision During the Year	(10,339)	(4,352)	-
Provision at the End of the Year	<u>74,218</u>	<u>75,902</u>	<u>65,088</u>
Cyclical Maintenance - Current	33,414	35,098	16,633
Cyclical Maintenance - Term	40,804	40,804	48,455
	<u>74,218</u>	<u>75,902</u>	<u>65,088</u>

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for Tela Laptops and photocopier.
Minimum lease payments payable (includes interest portion):

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	23,358	-	4,178
Later than One Year and no Later than Five Years	59,063	-	-
Future Finance Charges	(9,791)	-	-
	<u>72,630</u>	<u>-</u>	<u>4,178</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

17 Funds Held on Behalf of ESOL Cluster

Excellere College is the lead school and holds the funds on behalf of the ESOL cluster, a group of schools funded by the Ministry of Education to support the local ESOL Professional Learning Community.

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held at Beginning of the Year	49	-	49
Funds Received from Cluster Members	670	-	-
Funds Spent on Behalf of the Cluster	139	-	-
Funds Held at Year End	580	-	49

18 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.

The Proprietor of the School, NZ Christian Proprietors Trust, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1. The estimated value of this use during 2016 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

19 Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
Board Members		
Remuneration	5,060	6,270
Full-time equivalent members	-	0.60
Leadership Team		
Remuneration	438,648	425,000
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	443,708	431,270
Total full-time equivalent personnel	5.00	5.60

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	0-5	0-10
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2015: Nil).

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

 PwC

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

20 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

21 Contingencies

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

(Contingent liabilities and assets as at 31 December 2015: nil)

22 Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has entered into contract agreements for capital works as follows:

(a) \$51,690 contract for the internal and external painting of the school. A 10% deposit of \$11,888.70 has been paid as at 31 December 2016.

(Capital commitments as at 31 December 2015: nil)

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

- operating lease of a photocopier
- operating lease for TELA laptops

	2016 Actual \$	2015 Actual \$
No later than One Year	1,143	61,508
Later than One Year and No Later than Five Years	139	209,968
Later than Five Years	-	-
	<u>1,282</u>	<u>271,476</u>

23 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.

24 Financial Instruments

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Loans and receivables			
Cash and Cash Equivalents	(5,106)	24,321	21,495
Receivables	86,089	130,000	128,792
Investments - Term Deposits	165,000	150,000	120,865
Total Loans and Receivables	<u>245,983</u>	<u>304,321</u>	<u>271,152</u>
Financial liabilities measured at amortised cost			
Payables	73,101	145,200	127,190
Finance Leases	72,630	-	4,178
Total Financial Liabilities Measured at Amortised Cost	<u>145,731</u>	<u>145,200</u>	<u>131,368</u>

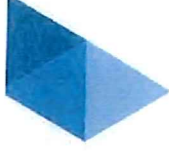
25 Events After Balance Date

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

26 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2015. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2016.

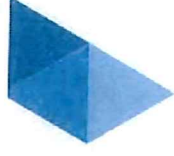
Analysis of Variance Reporting



School Name:	Excellere College	School Number: 429
Strategic Aim:	(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs. (b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.	
Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement (c) All Year 11 students will gain NCEA Level 1 (d) To improve Merit and Excellence %	
Target:	Year 11: The group of students in Year 11 identified as below or well below expectations in math, reading and writing will make significant progress and be achieving or exceeding expectations by the end of the year, and achieve NCEA Level 1. Math: 100% achieve Level 1 Numeracy (12 students targeted, 3 Maori) Reading: 100% achieve Level 1 Literacy (17 students targeted, 8 Maori) Writing: 100% achieve Level 1 Literacy (16 students targeted, 8 Maori) Math: 50% achieved at/above expected standards at Y10 (12/24) Reading: 23% achieved at/above expected standards at Y10 (5/22) Writing: 28% achieved at/above expected standards at Y10 (6/22)	
Baseline Data:		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Tracking students on google data sheet across all standards in all subjects. Conferencing. Contact home over attendance issues.</p> <p>Culture Counts PLD (relationship-based learning)</p> <p>"Write that Essay" programme to develop writing skills across all subjects.</p> <p>Identify initial target group from 2015 OTJ</p> <p>Review target group as courses proceeded.</p> <p>Develop and implement individual student support plans.</p> <p>Continuing to match standards to student needs, abilities, interests, strengths and likely future pathways.</p> <p>Monitor/discuss progress at Team meetings.</p> <p>Conference with students reviewing progress, identifying areas of need especially through terms three and four</p> <p>Strong focus in weeks 1-4 in term four on examination preparation.</p> <p>Planning for next year:</p> <ul style="list-style-type: none"> • Continue with co-construction of learning with students. • Continuing focus on monitoring students, signposting and early warning • Continued conferencing with students but also focus on inclusion of whanau • Stronger focus on Whanau/caregiver involvement • Continued emphasis on examination preparation in Term Four • Continue to use Google Classroom to help monitor student progress achievement and keep students informed. 	<p>82% gained NCEA Lvl 1.</p> <p>79% of boys gained NCEA Lvl 1.</p> <p>88% of girls gained NCEA Lvl 1.</p> <p>78% of Maori gained NCEA Lvl 1.</p> <p>95.7% achieved Level 1 Numeracy</p> <p>87% achieved Level 1 Literacy</p> <p>7/22 gained Merit endorsement at L1.</p>	<p>Four boys and three girls did not achieve L1. Of these two girls and one boy left during the year and did not enrol at another secondary school. A second boy arrived from overseas at the beginning of Term 3 and so was not part of the original cohort nor was he expected to gain L1 in the time he was here (He is expected to successfully complete L1 and L2 in 2017). The third boy has learning difficulties associated to some degree to a head injury and he fell 3 credits short. The fourth boy was a disappointment and should have gained L1 even though he was below the expected level in Numeracy, Reading and Writing. He woke up a little too late and even with some last minute effort came up one credit short. The third girl had a lower than 50% attendance over Terms three and four. Term two was not much better. She ended up four credits short and also needing six numeracy credits.</p> <p>Of the three students in school for the year only the student with high absence failed to gain numeracy. Compared to the previous cohort this group did not gain as many endorsements but the results are better than what was expected for this cohort.</p>	<p>Continued emphasis on 100% achievement of Level 1.</p> <p>Continue focus on lifting student achievement to improve merit and excellence performance levels.</p> <p>Continue analysis of data throughout the year.</p> <p>Extend Google Classroom links to more/most parents.</p>

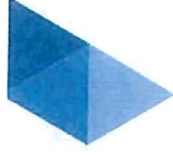
Analysis of Variance Reporting



School Name:	Excellere College	School Number:	429
Strategic Aim:	(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs. (b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.		
Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement (c) All Year 12 students will gain NCEA Level 2 (d) To improve Merit and Excellence %		
Target:	Year 12: The two students who are most at risk of not achieving NCEA Level 2 will achieve the qualification by the end of 2016. (0 Maori) At least four students will achieve excellence endorsement at level 2. (0 Maori) At least eight further students will achieve merit endorsement or better. (2/8 Maori) 2015 Level 1: 88% passed (22/25)		
Baseline Data:			

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Identify initial target group from 2015 NCEA results + new student data</p> <p>Review target group as courses proceed</p> <p>Develop and implement individual student support plans</p> <p>Monitor/discuss progress at Team meetings</p> <p>Matching standards to student needs, abilities, interests, strengths and likely future pathways.</p> <p>Conference with students reviewing progress, identifying areas of need especially through terms three and four</p> <p>Students at risk of not succeeding required to remain in school during examination leave to work on areas identified</p> <p>Strong focus in weeks 1-4 in term four on examination preparation.</p>	<p>100% gained NCEA Lvl 2</p> <p>100% boys gained NCEA Lvl 2</p> <p>100% girls gained NCEA Lvl 2</p> <p>100% Māori gained NCEA Lvl 2</p> <p>6 students gained Merit endorsement including one Māori student.</p> <p>3 students gained Excellence endorsement.</p>	<p>We fell short of our aspirations for endorsement. One Māori male who should have gained endorsement failed to do so. He was very involved in the wider school life and took on responsibilities which stretched him to the detriment of his overall achievement. We fell one short in the Excellence endorsement target – hard to identify clear reasons.</p>	<p>Continued emphasis on 100% achievement of Level 2.</p> <p>Continuing focus on lifting student achievement to improve merit and excellence performance levels.</p> <p>Continue analysis of data throughout the year.</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Continue with co-construction of learning with students. • Culture Counts PLD (relationship-based learning) • Continue focus on monitoring students, signposting and early warning • Continued conferencing with students but also focus on inclusion of whanau • Continue stronger focus on whanau/caregiver involvement • Continued emphasis on examination preparation in Term Four • Use Google Classroom to help monitor student progress achievement and keep students/parents informed. 			

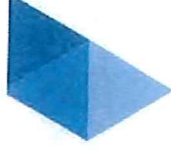
Analysis of Variance Reporting



School Name:	Excellere College	School Number: 429
Strategic Aim:	(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs. (b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.	
Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement (c) All Year 13 students will gain NCEA Level 3 (d) To improve Merit and Excellence %	
Target:	Year 13: Seven students will achieve level 3 (4/7 Maori) Four Students requiring U.E. will be successful (2/4 Maori)	
Baseline Data:	2015 Level 2: 95% passed (18/19)	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Identify initial target group from 2015 NCEA results + new student data. Review target group as courses proceed Develop and implement individual student support plans Monitor/discuss progress at Team meetings Matching standards to student needs, abilities, interests, strengths and likely future pathways. Conference with students reviewing progress, identifying areas of need especially through terms three and four Students at risk of not succeeding required to remain in school during examination leave to work on areas identified Strong focus in weeks 1-4 in term four on examination preparation. Analyse and reflect on year-end data</p> <p>Planning for next year:</p> <ul style="list-style-type: none"> Continue with co-construction of learning with students. Culture Counts PLD (relationship-based learning) Continue focus on monitoring students, signposting and early warning Continued conferencing with students but also focus on inclusion of whanau Further develop focus on whanau/caregiver involvement Continued emphasis on examination preparation in Term Four Use Google Classroom to help monitor student progress achievement and keep students/parents informed. 	<p>100% gained NCEA Lvl 3 100% boys gained NCEA Lvl 3 100% girls gained NCEA Lvl 3 100% Māori gained NCEA Lvl 3 Five students attempting UE all gained it. All Māori attempting UE gained it. Great set of results especially as three of the eleven students beginning the year left before Term four.</p>	<p>Actions clearly were effective. Google Classroom is proving effective. Though not set as a target it was disappointing no students gained endorsement at L3.</p>	<p>Continued emphasis on 100% achievement of Level 3. Focus more strongly on lifting student achievement to improve merit and excellence performance levels. Continued analysis of data throughout the year.</p>

Analysis of Variance Reporting

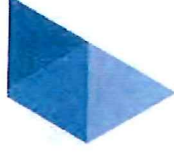


School Name: Excellere College		School Number: 429
Strategic Aim:	(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs. (b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.	
Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement	
Target:	Reading: 75% of all students are at/above expected National Standard (85% for Yrs 1-6) (10 students targeted) in Reading. 70 % of all students are at/above expected National Standard (80% for Yrs 7/8) (4 students targeted) in Reading. 90% of Maori students are at/above expected National Standard (90% for Yrs 1-6) (2 students targeted) in Reading. 65 % of Maori students are at/above expected National Standard (80% for Yrs 7/8) in Reading. 88 % of boys are at/above expected National Standard (90% for Yrs 1-6) in Reading. 81 % of boys are at/above expected National Standard (80% for Yrs 7 / 8) in Reading. 88 % of girls are at/above expected National Standard (90% for Yrs 1-6) (4 students targeted) in Reading. 50 % of girls are at/above expected National Standard (80% for Yrs 7 / 8) (13 students targeted) in Reading.	
Baseline Data:	73% of all students were at/above expected National Standard (69/95) in Reading. 63% of Maori students were at/above expected National Standard (17/27) in Reading. 72% of boys were at/above expected National Standard (34/47) in Reading. 73% of girls were at/above expected National Standard (35/48) in Reading.	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Use successful pedagogy</p> <ul style="list-style-type: none"> • Use of successful current practice around reading • Co-construction of learning with students. • Ensured that effective pedagogy remained a focus in regards to the development and delivery of classroom reading programmes. • Parental education (Reading Together/Teacher on Wheels). • All Middle College students participating in R.E.A.D.I.T programme, encouraging families to read with their children. • Created opportunities to share their reading with others (ie: Merrivale). • Students grouped across classes reflecting curriculum levels, to provide for increased effectiveness of delivery. • 6-week baseline testing/parent conf (KC/S). • NZC/Culture Counts PLD. • Set up 'groups' system based around identified needs supported by teacher aide. • Rotated groups through teacher, maintenance. • Special Needs IEP progress reporting. • Included new resources: "Teaching Reading Comprehension 	<p>73% to 80% of all students are at/above expected in Reading.</p> <p>63% to 69% of Maori students are at/above expected National Standard in Reading.</p> <p>72% to 73% of boys are at/above expected National Standard in Reading.</p> <p>73% to 86 % of girls are at/above expected National Standard in Reading.</p>	<ul style="list-style-type: none"> • Cross group in middle school. • Regular updating of Target students across curriculum. Learning Informed by IEP goals. • Personal English dictionaries developed to help establish specific topic vocabulary. • To be aware and develop understanding of how Maori students learn and foster discursive practices. • Increased attempts made to connect with Maori families. • Assisting Maori students to make cognitive connections between their social science/technology learning as a contemporary Maori. • Use of Action English across literacy to strengthen understanding of English usage. • Literacy box to develop comprehension, vocabulary and grammar. • High expectations for learning communicated • Positive growth mindset in everyday classroom language. • Use of support staff to assist small groups within mainstream programme • Use of S.R.A to strengthen comprehension and vocab. • asTTle is used to inform next steps. • Differentiated novel study including shared reading. • The implementing and increased use of technology and Chromebooks. • Time set aside at weekly team members to discuss junior reading programmes and the progress of identified target students in reading. 	<ul style="list-style-type: none"> • Continue to update target student documentation. • Continue the use of Action English across literacy to strengthen understanding of English usage. • Continue to use Literacy Box across literacy to develop comprehension, vocabulary and grammar. • Continue to foster the use of Personal English dictionaries to develop and help establish specific topic vocabulary. • Continue to work towards growing and understanding of how Maori students learn and foster discursive practices. • To continue to co-construct and plan with students their learning steps-ensuring high expectations for learning are communicated. • To continue to encourage students to complete differentiated novel studies at appropriate levels. • To continue to use asTTle to inform the next learning steps.

<p>Strategies" by Sheena Cameron as teacher resource into the Junior College. Teachers used this book as a guide to teach specific comprehension skills.</p> <ul style="list-style-type: none"> • Weekly Buddy reading programme with senior primary and junior students. • Holiday reading competitions. 	<ul style="list-style-type: none"> • Planned and targeted teaching of specific reading comprehension skills helped students to be more aware of their reading -what it sounds like, what to do when they got stuck, how to locate information and how to select the right reading material etc. • Weekly Buddy reading developed relationship between the junior and senior primary students. Training the senior primary students as tutors and how to use the Pause, Prompt, Praise technique assisted the tutors to support their tutee. Also consolidated the tutors own reading practise. • Reading competitions added a fun element and got students in the senior primary engaged to remember to read over their term breaks. 	<ul style="list-style-type: none"> • Continue to use Sheena Cameron's reading resource in the Junior College. • Continue with the weekly buddy reading programme. • Continue to have time for discussion based on student progress in literacy during Junior College team meeting, with a focus on colleagues supporting one another and taking responsibility for each other's learners across the Junior College. • Continue with holiday reading competitions.
<p>Planning for next year:</p>		
<p>* To continue to strengthen pedagogy to raise Maori achievement through identifying staff needs and providing support where required. An aspect of our PLD continues the improvement in discursive practices and embedding of observation/feedback in the staff professional learning cycle. Our Maori activator will also support staff in their growth of understanding around Maori learning.</p> <p>* To explore links to whanau, local iwi through continued staff communication with whanau, our BOT Maori rep making contact with local Marae, iwi.</p> <p>* Continue with successful strategies and monitor progress of all students, especially priority and at-risk target students.</p>		

Analysis of Variance Reporting



School Name:		Excellere College	School Number: 429
Strategic Aim:	(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs. (b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.		
Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement		
Target:	Year 9: Math: 54 % are at/above expectations at Year 9 (6 / 11) Result: 33% Reading: 54 % are at/above expectations at Year 9 (6 / 11) Writing: 54 % are at/above expectations at Year 9 (6 / 11)		
Baseline Data:	Math: 44% were at/above expected National Standard at Year 8 (7/16) Reading: 50% at/above expected National Standard at Year 8 (8/16) Writing: 50% at/above expected National Standard at Year 8 (8/16)		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Develop a student self-review process:</p> <ul style="list-style-type: none"> • Collaborative and peer groupings to allow for peer leadership and learning. <p>Use successful pedagogy:</p> <ul style="list-style-type: none"> • Continue with use of successful current practice around writing. • Develop a literacy and numeracy dictionary to create a personal reference using a common language. • Continue with co-construction of learning with students (Evidence of progress to be shared with family through portfolios). • Support teacher to assist in small group supervision and delivery. • Increased provision of resources to enable greater engagement in learning (dictionaries, thesaurus, Bibles). • Students grouped across classes reflecting curriculum levels, to provide for increased effectiveness of delivery. • Increased availability and use of technology. • NZC/Culture Counts PLD 	<p>Math: 44% to 33% are at/above expectations at Year 9 (6 / 11).</p> <p>Reading: 50% to 42% are at/above expectations at Year 9 (6 / 11).</p> <p>Writing: 50 % to 42% are at/above expectations at Year 9 (6 / 11).</p>	<ul style="list-style-type: none"> • Teacher aide support required in musical at the expense of small group/ one on one assistance in maths/ reading. • Parents needed encouragement to come on board in supporting students in their home learning programmes. • The Action English programme was not delivered as effectively as it might have been- mainly owing to time constraints. • Emphasis was placed on the Literacy Box programme which proved most effective in improving accuracy in comprehension, word meaning and grammar. • Timetable meant cross-grouping in English and reading was no longer possible [terms 3-4] but students continued to be cross-grouped in mathematics. 	<ul style="list-style-type: none"> • Positive growth mind-set encouraged and taught. • Continued use of support staff to assist small groups. • Differentiation across the curriculum learning areas. • Continued use of structured programmes (Literacy Box, etc).
Planning for next year:			

The Year 10 cohort is a target group for 2017. We will:

- Enhance pedagogical practices in classrooms to accelerate student learning through continuing co-construction of learning with students.
- Strengthen teaching practice linked to student need, and enquiry learning.
- Use collaborative and peer groupings to allow for peer leadership and learning.
- Strengthen involvement of families/whanau in learning conversations by increased focus on specific skills, encouraging and celebrating success with whanau, and ensuring evidence of progress is shared with family.
- Continue to strengthen pedagogy to raise Maori achievement through identifying staff needs and providing support where required. An aspect of our PLD continues the improvement in discursive practices and embedding of observation/feedback in the staff professional learning.
- Continue with successful strategies and monitor progress of all students, especially priority and at-risk target students.



National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	Click here to enter a date.
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School Name:	Excellere College	School Number:	429
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NAG2A (b)(i) Areas of Strength

National Standard area(s):

Discussion:

Reading:

- An overall school-wide improvement from 73% in 2015 to 80% in 2016.
- An improvement for Maori from 63% in 2015 to 69% in 2016.
- An improvement for boys from 72% in 2015 to 73% in 2016.
- An improvement for girls from 73% in 2015 to 86% in 2016.

Writing:

- We maintained achievement at 74% in 2016.
- An improvement for Maori from 67% in 2015 to 69% in 2016.
- An improvement for girls from 73% in 2015 to 88% in 2016.

Maths:

- An overall school-wide improvement from 79% in 2015 to 83% in 2016.
- An improvement for Maori from 67% in 2015 to 73% in 2016.
- An improvement for girls from 71% in 2015 to 81% in 2016.

NAG2A (b)(i) Areas for Improvement

National Standard area(s):

Discussion:

Reading:

- At the end of Year Four 33% of our Maori students are achieving at/above the National Standard.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



- At the end of Year Seven 25% of our Maori students are achieving at/above the National Standard.

Writing:

- An overall decrease for boys from 75% in 2015 to 61% in 2016.
- At the end of Year Four 33% of our Maori students are achieving at/above the National Standard.
- At the end of Year Seven 25% of our Maori students are achieving at/above the National Standard.

Maths:

- An overall decrease for boys from 87% in 2015 to 85% in 2016.
- At the end of Year Seven 50% of our Maori students are achieving at/above the National Standard.



NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion:

- The results indicate that boys writing is still an issue and will be the focus for PLD in 2017.
- Our Maori results, although showing improvement in all areas, are still below expectations and Maori achievement will remain a focus for 2017.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion:

We continue to have a focus on pedagogy for our professional learning in 2017. Boys writing will be our identified National Standards focus. We are finalising Ministry support through their PLD programme, with a facilitator leading our development. This will have three aspects: continuing to embed 'relationship-based learning/discursive practices' into our teaching expectations, developing a 'learning to learn' model across the school, continue to develop an Excellere Teacher profile based on our Student Graduate Profile. This will lead to the development of specific performance indicators linked to PTC/Professional Standards/Tataiako.

Our overall goals are:

- To identify and use successful current practice pedagogy for all learners (especially in Writing);
- To continue to raise achievement for our Maori learners;
- To continue to embed 'culturally-responsive pedagogy' into teaching practice;
- To continue to enhance co-construction of learning as expected practice;
- To develop a 'Learning to Learn' model across the school.

NAG2A (b) (iv) Progress Statement

Discussion:

Our overall results at Year 1-8 show that Reading achievement improved from 73% to 80% at or above National Standards. This is a 7% increase. Our Maori achievement improved from 63% to 69% at or above National Standards. This is a 6% increase.

Our overall results at Year 1-8 show that Writing achievement remained at 74% at or above National Standards. Our Maori achievement improved from 67% to 69% at or above National Standards. This is a 2% increase.

Our overall results at Year 1-8 show that Maths achievement improved from 79% to 83% at or above National Standards. This is a 4% increase. Our Maori achievement improved from 67% to 73% at or above National Standards. This is a 6% increase.

We have made excellent progress in Reading (our 2016 focus) and Maths, and now need to focus on boys Writing, which saw a decline in achievement.

Although our overall achievement for Maori students improved, as a cohort they are still below expectations and will remain a priority for 2017. Maori students in Years' Five and Eight Maori will be monitored for accelerated learning.



Our focus on strengthening our understanding of Maori learning, and how the Key Competencies, integrated through our Student Graduate Profile, enhance and strengthen the learning partnership has seen an improvement in Maori achievement and communication with whanau.

Our use, and growing understanding, of explicit data analysis and sharing has assisted in identifying, targeting and monitoring students at risk of achieving.

Kiwisport Report 2016

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016 the school received total Kiwisport funding of \$3 504.32. The funding was used for equipment resources, staff resourcing, and event participation (eg: hire of Athletics venue).

Student's participated in the following organised sporting events:

- Netball
- Basketball
- Cross Country
- Summer Sports Days
- Athletics
- Touch Rugby
- Swimming
- Bocce
- Mountain Biking

Excellere College

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Don BirKett	Chairperson	Elected	Accountant	July 2019
Andrew Priest	Parent Rep	Elected	Self Employed	Nov 2017
Paul Erceg	Parent Rep	Elected	Builder	July 2019
Quintin Brown	Parent Rep	Elected	Builder	July 2019
Taina Savage	Parent Rep	Elected	Teacher	Nov 2017
Natalie Brown	Parent Rep	Co-opted		
Danielle Smith	Staff	Elected	Teacher	July 2019
Justine Milinia	Student	Elected	Student	Oct 2019
Vaughan Darby	Proprietors Rep	Co - Elected		
Graeme Whitehead	Principal	Appointed	Principal	