



Excellere College

Whaia te Maramatanga o Te Karaiti



2017 Annual Report and Financial Statements

Excellence in learning

Christianity in living



Excellere College

Whaia te Maramatanga o Te Karaiti



2017 Principal's Report

Excellence in learning

Christianity in living

Principal's Report on 2017

"This is the day which the Lord has made; let us rejoice and be glad in it."

Psalms 118: 24 NASB

2017 was a year in which we completed a number of projects to strengthen our learning culture, and continued to improve our teaching practice and accelerate learning. We, again, saw 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 2017 included: student-led learning conferences, 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 dinner fundraiser, Excel assembly concert, 40hr Famine, SPRINGS Challenge, cross country, successful sports tournaments, senior leavers dinner, and a wonderful Awards praise-giving to end the year. The majority of our students were also able to attend a school camp during 2017.



During the year we continued to focus on improving classroom practice. This was achieved with the support of a Ministry PLD contract focused on Relationship-based Learning. We continued to develop the capacity of our Impact coaches, with them ending the year ready to visit staff and provide feedback on specific learning practices.

We joined the Te Tai Raki Whangarei Community of Learning, and worked through developing the Achievement Challenges, setting up the Governance group and selecting a Lead Principal.

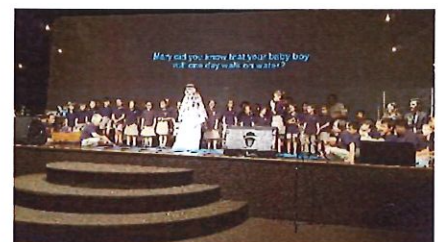
We began term one with a school picnic, which was a wonderful opportunity for parents, students and staff to mingle in a relaxed environment. Our Term One camps involved Years 3-6, Year 11, and Year 12. They all had a great time experiencing God's creation. Our Year 7-13 athletics day, again, saw great participation and some outstanding results. A group of our senior students attended the World Vision Leadership Conference in Auckland, listening to inspirational speakers and learning about the 40hr Famine later in the year.



During term two 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. Once again Excel Performing Arts School visited and had our students praising their gifts. We 'Ran for Bibles' during our school cross-country, and students were involved in local Winter tournaments. Our Senior Ball was, again, very successful with CRS students joining us this year. We had a Special Character review at the end of the term, which acknowledged our strengths and provided next steps in our growth. A group of our senior students attended the Equip Student Conference at Kingsway School, meeting students from other schools and growing their leadership skills. Our staff attended the Christian Schools' Conference during the holidays, and got a taste of the broader Christian education fellowship in New Zealand.

Term three saw us hosting student Learning Conferences, where efforts were acknowledged and next steps discussed. One of our students, Ryan Whitehead, won the Northland 12yrs+ Cross Country Championship. We hosted the Life Education classroom, and our Year 13's hit the slopes on their annual Snow Camp. A visit by Kaikohe Christian School Kapa Haka group was a highlight of the term. A group of Year 10 students attended the OPC Great Barrier camp. We ended the term with a successful NZQA MNA review, which was positive about our NCEA procedures.

During term four our junior students contributed to the Kids 4 Kids concert, whilst our Year 7 to 9 students finished the year with a trip to Wellington. We had another leavers' dinner and our Year 10's went on camp. 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 Gary Beath, and Les Gribbon in 2017. Les retired with nearly 50 years in education under his belt. Rachel Yung, Ali Leslie, and Jennie Clarke, teacher aides, also left us to pursue other endeavours.

We started the year with a new colour scheme inside and outside the gym and surrounding classrooms. Our PE gear got two painted containers to live in, and we added more Fitness trail stations.

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. We thank the group for their continued support of our College.

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. Mid-year they were successful in purchasing the property, which now enables us to grow the school.

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 Writing and Reading, and improvement overall for our Maori students.

Overall National Standards Results 2017, Year 1 – 8 (at/above expectation)

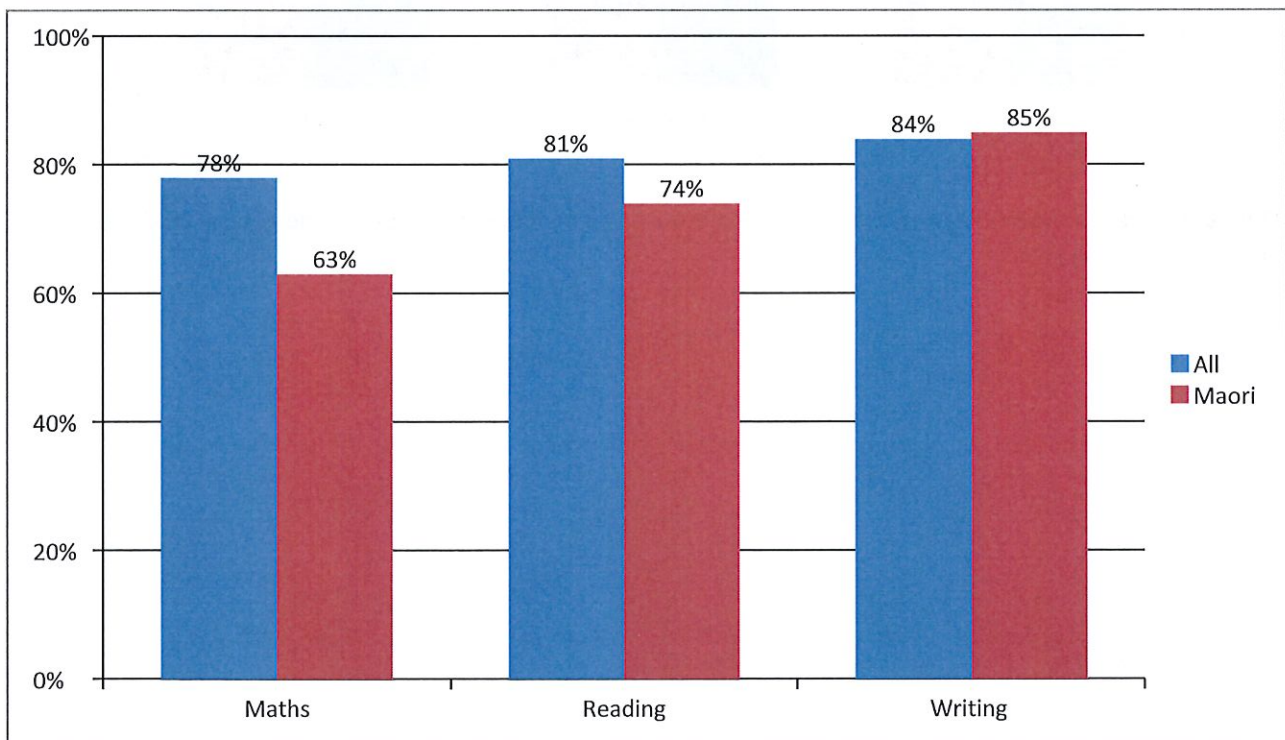


Figure 1 National Standards Year 1 – 8

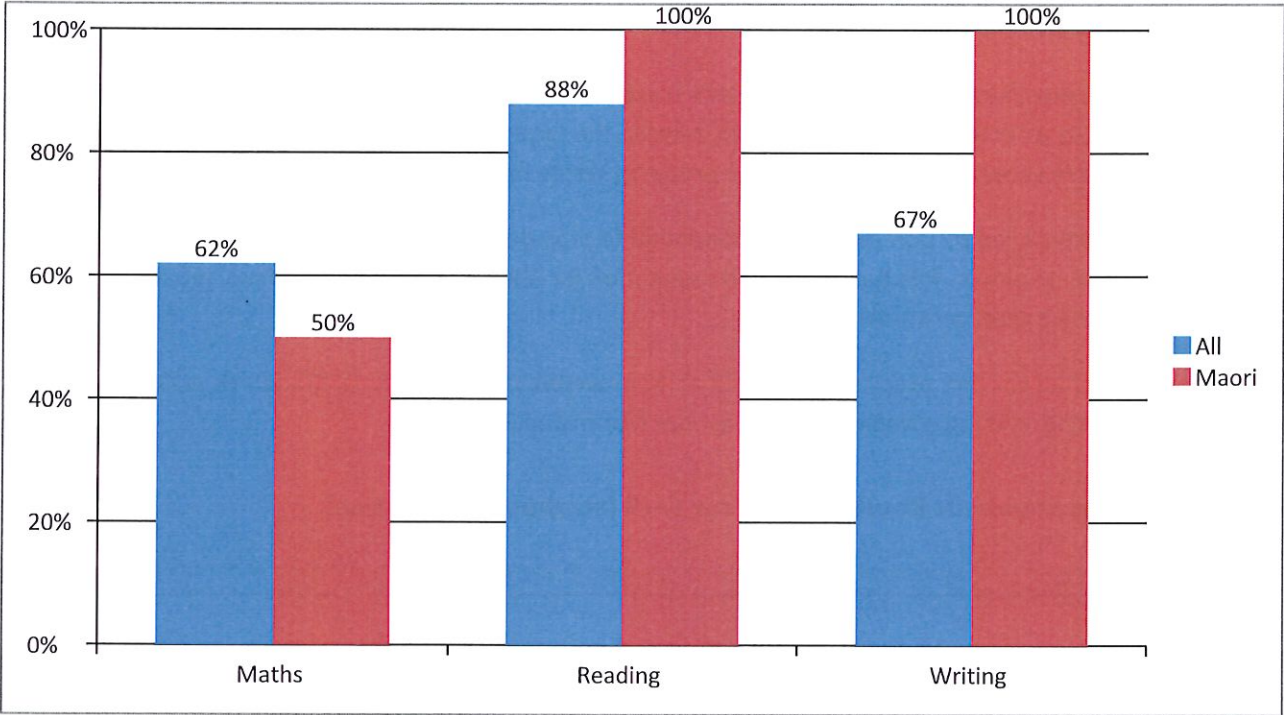
Our Writing improved from 74% to 84%, with Maori moving from 69% to 85%.

Our Reading improved from 80% to 81%, with Maori moving from 69% to 74%.

Our Maths decreased from 83% to 78%, with Maori moving from 73% to 63%.

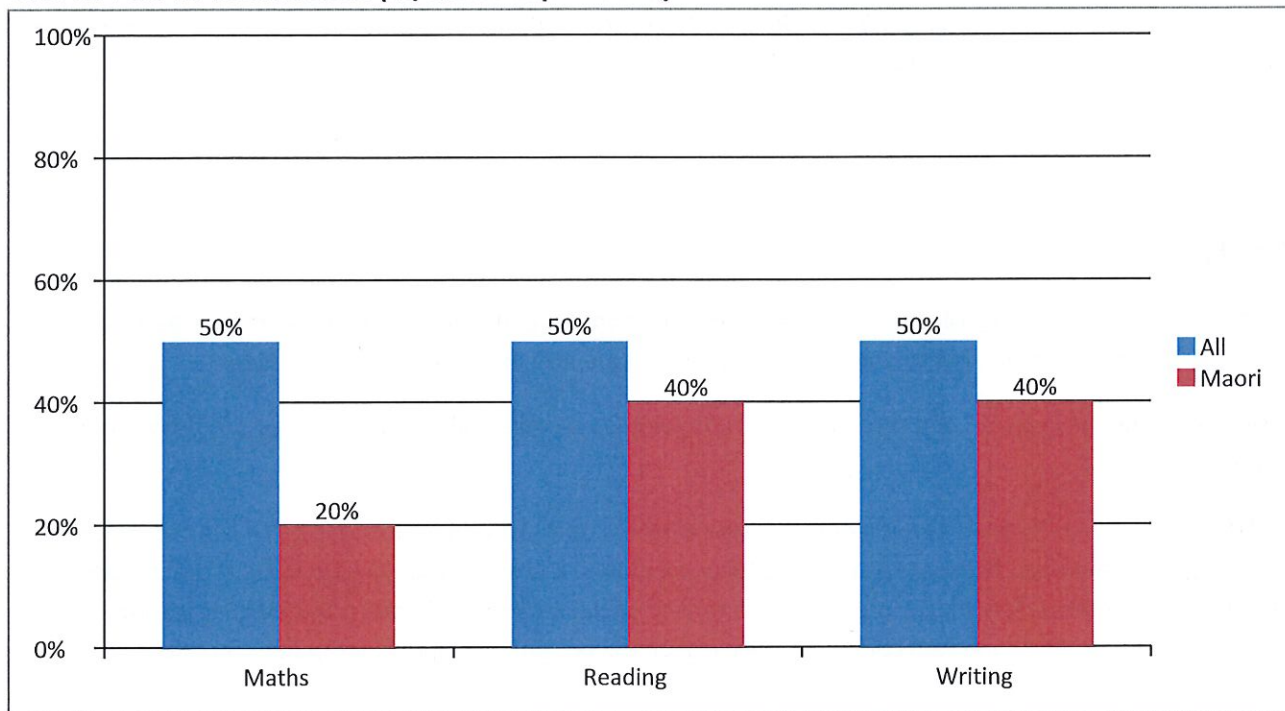
These results continue the progress on accelerating targeted groups of students. Our Writing results were especially pleasing, after a number of years of focus. Our collaborative culture means staff are working closely together to identify challenges, analyse formative data, develop strategies to accelerate learning, and include students, and families, in the learning process. The decrease in Maths achievement means that this will be a focus for 2018, identifying possible reasons, cohorts and individuals that require support.

Overall Year 9 Results 2016 (at/above expectation)



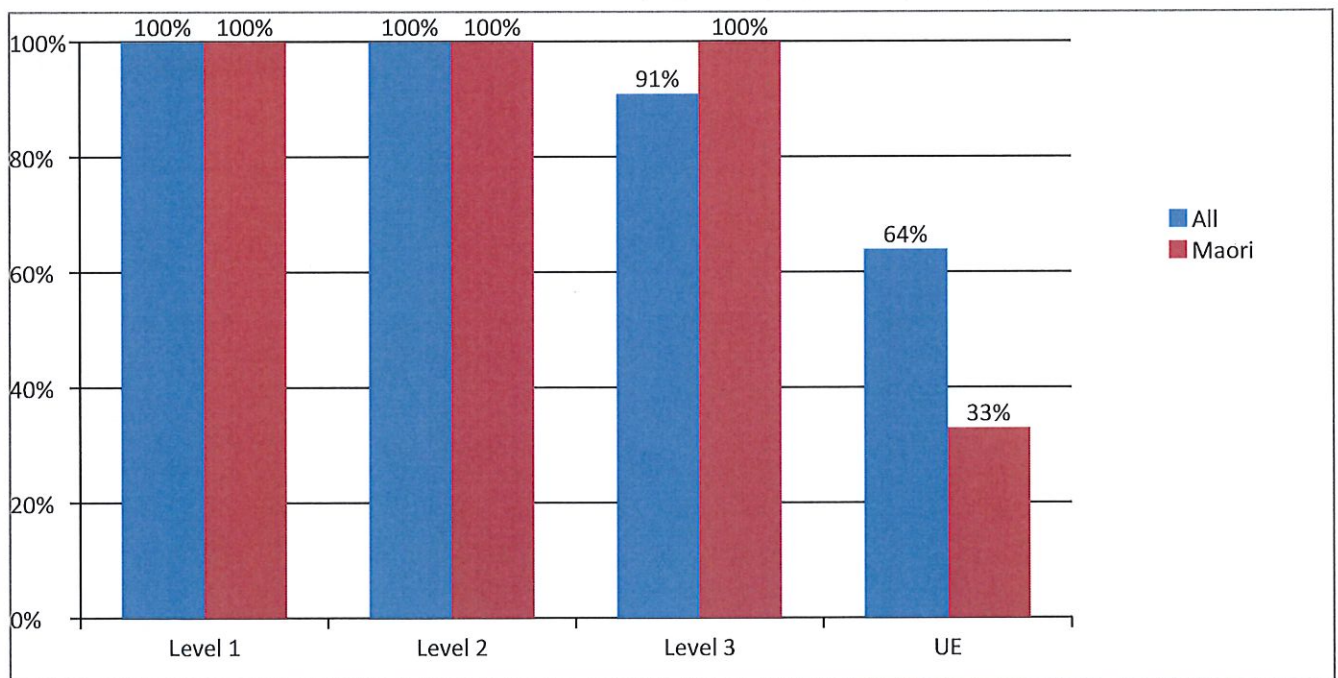
Our Year 9 results showed an improvement, however we will be looking to support and extend students where appropriate in 2018.

Overall Year 10 Results 2016 (at/above expectation)



Our Year 10 results showed some improvement however we will continue to focus on this cohort as they enter NCEA Level One.

Overall NCEA Results 2017 (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 1, and 91% at level 3. Results for our Maori students continue to be excellent. All those students requiring UE were successful.

2018

We welcome Sam Keating, Melanie Osborne, Christian Reynolds and Jeanette Rummery to our teaching staff in 2018. Cheryl Ripia, Megan Buckley and Anna Underwood are also joining us as Teacher Aides.

We are having the exterior, and roof, of the Whare painted over the holidays, and a cover put in over our entrance.

2018 will see us continue to develop our understanding of relationship-based learning, roll out our school-wide learning to learn model and learner qualities, focus on maths, and strengthen our Christian character which is the foundation of our school. We are entering a season of refinement, embedding the learning we have done over the last few years, and reflecting on our Special Character, and its importance in our school culture.

Graeme Whitehead
Principal
February 2018

"I can do all things through Him who strengthens me."

Philippians 4: 13 NASB

Analysis of Variance Reporting



School Name: Excellere College		School Number: 429
Strategic Aim:	<p>(a) Drawing on dependable assessment evidence, Excellere College will improve outcomes for students who are not achieving, or have special learning needs.</p> <p>(b) Excellere College will work with Maori (local) communities to plan, set targets and achieve better outcomes for Maori students.</p>	
Annual Aim:	<p>(a) Adopt appropriate pedagogical practices in the classroom</p> <p>(b) Explore and implement pedagogy to raise Maori achievement</p>	
Target:	<p>Maori achievement:</p> <p>85 % of Maori students are at/above expected National Standard in mathematics (22/26)</p> <p>85 % of Maori students are at/above expected National Standard in reading year (22/26)</p> <p>85% of Maori students are at/above expected National Standard in writing (22/26)</p>	
Baseline Data:	<p>73% of Maori students were at/above expected National Standard in mathematics (19/26)</p> <p>69% of Maori students were at/above expected National Standard in reading (18/26)</p> <p>69% of Maori students were at/above expected National Standard in writing (18/26)</p>	

Tātaritanga raraunga

<ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • Relationship-based learning pedagogy through MoE PLD (Whanaungatanga & discursive practices focus). • Focus group data collected term 3 on school learning culture and (parent/ student/teacher). • Whanaungatanga topic across all curriculum areas. • Te Reo integrated in everyday language and directions as appropriate. • Actively finding out about students of Maori descent to better know them as Maori. • Employed a Kapa haka tutor. 	<p>Maths: 73% to 63% at/above standard. Reading: 69% to 74% at/above standard. Writing: 69% to 85% at/above standard.</p> <p>Overall achievement for our Maori students increased in Reading and Writing, and decreased for Maths.</p>	<p>More analysis and sharing of results within the team.</p> <p>This was the beginning of a school wide shift and protocol being established.</p> <p>Purposefully built relationship with students and families around culture.</p> <p>Use of Teacher Aides to create/enable small group focus.</p> <p>It was observed that some children took greater responsibility for sharing their culture. Tuakana Teina, kapa haka.</p> <p>A focus on writing may have affected Maths.</p>	<p>Maintain close monitoring of Maori students, especially if at-risk.</p> <p>Embed Impact Coaches into support for whanaungatanga and use of discursive practices.</p> <p>Review success of PLD input through focus group interviews.</p> <p>Continue on the journey of inquiry and the analysis of data in determining best practice.</p> <p>Continue to source ways to connect with the wider Maori community in fostering home school learning relationships.</p> <p>Encourage students to take increased ownership for their learning in order for them to succeed as Maori</p> <p>Differentiation of curriculum to provide for individualised learning.</p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Planning for next year:

- * 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.
- * Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.
- * Focus on Maths, identifying individual needs and addressing these.
- * Provide teacher aide support, where appropriate, for identified Priority cohort groups.
- * To explore links to whanau, local iwi through continued staff communication with whanau, our BOT Maori rep making contact with a local Marae.
- * Continue with a Kapa haka tutor.

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Annual Aim:	(a) Adopt appropriate pedagogical practices in the classroom (b) Explore and implement pedagogy to raise Maori achievement	
Target: Writing	Writing: 85% of all Y1-8 boy students are at/above expected National Standard in Writing . 85% of Y1-8 Māori boy students are at/above expected National Standard in Writing .	
Baseline Data:	74% of all students were at/above expected National Standard (66/89) in Writing . 69% of Maori students were at/above expected National Standard (18/26) in Writing . 61% of boys were at/above expected National Standard (28/46) in Writing . 73% of girls were at/above expected National Standard (38/43) in Writing .	



MINISTRY OF EDUCATION

2024/25

Tātaritanga raraunga

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>
<ul style="list-style-type: none"> Use successful pedagogy 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. 	<p>74% to 84% of all students are at/above expected in Writing.</p> <p>69% to 85% of Maori students are at/above expected National Standard in Writing.</p> <p>61% to 77% of boys are at/above expected National Standard in Writing.</p> <p>73% to 92% of girls are at/above expected National Standard in Writing.</p>	<ul style="list-style-type: none"> Cross grouping 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. Increased awareness and developed understanding of how Maori students learn and the fostering of 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. Use of 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. 	<ul style="list-style-type: none"> Continue on the journey of inquiry and analysis of data in determining best practice for priority students. Encourage students in the development of a classroom culture based on increased self belief. Differentiation of curriculum delivery to provide improved personalised learning. To continue to co-construct and plan with students their learning steps- ensuring high expectations for learning are communicated. 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. Develop further inquiry into the growing and understanding of how Maori students learn

Tātaritanga raraunga

<ul style="list-style-type: none"> Rotated groups through teacher, maintenance. Special Needs IEP progress reporting. Included new resources: "Teaching Reading Comprehension Strategies" by Sheena Cameron as teacher resource into the Junior College. Teachers used this book as a guide to teach specific comprehension skills. Weekly Buddy reading programme with senior primary and junior students. Holiday reading competitions. 	<ul style="list-style-type: none"> 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. 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"> To continue to encourage students to complete differentiated novel studies at appropriate levels. To continue to use asTTle to inform the next learning steps. 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. Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.
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Planning for next year:

- * 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.
- * Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.
- * Maintain focus on writing across the curriculum, with boys as the target.
- * To explore links to whanau, local iwi through continued staff communication with whanau, our BOT Maori rep making contact with local Marae.
- * Continue with successful strategies and monitor progress of all students, especially priority and at-risk target students.
- * As set out under 'Evaluation Where to Next'



MINISTRY OF EDUCATION

2014

Tātaritanga raraunga

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 10	Year 10: Math: 60% are at/above expectations at Year 10 (8/14) Reading: 65% are at/above expectations at Year 10 (9/14) Writing: 65% are at/above expectations at Year 10 (9/14)	
Baseline Data:	Math: 33% were at/above expected National Standard at Year 8 (4/12). Maori 17% (1/6). Reading: 42% at/above expected National Standard at Year 8 (5/12). Maori 17% (1/6). Writing: 42% at/above expected National Standard at Year 8 (5/12). Maori 33% (2/6).	

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: 33% to 50% are at/above expectations at Year 10 (5/10).</p> <p>Reading: 42% to 50% are at/above expectations at Year 10 (5/10).</p> <p>Writing: 42% to 50% are at/above expectations at Year 10 (5/10).</p> <p>Maori:</p> <p>Math: 17% to 20% are at/above expectations at Year 10 (5/10).</p> <p>Reading: 17% to 40% are at/above expectations at Year 10 (5/10).</p> <p>Writing: 33% to 40% are at/above expectations at Year 10 (5/10).</p>	<ul style="list-style-type: none"> Teacher aide support required in music 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). Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Planning for next year:

The Year 11 cohort is a target group for 2018. 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.
- Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.

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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 (Level 1 NCEA)	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 (4 students targeted, 2 Maori) Reading: 100% achieve Level 1 Literacy (6 students targeted, 2 Maori) Writing: 100% achieve Level 1 Literacy (9 students targeted, 3 Maori)	
Baseline Data:	Math: 62% achieved at/above expected standards at Y10 (13/21). Maori 20% (1/5). Reading: 65% achieved at/above expected standards at Y10 (13/20). Maori 50% (3/6). Writing: 35% achieved at/above expected standards at Y10 (7/20). 33% (2/6).	



MINISTRY OF EDUCATION

Tākaro mātauranga

Tātaritanga raraunga

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.</p> <p>Conferencing. Contact home over attendance issues.</p> <p>Culture Counts PLD (relationship-based learning)</p> <p>Identify initial target group from 2016 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>100% gained NCEA Lvl 1.</p> <p>100% of boys gained NCEA Lvl 1.</p> <p>100% of girls gained NCEA Lvl 1.</p> <p>100% of Maori gained NCEA Lvl 1.</p> <p>100% achieved Level 1 Numeracy</p> <p>100% achieved Level 1 Literacy</p> <p>25% gained Excellence endorsement at L1.</p> <p>25% gained Merit endorsement at L1.</p>	<p>All students achieved Level 1 through strong support for those identified by tracking through the year as at risk.</p> <p>Providing students with clear understanding of requirements to achieve Merit and Excellence and encouraging students to set goals and work strongly towards them has resulted in the levels of endorsement gained.</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> <p>Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.</p> <p>Provide extra support in English and Maths.</p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Planning for next year:

- 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.
- Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.
- Provide Teacher Aide support in English and Maths classes.
- Timetable Y10/Y11 Maths and English at the same time in order to allow grouping amongst these two groups.

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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 2017. (0 Maori) At least two students will achieve excellence endorsement at level 2. (1 Maori) At least four further students will achieve merit endorsement or better.(1 Maori)		
Baseline Data:	2016 Level 1: 82% passed (14/16 returning in 2017)		



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga



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 2016 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>44% of students gained Merit endorsement including 66% (4/6) of Māori students.</p>	<p>All students achieved Level 2 through strong support for those identified by tracking through the year as at risk.</p> <p>Providing students with clear understanding of requirements to achieve Merit and Excellence and encouraging students to set goals and work strongly towards them has resulted in the levels of endorsement gained.</p> <p>Catch ups/resits during External exam period</p> <p>Building Whanaunatanga and developing stronger use of discursive practices.</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>Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.</p>



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Tātaritanga raraunga

Planning for next year:

- 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.
- Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

School Name:	Excellere College	School Number: 429
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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 (Level 3 NCEA)	Year 13: All 13 students will achieve level 3 (3 Maori) All students requiring U.E. will be successful (2 Maori) One student attempting scholarship will be successful in each of the 3 subjects attempted (0 Maori).	
Baseline Data:	2016 Level 2: 100% passed	

Tātaritanga raraunga

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 2016 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>Analyse and reflect on year-end data.</p>	<p>91% gained NCEA Lvl 3</p> <p>80% boys gained NCEA Lvl 3</p> <p>100% girls gained NCEA Lvl 3</p> <p>100% Māori gained NCEA Lvl 3</p> <p>15% gained Excellence endorsement.</p> <p>70% gained Merit endorsement.</p> <p>64% of all students gained UE.</p> <p>33% of all Māori gained UE.</p> <p>6/7 attempting UE gained it.</p> <p>1/2 Māori attempting UE gained it.</p> <p>Great set of results especially as three of the eleven students beginning the year left before Term four.</p>	<p>Students achieved Level 3 through strong support for those identified by tracking through the year as at risk.</p> <p>One student gained entry to the course wanted for 2018 and did not complete anything else from that point on.</p> <p>Providing students with clear understanding of requirements to achieve Merit and Excellence and encouraging students to set goals and work strongly towards them has resulted in the levels of endorsement gained.</p> <p>Catch ups/resits during External exam period</p> <p>Building Whanaunatanga and developing stronger use of discursive practices.</p>	<p>Continued emphasis on 100% achievement of Level 3.</p> <p>Focus more strongly on lifting student achievement to improve merit and excellence performance levels.</p> <p>Continued analysis of data throughout the year.</p> <p>Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.</p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Planning for next year:

- 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.
- Embed Impact Coaches into professional learning cycle, focusing on whanaungatanga and discursive practices.

Kiwisport Report 2017

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017 the school received total Kiwisport funding of \$3066.04. The funding was used for equipment resources, staff resourcing, and event participation (eg: hire of Athletics venue).

Students participated in the following organised sporting events:

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

BOT Information 2017

Name	Position	How position on board gained	Occupation / Employer	Term expires
Don Birkett	Chairperson	elected	Manager	Jun-19
Quintin Brown	Parent Rep	elected	Builder	Jun-19
Paul Erceg	Parent Rep	elected	Builder	Jun-19
Taina Savage	Parent Rep	elected	Teacher	Nov-20
Mike De Vetter	Parent Rep	elected	Pastor	Nov-20
Graeme Whitehead	Principal	appointed	Principal	
Danielle Smith	Staff Rep	elected	Teacher	Jun-19
Sarah Shortland	Student Rep	elected	Student	Oct-18
Vaughen Darby	WCET Rep	appointed		
Braydan Grant	WCET Rep	appointed	Self Employed	
Justine Milina	Student Rep	elected	student	Oct-17
Natalie Brown	WCET Rep	appointed		Dec-17
Andrew Priest	Parent Rep	elected	Self Employed	Nov-17

Excellere College

Financial Statements for the year ended 31 December 2017

School Address:	39 Great North Road, Whangarei
School Postal Address:	P O Box 4237, Whangarei
School Phone:	09 435 2458
School Email:	carole.wootten@excellerecollege.school.nz
Ministry Number:	429

Excellere College

Financial Statements

For the year ended 31 December 2017

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Excellere 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.

DONALD GEORGE BIRKETT

Full Name of Board Chairperson



Signature of Board Chairperson

31.5.18

Date:

Greame Lee Whitehead

Full Name of Principal



Signature of Principal

31.05.2018

Date:

Excellere College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,008,947	1,866,203	1,913,792
Locally Raised Funds	3	66,957	22,789	50,023
Use of Land and Buildings Integrated		406,800	406,800	312,690
Interest Earned		6,429	5,000	6,556
International Students	4	53,927	40,000	25,951
		2,543,060	2,340,792	2,309,012
Expenses				
Locally Raised Funds	3	63,787	18,789	40,925
International Students	4	30,081	30,000	15,941
Learning Resources	5	1,654,674	1,558,638	1,602,260
Administration	6	121,279	134,553	137,210
Finance Costs		7,871	-	4,595
Property	7	593,434	534,393	432,539
Depreciation	8	60,467	60,000	54,211
Loss on Disposal of Property, Plant and Equipment		415	-	152
		2,532,008	2,336,373	2,287,833
Net Surplus / (Deficit)		11,052	4,419	21,179
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		11,052	4,419	21,179

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 2017

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Balance at 1 January	297,884	297,884	276,705
Total comprehensive revenue and expense for the year	11,052	4,419	21,179
Equity at 31 December	308,936	302,303	297,884
Retained Earnings	308,936	302,303	297,884
Equity at 31 December	308,936	302,303	297,884

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 2017

		2017	2017	2016
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	9	203,712	151,349	(5,106)
Accounts Receivable	10	95,819	136,000	86,089
GST Receivable		19,011	6,000	5,853
Prepayments		4,415	2,000	1,746
Inventories	11	1,722	-	-
Investments	12	-	-	165,000
		<u>324,679</u>	<u>295,349</u>	<u>253,582</u>
Current Liabilities				
Accounts Payable	14	182,667	131,000	73,101
Revenue Received in Advance	15	10,662	7,000	5,468
Provision for Cyclical Maintenance	16	20,530	28,619	33,414
Finance Lease Liability - Current Portion	17	27,362	20,000	23,180
Funds Held on Behalf of ESOL Cluster	18	1,036	1,000	580
		<u>242,257</u>	<u>187,619</u>	<u>135,743</u>
Working Capital Surplus/(Deficit)		<u>82,422</u>	<u>107,730</u>	<u>117,839</u>
Non-current Assets				
Property, Plant and Equipment	13	316,074	257,799	270,299
		<u>316,074</u>	<u>257,799</u>	<u>270,299</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	18,226	18,226	40,804
Finance Lease Liability	17	71,334	45,000	49,450
		<u>89,560</u>	<u>63,226</u>	<u>90,254</u>
Net Assets		<u>308,936</u>	<u>302,303</u>	<u>297,884</u>
Equity		<u>308,936</u>	<u>302,303</u>	<u>297,884</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 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		628,289	666,203	613,807
Locally Raised Funds		92,477	24,080	41,637
International Students		53,927	40,000	25,951
Goods and Services Tax (net)		(13,158)	-	385
Payments to Employees		(259,692)	(308,459)	(278,617)
Payments to Suppliers		(376,250)	(404,371)	(324,665)
Interest Paid		(7,871)	-	(4,595)
Interest Received		6,231	4,000	5,534
Net cash from / (to) the Operating Activities		123,953	21,453	79,437
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(415)	-	(152)
Purchase of PPE (and Intangibles)		(56,535)	44,990	(48,196)
Purchase of Investments		165,000	-	(44,135)
Proceeds from Sale of Investments		-	150,000	-
Net cash from / (to) the Investing Activities		108,050	194,990	(92,483)
Cash flows from Financing Activities				
Finance Lease Payments		(23,641)	(104,013)	(14,086)
Funds Administered on Behalf of Third Parties		456	1,000	531
Net cash from / (to) Financing Activities		(23,185)	(103,013)	(13,555)
Net increase/(decrease) in cash and cash equivalents		208,818	113,430	(26,601)
Cash and cash equivalents at the beginning of the year	9	(5,106)	37,919	21,495
Cash and cash equivalents at the end of the year	9	203,712	151,349	(5,106)

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.

Notes to the Financial Statements

For the year ended 31 December 2017

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 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.

Excellere College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 17.

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.

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 revenue in the period the School uses the land and buildings.

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 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 2017

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.

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.

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

Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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:

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

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 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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.

Revenue Received in Advance

Revenue received in advance relates to student funds 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 student funds, should the School be unable to provide the services to which they relate.

Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

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 provision for cyclical maintenance represents the obligation 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 Statement 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

2 Government Grants

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	507,824	494,961	487,164
Teachers' salaries grants	1,380,658	1,200,000	1,299,985
Other MoE Grants	82,789	127,344	80,053
Other government grants	37,676	43,898	46,590
	<u>2,008,947</u>	<u>1,866,203</u>	<u>1,913,792</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	1,289	-	1,607
Fundraising	2,432	1,000	2,125
Trading	4,983	-	4,350
Activities	58,253	21,789	41,941
	<u>66,957</u>	<u>22,789</u>	<u>50,023</u>
Expenses			
Activities	58,913	18,789	32,655
Trading	3,002	-	6,027
Fundraising (costs of raising funds)	1,872	-	2,243
	<u>63,787</u>	<u>18,789</u>	<u>40,925</u>
	<u>3,170</u>	<u>4,000</u>	<u>9,098</u>

Surplus for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	4	4	3
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	53,927	40,000	25,951
Expenses			
Employee Benefit - Salaries	16,958	20,000	9,415
Other Expenses	13,123	10,000	6,526
	<u>30,081</u>	<u>30,000</u>	<u>15,941</u>
	<u>23,846</u>	<u>10,000</u>	<u>10,010</u>

Surplus for the year International Students'

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

5 Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	38,210	61,700	34,464
Information and communication technology	19,609	47,783	28,859
Extra-curricular activities	57,811	43,742	62,222
Library resources	1,065	1,250	1,042
Employee benefits - salaries	1,526,306	1,380,663	1,461,537
Staff development	11,673	23,500	14,136
	<u>1,654,674</u>	<u>1,558,638</u>	<u>1,602,260</u>

6 Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,886	4,887	4,815
Board of Trustees Fees	7,178	5,665	5,060
Board of Trustees Expenses	4,831	4,929	8,513
Communication	5,897	6,000	5,953
Consumables	3,106	4,000	4,332
Operating Lease	-	-	(23)
Postage	742	501	167
Other	12,376	19,560	17,012
Employee Benefits - Salaries	66,747	73,903	78,059
Insurance	6,462	6,500	5,608
Service Providers, Contractors and Consultancy	9,054	8,608	7,714
	<u>121,279</u>	<u>134,553</u>	<u>137,210</u>

7 Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	8,441	8,500	8,096
Consultancy and Contract Services	28,493	28,000	27,209
Cyclical Maintenance Provision	75,434	20,000	19,469
Grounds	3,916	4,900	3,766
Heat, Light and Water	24,385	22,000	21,307
Rates	520	1,500	1,114
Repairs and Maintenance	12,840	7,000	7,254
Use of Land and Buildings	406,800	406,800	312,690
Security	1,907	1,800	2,043
Employee Benefits - Salaries	30,698	33,893	29,591
	<u>593,434</u>	<u>534,393</u>	<u>432,539</u>

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

8 Depreciation of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	927	670	846
Furniture and Equipment	25,172	22,380	26,448
Information and Communication Technology	14,859	14,500	12,290
Leased Assets	16,650	12,900	3,370
Library Resources	2,859	9,550	11,257
	<u>60,467</u>	<u>60,000</u>	<u>54,211</u>

9 Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	3,509	30,349	-
Bank Call Account	203	1,000	1,027
Short-term Bank Deposits	200,000	120,000	-
Bank Overdraft	-	-	(6,133)
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>203,712</u>	<u>151,349</u>	<u>(5,106)</u>

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

10 Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,898	10,000	23,224
Interest Receivable	1,220	1,000	1,022
Teacher Salaries Grant Receivable	91,701	125,000	61,843
	<u>95,819</u>	<u>136,000</u>	<u>86,089</u>
Receivables from Exchange Transactions	4,118	11,000	24,246
Receivables from Non-Exchange Transactions	91,701	125,000	61,843
	<u>95,819</u>	<u>136,000</u>	<u>86,089</u>

11 Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,722	-	-
	<u>1,722</u>	<u>-</u>	<u>-</u>

12 Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	-	-	165,000
Short-term Bank Deposits	-	-	165,000

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2017.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building improvements	18,097	7,261	-	-	(927)	24,431
Furniture and equipment	108,688	30,656	(386)	-	(25,442)	113,516
Information and communication technology	39,787	14,914	-	-	(14,589)	40,112
Leased assets	82,538	49,706	-	-	(16,650)	115,594
Library resources	21,189	4,121	(30)	-	(2,859)	22,421
Balance at 31 December 2017	270,299	106,658	(416)	-	(60,467)	316,074

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building improvements	32,933	(8,502)	24,431
Furniture and equipment	423,220	(309,704)	113,516
Information and communication technology	108,559	(68,447)	40,112
Leased assets	202,119	(86,525)	115,594
Library resources	98,904	(76,483)	22,421
Balance at 31 December 2017	865,735	(549,661)	316,074

The net carrying value of equipment held under a finance lease is \$82,488 (2016: \$82,538).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building improvements	18,943	19,613	-	-	(846)	37,710
Furniture and equipment	120,954	26,390	-	-	(26,448)	120,896
Information and communication technology	20,256	-	-	-	(12,290)	7,966
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	400,584	(291,896)	108,688
Information and communication technology	140,155	(100,368)	39,787
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

14 Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	85,000	-	5,721
Accruals	5,607	6,000	5,537
Employee Entitlements - salaries	92,060	125,000	61,843
	182,667	131,000	73,101
Payables for Exchange Transactions	182,667	131,000	73,101
	182,667	131,000	73,101

The carrying value of payables approximates their fair value.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

15 Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	10,662	7,000	5,468
	<u>10,662</u>	<u>7,000</u>	<u>5,468</u>

16 Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	74,218	74,218	65,088
Increase to the Provision During the Year	75,434	20,000	19,469
Use of the Provision During the Year	(110,896)	(47,373)	(10,339)
Provision at the End of the Year	<u>38,756</u>	<u>46,845</u>	<u>74,218</u>
Cyclical Maintenance - Current	20,530	28,619	33,414
Cyclical Maintenance - Term	<u>18,226</u>	<u>18,226</u>	<u>40,804</u>
	<u>38,756</u>	<u>46,845</u>	<u>74,218</u>

17 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):

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	28,095	-	23,358
Later than One Year and no Later than Five Years	71,413	-	59,063
Later than Five Years	-	-	(9,791)
	<u>99,509</u>	<u>-</u>	<u>72,630</u>

18 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.

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held at Beginning of the Year	580	580	49
Funds Received from Cluster Members	-	-	670
Funds Received from MoE	1,504	620	-
Funds Spent on Behalf of the Cluster	<u>1,048</u>	<u>200</u>	<u>139</u>
Funds Held at Year End	<u>1,036</u>	<u>1,000</u>	<u>580</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

19 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 have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

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 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

20 Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	7,178	5,060
Full-time equivalent members	-	-
<i>Leadership Team</i>		
Remuneration	447,925	438,648
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	455,103	443,708
Total full-time equivalent personnel	5.00	5.00

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

Other Employees

No other employee received total remuneration over \$100,000 (2016: Nil).

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

21 Compensation and Other Benefits Upon Leaving

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

22 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017.

(Contingent liabilities and assets as at 31 December 2016: nil)

23 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

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

(b) Operating Commitments

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

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

No later than One Year

Later than One Year and No Later than Five Years

2017 Actual \$	2016 Actual \$
139	1,143
-	139
<u>139</u>	<u>1,282</u>

24 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.

25 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	203,712	151,349	(5,106)
Receivables	95,819	136,000	86,089
Investments - Term Deposits	-	-	165,000
Total Loans and Receivables	299,531	287,349	245,983
Financial liabilities measured at amortised cost			
Payables	182,667	131,000	73,101
Finance Leases	98,696	65,000	72,630
Total Financial Liabilities Measured at Amortised Cost	281,363	196,000	145,731

26 Events After Balance Date

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

27 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2016. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2017.

