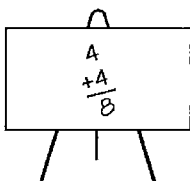


TOTARA COLLEGE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	3 Ruahine St
School Postal Address:	P O Box 152 Dannevirke
School Phone:	<u>06 374 6165</u>
School Email:	<u>office@totoracollege.school.nz</u>
Ministry Number:	439



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TOTARA COLLEGE

Financial Statements - For the year ended 31 December 2017

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Totara 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.

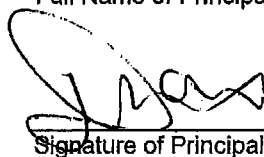
The School's 2017 financial statements are authorised for issue by the Board.

BART ROBERT ELLINGTON
Full Name of Board Chairperson


Signature of Board Chairperson

30-5-2018
Date:

DEBORAH SUSAN MAX
Full Name of Principal


Signature of Principal

30.5.18
Date:

Totara 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	1,018,954	934,000	953,489
Locally Raised Funds	3	49,324	14,700	19,687
Use of Land and Buildings Integrated		103,200	100,000	98,400
Interest Earned		3,868	3,000	3,160
		<u>1,175,346</u>	<u>1,051,700</u>	<u>1,074,736</u>
Expenses				
Locally Raised Funds	3	43,457	6,900	10,356
Learning Resources	4	835,568	761,600	759,636
Administration	5	99,421	95,804	93,226
Finance		142	-	-
Property	6	154,959	173,650	151,997
Depreciation	7	10,563	7,600	11,291
Loss on Disposal of Property, Plant and Equipment		891	-	-
Amortisation of Equitable Leasehold Improvements		6,157	6,000	6,157
		<u>1,151,158</u>	<u>1,051,554</u>	<u>1,032,663</u>
Net Surplus / (Deficit) for the year		24,188	146	42,073
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>24,188</u>	<u>146</u>	<u>42,073</u>

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



Totara College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>234,747</u>	<u>244,746</u>	<u>192,674</u>
Total comprehensive revenue and expense for the year	24,188	146	42,073
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	<u>258,935</u>	<u>244,892</u>	<u>234,747</u>
Retained Earnings	258,935	244,892	234,747
Reserves	-	-	-
Equity at 31 December	<u>258,935</u>	<u>244,892</u>	<u>234,747</u>

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



Totara College
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	237,952	213,516	204,877
Accounts Receivable	9	46,875	38,000	42,253
GST Receivable		5,607	4,563	4,563
Prepayments		1,361	4,743	4,743
Inventories	10	3,007	320	320
		<u>294,802</u>	<u>261,142</u>	<u>256,756</u>
Current Liabilities				
Accounts Payable	12	78,865	55,000	55,864
Provision for Cyclical Maintenance	13	4,756	-	-
Finance Lease Liability - Current Portion	14	1,313	-	3,496
		<u>84,934</u>	<u>55,000</u>	<u>59,360</u>
Working Capital Surplus/(Deficit)		209,868	206,142	197,396
Non-current Assets				
Property, Plant and Equipment	11	33,523	31,705	25,305
Equitable Leasehold Improvements	20	55,232	61,388	61,389
		<u>88,755</u>	<u>93,093</u>	<u>86,694</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	37,563	54,343	49,343
Finance Lease Liability	14	2,125	-	-
		<u>39,688</u>	<u>54,343</u>	<u>49,343</u>
Net Assets		<u><u>258,935</u></u>	<u><u>244,892</u></u>	<u><u>234,747</u></u>
Equity		<u><u>258,935</u></u>	<u><u>244,892</u></u>	<u><u>234,747</u></u>

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



Totara 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		340,918	308,279	327,330
Locally Raised Funds		49,323	14,700	22,447
Goods and Services Tax (net)		(1,044)	-	949
Payments to Employees		(132,967)	(131,393)	(128,366)
Payments to Suppliers		(207,150)	(172,451)	(172,630)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(143)	-	-
Interest Received		3,868	3,000	3,160
Net cash from / (to) the Operating Activities		52,805	22,135	52,890
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(15,526)	(19,999)	(3,300)
Net cash from / (to) the Investing Activities		(15,526)	(19,999)	(3,300)
Cash flows from Financing Activities				
Finance Lease Payments		(4,204)	(3,496)	(4,404)
Contribution by MOE -Furniture & Equipment		-	-	-
Funds Held for Capital Works Projects		-	-	-
Net cash from Financing Activities		(4,204)	(3,496)	(4,404)
Net increase/(decrease) in cash and cash equivalents		33,075	(1,360)	45,186
Cash and cash equivalents at the beginning of the year	8	204,877	214,877	159,691
Cash and cash equivalents at the end of the year	8	237,952	213,517	204,877

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



Totara College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Totara College of Accelerated Learning (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 11.

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 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

d) 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.

e) Operating Lease Payments

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

f) Finance Lease Payments

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



g) Cash and Cash Equivalents

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

h) Accounts Receivable

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.

i) 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.

j) 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 Clause 28 of Schedule 6 Education Act 1989 in relation to the acquisition of investment securities.

k) 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.

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

n) 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.

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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).

p) Financial Assets and Liabilities

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



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

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

q) 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.

r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	303,164	275,500	291,160
Teachers' salaries grants	682,318	630,000	626,409
Other MoE Grants	18,226	16,000	23,476
Other government grants	15,246	12,500	12,444
	<u>1,018,954</u>	<u>934,000</u>	<u>953,489</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	7,496	1,500	1,395
Other revenue	544	-	-
Trading	8,932	3,000	1,017
Activities	32,352	10,200	17,275
	<u>49,324</u>	<u>14,700</u>	<u>19,687</u>
Expenses			
Activities	35,597	4,000	7,789
Trading	7,860	2,900	2,567
	<u>43,457</u>	<u>6,900</u>	<u>10,356</u>
Surplus for the year Locally raised funds	<u>5,867</u>	<u>7,800</u>	<u>9,331</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	55,984	58,600	54,761
Information and communication technology	-	1,500	1,518
Employee benefits - salaries	770,620	690,000	696,166
Staff development	8,964	11,500	7,191
	<u>835,568</u>	<u>761,600</u>	<u>759,636</u>



5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,255	4,400	4,480
Board of Trustees Fees	5,318	6,000	6,346
Board of Trustees Expenses	3,081	2,500	2,319
Communication	4,370	4,300	4,511
Consumables	3,593	3,050	1,499
Operating Lease	5,520	5,604	6,831
Other	9,785	8,450	5,587
Employee Benefits - Salaries	58,427	55,000	54,512
Insurance	272	1,700	2,641
Service Providers, Contractors and Consultancy	4,800	4,800	4,500
	<u>99,421</u>	<u>95,804</u>	<u>93,226</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,207	2,550	2,545
Consultancy and Contract Services	27,479	27,000	25,145
Cyclical Maintenance Expense	(7,024)	5,000	(5,577)
Grounds	8,758	7,100	6,570
Heat, Light and Water	9,309	11,000	9,193
Rates	1,545	1,650	1,455
Repairs and Maintenance	7,276	6,750	10,800
Use of Land and Buildings	103,200	100,000	98,400
Security	2,209	2,600	2,129
Employee Benefits - Salaries	-	10,000	1,337
	<u>154,959</u>	<u>173,650</u>	<u>151,997</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.

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	6,438	2,000	8,020
Information and Communication Technology	3,249	3,000	3,146
Leased Assets	767	2,500	-
Library Resources	109	100	125
	<u>10,563</u>	<u>7,600</u>	<u>11,291</u>



8 Cash and Cash Equivalents

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
ANZ Chq A/c	2,400	13,416	8,506
ANZ 55 Savings	82,513	120,000	80,432
ANZ 20 Account	158	100	106
ANZ 026 Account	152,881	80,000	-
ANZ 025	-	-	115,833
Cash equivalents and bank overdraft for Cash Flow Statement	237,952	213,516	204,877

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

9 Accounts Receivable

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Receivables from the Ministry of Education	-	-	4,279
Teacher Salaries Grant Receivable	46,875	38,000	37,974
	46,875	38,000	42,253
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	46,875	38,000	42,253
	46,875	38,000	42,253

10 Inventories

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
School Uniforms	3,007	320	320
	3,007	320	320

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Furniture and Equipment	18,717	1,738	-	-	(6,438)	14,017
Information and Communication Technology	5,713	13,788	(891)	-	(3,249)	15,361
Leased Assets	-	4,146	-	-	(767)	3,379
Library Resources	875	-	-	-	(109)	766
Balance at 31 December 2017	25,305	19,672	(891)	-	(10,563)	33,523

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Furniture and Equipment	80,127	(66,110)	14,017
Information and Communication Technology	28,976	(13,615)	15,361
Leased Assets	4,146	(767)	3,379
Library Resources	3,247	(2,481)	766
Balance at 31 December 2017	116,496	(82,973)	33,523

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Furniture and Equipment	24,565	2,172	-	-	(8,020)	18,717
Information and Communication Technology	7,731	1,128	-	-	(3,146)	5,713
Leased Assets	-	-	-	-	-	-
Library Resources	1,000	-	-	-	(125)	875
Balance at 31 December 2016	33,296	3,300	-	-	(11,291)	25,305

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Furniture and Equipment	78,389	(59,672)	18,717
Information and Communication Technology	19,670	(13,957)	5,713
Leased Assets	-	-	-
Library Resources	3,247	(2,372)	875
Balance at 31 December 2016	101,306	(76,001)	25,305

12. Accounts Payable

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
Operating creditors	7,535	17,000	7,198
Accruals	4,300	-	4,299
Banking staffing overuse	8,875	-	6,393
Employee Entitlements - salaries	52,921	38,000	37,974
Employee Entitlements - leave accrual	5,234	-	-
	78,865	55,000	55,864
Payables for Exchange Transactions	78,865	55,000	55,864
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	78,865	55,000	55,864

The carrying value of payables approximates their fair value.



13. Provision for Cyclical Maintenance

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	49,343	49,343	54,920
Increase to the Provision During the Year	6,716	5,000	(5,577)
Adjustment to the Provision	(13,740)		-
Use of the Provision During the Year	-		-
Provision at the End of the Year	42,319	54,343	49,343
Cyclical Maintenance - Current	4,756	-	-
Cyclical Maintenance - Term	37,563	54,343	49,343
	42,319	54,343	49,343

14. Finance Lease Liability

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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	1,313	-	3,496
Later than One Year and no Later than Five Years	2,125	-	-
Later than Five Years	-	-	-
	3,438	-	3,496

15. 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 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 fund 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(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".



16. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	5,318	6,346
Full-time equivalent members	0.21	0.19
<i>Leadership Team</i>		
Remuneration	116,707	113,934
Full-time equivalent members	1	1
Total key management personnel remuneration	122,025	120,280
Total full-time equivalent personnel	1.21	1.19

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	100-110	100-110
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	-	-
	0.00	0.00

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



17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

18. Contingencies

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

19. Commitments

(a) Capital Commitments

The School is committed to purchasing Samsung Tablets at a cost of \$9,117.

As at 31 December 2017 there are no other Capital Commitments

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

(a) operating lease of laptops

	2017 Actual \$	2016 Actual \$
No later than One Year	958	958
Later than One Year and No Later than Five Years	585	585
Later than Five Years	-	-
	<u>1,543</u>	<u>1,543</u>

20. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 20 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

	2017 Actual \$	2017 Budget \$	2016 Actual \$
Building	55,232	61,388	61,389
Total	<u>55,232</u>	<u>61,388</u>	<u>61,389</u>



21. 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.

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	237,952	213,516	204,877
Receivables	46,875	38,000	42,253
Total Loans and Receivables	284,827	251,516	247,130

Financial liabilities measured at amortised cost

Payables	78,865	55,000	55,864
Finance Leases	3,438	-	3,496
Total Financial Liabilities Measured at Amortised Cost	82,303	55,000	59,360

23. Events After Balance Date

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



TOTARA COLLEGE OF ACCELERATED LEARNING

LIST OF BOARD MEMBERS AS AT 31 DECEMBER 2017

<u>NAME</u>	<u>POSITION HELD</u>	<u>OCCUPATION</u>	<u>NAME OF EMPLOYER</u>	<u>DATE ELECTED</u>	<u>DATE EXPIRES / RESIGNED</u>
Barry Ellington	Chairman	Retail assistant	Dvke BP	Elected May 13	May 2019
David Reid	Deputy Chair/Prop Rep.	Service manager	Metalform	Appt'd May 10	
Debbie Max	Principal	Principal	Totara College	Appt'd April 03	
Rex Omundsen	Proprietors Rep.	Farmer	Self-employed	Appt'd Feb. 09	
Ruth Peters	Staff Rep.	Teacher	Totara College	Elected April 12	May 2019
Kimberly Fraser	Student Rep.	Student	Totara College	Elected Sept.16	Nov. 17
Sara Fraser	Student Rep.	Student	Totara College	Elected Nov. 17	Sept. 2018
Tania Emslie	Parent Rep.			Elected May 16	May 2019
Lisa Fraser	Parent Rep.			Elected May 16	May 2019
William Patu	Parent Rep.			Elected May 16	May 2019
Catherine Cameron	Board Minute Secretary		Totara College		

Kiwisport Statement for 2017

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

In 2017, the school received total Kiwisport funding of \$1078 (excluding GST)

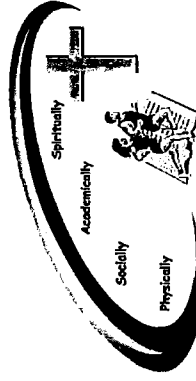
made up as Yrs 1 – 8 \$577

Yrs 9 – 13 \$501

The funding was spent on equipment for sport and coaching

The number of students participating in organised sport decreased from 35% to 33% of the school roll.

Totara College of Accelerated Learning



I press towards the mark
Philippians 3:14

Charter & Strategic Plan

2017

& Analysis of Variance

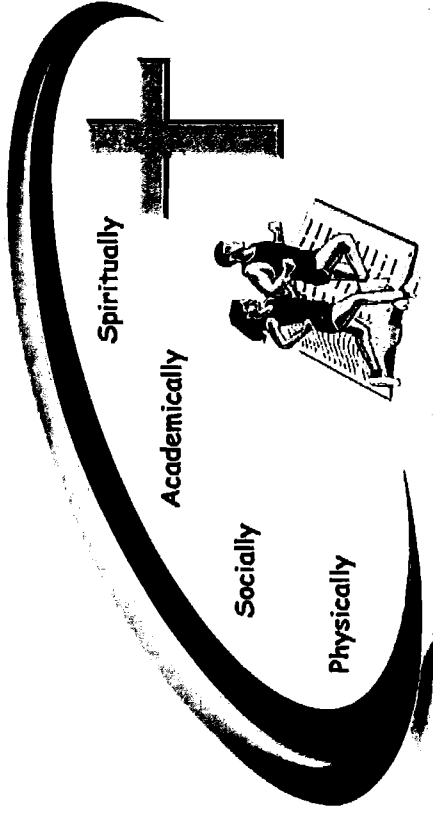
MISSION STATEMENT

Totara College provides Biblically-based, Christian education to assist parents in their God-given task to bring up their children in the "training and guidance of the Lord" so that they may, "serve and love the Lord their God with all their heart, soul, mind and strength."

Deuteronomy: 6:5

Ephesians 6:4

*Reaching our God given potential:
Spiritually, academically, socially and physically*



I press towards the mark

Philippians 3:14

Community Consultation:

- Proprietors
- Newsletters
- Meetings
- Families
- Church
- Staff
- BoT

Recognition of Totara College's Responsibilities toward Maori Students

- To raise achievement of Maori students
- To recognise the need to identify and provide for Maori students

We will provide Te Reo, Taha and Tikanga Maori instruction

We will also:

- Consult with Maori parents annually
- Track achievement
- Implement individual programmes if required

*Reaching our God given potential:
Spiritually, academically, socially and physically*

VISION

Totara College of Accelerated Learning will establish a learning environment:

- which reflects the characteristics of the Kingdom of God: righteousness, joy and peace
- where we have staff with Christian beliefs and values in keeping with our Special Character
- where we provide students with a high quality curriculum, resources and facilities
- which empowers all students and staff to reach excellence in their God given potential, academically, socially, physically and spiritually
- where parents feel welcomed and can be involved in their children's education
- recognized by the wider community as setting exemplary standards of excellence

OBJECTIVES

Totara College of Accelerated Learning is committed to develop and provide:

- a biblically based curriculum, resources and teaching strategies that will effectively deliver a comprehensive and balanced learning programme
- teaching staff of a high calibre through effective, ongoing, professional development programmes
- facilities of a high standard, that will provide the learning environment to deliver excellence in curriculum objectives
- student management strategies that reward and recognise achievement and honour godly character and behaviour
- effective relationships with parents and the college community through open dialogue and a friendly welcoming school environment

DESCRIPTION

Totara College of Accelerated Learning was established in 1978 as the Dannevirke Christian School, a ministry of the Dannevirke Christian Fellowship. The college changed its name in 1995 and became integrated in November 1996, and continues to be an integral part of the churches ministry.

The college is a Year 1-13, integrated Area School, with a roll capped at 75, although the present facilities are able to accommodate a roll of 130 students. The composition of the college represents a wide range of Christian denominations from all socio-economic and ethnic backgrounds and caters for students of varying abilities from special needs to accelerate learners.

Situated on two hectares at the northern boundary of Dannevirke, the college comprises five modern learning centres, computer suite, technology block and hall, multi purpose teaching space, an administration block, an adventure playground, tennis court, and playing fields.

Totara College of Accelerated Learning teaching and support staff provide quality learning programs tailored to meet individual needs in a low pupil: teacher ratio environment.

The College is governed by a Board of Trustees committed to ensuring excellence in the education it provides and the Christian values it upholds.

PACE

The Accelerated Christian Education PACE curriculum, including the 60 Character Traits emulated in the life of Christ, is an integral part of our school, and is one of the main tools we use in teaching the New Zealand Curriculum.

The scope and sequence of A.C.E.'s Christian individualized learning programme allows students to move from simple to complex and from concrete to abstract as they progress from Yr1 through to Yr13, using all three levels of the learning process - knowledge, understanding, and wisdom.

The structure and procedures used in the PACE are designed to enable students to moderate and manage their own progress and achievement and also to provide teachers with the tools to maximize the quality and effectiveness of that learning. There is a final mastery test for each PACE, and students must gain a minimum mark of 80% to continue with the next PACE. For secondary students each PACE is linked to the ACE Certificate that they are working towards.

The PACE structure offers one of the most robust moderation and assessment systems available to teachers, and allows for continuous, ongoing review and assessment.

NATIONAL STANDARDS

Staff will report in writing and plain language to students and their parents on the student's progress and achievement in relation to National Standards twice a year.

In the board's annual report on National Standards the staff will report school-level data under three headings:

1. How Students are progressing and achieving against the National Standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy)
2. Areas for improvement
3. Planned actions for lifting achievement

TOTARA COLLEGE STRATEGIC PLAN
 2017-2019

NAG 1: CURRICULUM			
Strategic goals	2017 Priorities	2018 Priorities	2019 Priorities
1. To implement teaching and learning programmes based on the NZC in conjunction with the ACE programme, to improve student outcomes, prioritizing literacy and numeracy.	Further develop the monitoring of target students. (Tal). Implement ALIM2 for years 1-10. To review effectiveness of the literacy plan. (not done in 2016 as PLD using e-asTTLe was started) – (see pages 19-21)	To continue to monitor target students (Tal). To review effectiveness of the numeracy plan. To introduce any recommendations from the literacy plan review.	To continue to monitor target students (Tal). To introduce any recommendations from the numeracy plan review. To review effectiveness of the literacy plan.
2. Through a range of assessment practices monitor the progress and achievement of students.	To analyse teaching practice around student self/peer assessment. Tal to review school assessment tools in literacy and numeracy.	To review Tal practices with emphasis on use of assessment for teaching practice. To review school indicators in numeracy. To review school assessment tools for oral and visual language.	To continue to connect assessment data with pedagogy.
3. To provide all Year 11 – 13 students with qualifications which are tailored to suit their individual career pathways as documented on 'academic projections'. This can be a mix of ACE and NCEA, plus vocational and Recreational NZQAs.	Review use of academic projections. To ensure students courses are relevant to their needs and meet ACE requirements. To enroll and monitor students on chosen courses.	To continue to review and improve delivery of career qualifications.	To relate courses and qualifications to career choice and Further Ed/Higher Ed requirements early in Years 12 and 13. To ensure students courses are relevant to their needs and meet ACE requirements. To enroll and monitor students on chosen courses.

NAG 1: CURRICULUM			
Strategic goals	2017 Priorities	2018 Priorities	2019 Priorities
4. Refocus the teaching and learning on the other six learning areas over a three year period. (The Arts, Health and PE, Languages, Science, Social Sciences and Technologies).	To review teaching and learning in ICT/Technology, Health and PE and Languages. To continue with school wide focus in Social Sciences To plan and present school-wide Musical.	To review teaching and learning in Art and Science. To continue with school wide focus in ICT/Technology and Health and PE and Languages.	To review teaching and learning in Health and Physical Education and Social Sciences. To continue with school wide focus on The Arts and Science. To plan and present school-wide Art show.
5. Using quality assessment to address the progress and achievement of learners with special education needs. (Special and Gifted)	To effectively cater for a diverse range of learning needs through inclusion and use of experts.	To review assessment and Tal practices with an emphasis on special and gifted students.	Through the use of Tal continue to support individual learners.
6. To consult our Maori community on plans and targets for student achievement.	To continue consultation with Maori community. To provide PD for teachers to enhance Maori achievement. To monitor evidence in classrooms of Te Reo Maori.	To seek engagement and dialogue with local whanau. Seek external PD to extend staff understanding and knowledge.	To continue consultation with Maori community. To monitor evidence in classrooms of Te Reo Maori. To continue to extend the ability of staff and students to operate comfortably in Maori contexts.
7. Provide career education and guidance for all Year 7 – 10 students.	To review the careers programme as appropriate to class groupings for Year 7-10.	To continue to use careers programme as appropriate for Year 7-10 class groupings.	Continue as is until 2020

	Strategic goals	2017 Priorities	2018 Priorities	2019 Priorities
NAG 2: SELF REVIEW	8. Develop and monitor the school's strategic and annual action plans.	To review school's strategic and annual action plan format and restructure if required and include any new goals from 2016 consultation. To provide updates to the school community about strategic plan goals.	To review school's strategic and annual action plan format and restructure if required. To provide updates to the school community about strategic plan goals.	To review school's strategic and annual action plan format and restructure if required and include any new goals from 2018 consultation. To provide updates to the school community about strategic plan goals.
	9. Complete and maintain an ongoing review of all BOT/school policies and procedures as per schedule.	To complete review as per schedule. To review where the school is at with self-review and make plans to up-date where needed.	To complete review as per schedule. To review where the school is at with policies and procedures and make a plan to update where needed.	To complete review as per schedule.
	10. Report to students and their parents on the achievement of the individual student's in relation to the national standards, using plain language.	To update reporting system for yr 1 – 8 students. To research MUSAC Edge 'markbox' for recording and reporting year 9+.	To implement review and consultation recommendations when reporting to families and students. Redesign reporting system using MUSAC Edge for yr 9 – 13.	To use our established reporting system and to review and consult about its effectiveness with the community. (Year 1-13)
	11. Promote high levels of staff performance by making effective use of educational resources (including training) to meet student needs.	To continue update appraisal system as needed. To provide support and mentoring for teachers through self and peer review tool, staff meetings and ALiM 2 and e-asTTLe To complete PACE order on line.	To review appraisal system.	To review appraisal system.
NAG 3: PERSONAL	12. The BOT will fulfil its role as a "Good Employer"	To develop effective systems to monitor the welfare of all staff. To invite BoT members to attend termly prayer meetings.	To continue to build a work environment that recognises different strengths of staff. To invite BoT members to attend termly prayer meetings.	To review how the BOT fulfils its role as a "Good Employer". To invite BoT members to attend termly prayer meetings.

Strategic goals	2017 Priorities	2018 Priorities	2019 Priorities
NAG 4: FINANCE & PROPERTY	13. Allocate funds to reflect the school's priorities as stated in the school's strategic and annual action plan.	To ensure allocated funds are used as stated in the Annual Plan 2017.	To ensure allocated funds are used as stated in the Annual Plan 2019.
	14. Implement an efficient maintenance programme which ensures the school buildings offer a safe and healthy learning environment.	To review and update 10 year maintenance plan in conjunction with Les Trigg and the Proprietors.	To review and update 10 year maintenance plan in conjunction with Les Trigg and the Proprietors
NAG 5: HEALTH & SAFETY	15. Maintain a safe and healthy environment to foster student learning.	To continue to review processes which are in place, to ensure school environment is safe and healthy. Re-validate staff First Aid certificates.	To continue to review processes which are in place, to ensure school environment is safe and healthy. To update emergency packs. Re-validate staff First Aid certificates. To renew support staff police vets.
NAG 6: LEGISLATION	16. Comply with all general legislation associated with the operation of the school.	To review compliance of general legislation requirements. (Attendance, length of day, length of school year)	To review compliance of general legislation requirements.

Students at Totara College will experience personal growth through commitment to strengthening their relationship with Christ through prayer, Biblical knowledge, and applying the teachings of Christ in their lives.

Strategic goals			
Christian Character	2017 Priorities	2018 Priorities	2019 Priorities
	17. The policies, procedures and practices in the school will reflect Christian values.	To review and amend where appropriate the Complaints procedures and policy.	To review and amend where appropriate the school Anti-Bullying Policy.
	18. To further develop the Christian culture of our school.	To promote Christian service and mission work To review Facebook page, promoting Christian culture.	To promote Christian service within the wider community. Senior students will be offered opportunities to participate in foreign missions.
	19. To create a classroom culture that reflects Christian values.	To promote the use of reflective journals.	To promote the Christian value presented in each PACE.

TOTARA COLLEGE 2017 ANNUAL PLAN

Strategic Goal	2017 Goal	Actions	Led by	When	Resources/Budget	Actual Outcome
Goal 1. To implement teaching and learning programmes based on the NZC in conjunction with the ACE programme, to improve student outcomes, prioritizing literacy and numeracy.	Further develop the monitoring of target students. (TaL).	Continue TaL. And staff meetings x2 a term to monitor progress.	DM	2x term	\$100 PD	Discussed Target students formally once a term but informally, many times. T S identified, notes written up by each teacher and discussed.
	Implement ALiM2 for years 1-10.	RP and JM to attend PD and implement programme throughout year 1 - 10	RP	ongoing	ALiM funding	Planning days for ALiM attended by RP & JM 20/3 and 21/3 Wanganui Implemented ALiM 2 Term 2 & 3 Cluster meeting's in PN 11/5, 25/5 Julia (mentor) visited 19/6, 19/6, 4/8 Worked on our CaAPlan's Presented ALiM results and where to next 24/8 Wanganui – JM & RP
	To review effectiveness of the literacy plan. (not done in 2016 as PLD using e-asTTle was started – (see pages 19-21)	Monitoring of effectiveness of literacy programme using e-asTTle and PLD	MK	ongoing	PLD will be ministry funded.	Although the monitoring of effectiveness was not done due to illness and subsequent death of MK's mother, relevant PLD began in term 3, and was ministry funded.
Goal 2. Through a range of assessment practices monitor the progress and achievement of students.	To analyse teaching practice around student self/peer assessment.	Teachers to create long term plan for student self and peer assessment	MK/RP	1x sm in term 1	N/A	**RP and MK to do early term 1; 2018
	TaL to review school assessment tools in literacy and numeracy.	ALiM2 Complete PLD journal (20hrs) and apply for 2017 PD Create new reporting format in conjunction	RP MK	Ongoing	N/A	ALiM 2 TaL completed and presented at cluster meeting in Wanganui 24/8 by RP
			DM	Week 4 term 2	As part of MUSAC Edge conversion	20 hours completed by due date but something went wrong with the system and MoE did not receive it/said it was wrong form. New

Strategic Goal	2017 Goal	Actions	Led by	When	Resources /Budget	Actual Outcome
Goal 4. Refocus the teaching and learning of the other six learning areas over a three year period. (The Arts, Health and PE, Languages, Science, Social Sciences and Technologies).	To review teaching and learning in ICT/Technology Health and PE and Languages.	ICT/Tech student use to be reviewed and upgraded to meet future learning needs. Create plan for ongoing review. Upgrade to Office 365.	JM	By end of term 3	1 day release for lead teacher	We have upgraded to office 365. A set of tablets have been purchased to help meet the future learning needs of students.
		Health/PE: 2016 review to be completed.	JM	term 3	\$200 (computer maintenance budget)	We completed a stock take of all computers, printers, etc. A plan for ongoing review still needs to be completed.
		Languages: review of TeReo, French to be completed.	JM \$500	10 th March Term 4	½ day release for lead teacher ½ day release for lead teacher	Health/PE review completed. Languages to be reviewed 2018
	To continue with school wide focus in Social Sciences	Social Science review to be shared with all staff	SA	At SM/term 2	N/A	Social/Science review completed.
	To plan and present school-wide Musical.	To prepare and present school-wide Musical.	RP	Term 3	\$1,200	RP planned, rehearsed and presented musical for Years 1-10 called the Zany Zoo on 8 th Sep with much help ☺. We had 3 shows with 5 local schools and 2 rest homes and families attending along with members of public who had seen our posters. (over 400 watched performances)

Goal 5. Using quality assessment to address the progress and achievement of learners with special education needs. (Special and Gifted)	To effectively cater for a diverse range of learning needs through inclusion and use of experts.	Teachers to have PD around explicit teaching of numeracy and literacy (ALiM2 and e-asTTle.	Lit: MK Num: RP	ongoing	400 Gifted	At SM 24 May, we discussed Gifted students – and was found to have none Lit: staff meetings on e-asTTle moderation and use of rubrics and exemplars for next steps. Modelling for Maureen and Debbie. Lesson plans for Debbie. RP oversaw the LLI programme for Sophia Jordan that was implemented by LK & RP. Attended all day training and IEP's 8/2, 9/514/8, & 4/12 ALiM 2 implement from 22/5 – 11/8
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Goal 6. To consult our Maori community on plans and targets for student achievement.	<p>To continue consultation with Maori community.</p> <p>To provide PD for teachers to enhance Maori achievement.</p> <p>To monitor evidence in classrooms of Te Reo Maori.</p>	<p>Assembly visits, family forums, parent questionnaire.</p> <p>Research options for PD Marae visit to be arranged</p> <p>Share evidence as part of SM</p>	DM DM DM	On going On going 1 x term	\$200 Maori \$400 N/A	<p>Consultation to be made in February.</p> <p>This didn't happen, as we were considering staying on the Marae for a night, and this didn't work out.</p> <p>Miss S Peters took Te Reo Maori 1x weekly with the 3 primary classes very successfully.</p> <p>Yr 8-10: Tokū Reo (online learning), taught songs etc</p> <p>Yr 11-13: Maori greetings, simple phrases, meaning of Hake words.</p>
Goal 7. Provide career education and guidance for all Year 7 – 10 students.	To review the careers programme as appropriate to class groupings for Year 7-10.	A differentiated Year 7-10 programme to be compiled and taught using Yr 7-8 & Yr 9-10 programmes.	JM/SW	Term 1	\$100 Careers	<p>A programme was taught to the Year 8-10 students. The career review still needs to take place.</p> <p>Students went to a Career expo. The Recruiting Sergeant from the NZ Defence Force came to speak to students</p>

NAG 2: SELF REVIEW

Strategic goal	2017 Goal	Actions	Led By	When	Resources/Budget	Actual Outcome
Goal 8. Develop and monitor the school's strategic and annual action plans.	To review school's strategic and annual action plan format and restructure if required and include any new goals from 2016 consultation. To provide updates to the school community about strategic plan goals.	New goals to be included in appropriate parts of strategic plan. Relevant parts of annual plans to be displayed. Parent letters and family forum to inform school community.	MK/RP DM/ BoT chair	Term 1 Term 1	N/A \$200 BOT general	New strategic plan written term 1;2017 completed 14 th Feb. Will be revised for effectiveness again in term 1;2018 Family Forum held 15 Feb Parent letters sent out at least once a month. Not displayed
Goal 9. Complete and maintain an ongoing review of all BOT/school policies and procedures as per schedule.	To complete review as per schedule. To review where the school is at with self-review and make plans to up-date where needed.	BOT to update and ratify all policies and procedures as per schedule. Revisit policies and procedures review schedule and make changes as needed.	BoT chair DM/ BoT chair	On-going Term 3	N/A N/A	Completed on schedule until Nov 2017. November ones moved to 2018 Health and Safety Policies were revised, and ratified but again need revision because of the new laws.
Goal 10. Report to students and their parents on the achievement of the individual student's in relation to the	To update reporting system for yr 1 – 8 students. To research musac edge 'markbox' for recording and reporting year 9+.	Redesign reporting system using musac edge for Nat Stds and portfolio for work samples (yr 1 – 8) Research using musac edge 'markbox' for	DM SA	Week 4 Term 2 Term 4	N/A ½ day release	New system incorporated with portfolios Didn't happen, look to 2018

national standards, using plain language.	recording and reporting year 9+			
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Strategic goal	2017 Goal	Actions	Led By	When	Resources/Budget	Actual Outcome
Goal 11. Promote high levels of staff performance by making effective use of educational resources (including training) to meet student needs.	To continue update appraisal system as needed.	Use chosen on line app to complete PTC.	DM	On going	N/A	Appraisals completed in Term 1. 2017-18 appraisals ongoing
	To provide support and mentoring for teachers through self and peer review tool, staff meetings and ALiM and e-asTTLe PD	Include at least 1 principal & 2 peer observations in appraisal documentation. Include evidence self-reflection & explicit teaching (TaI).	DM	3x term	N/A	Observations completed by Term 1. Most observations done once in Term 4. Others to be done Term 1 2018
	To complete PACE order on line.	Personnel responsible for Pace order to adapt practises so that Pace order is completed online.	DM	1 x term	N/A	Pace order trialled. Barriers - very small printing that couldn't be changed and a cataract! Continue with implementation 2018
Goal 12. The BOT will fulfil its role as a "Good Employer"	To develop effective systems to monitor the welfare of all staff.	In conjunction with Principal, use self review tool to set goal/s to improve effectiveness. Staff to have one on one interviews with Pastor. To provide dates for prayer meetings at beginning of year and reminders given out.	DM/BH	On going	N/A	Staff at 1:1 meetings with Pastor - 24, 31 May
	To invite BoT members to attend termly prayer meetings.		DM	Term 1-4	N/A	Dates only provided at beginning of term

NAC 3: PERSONNEL

NAG 4 : FINANCE & PROPERTY						
Strategic goal	2017 Goal	Actions	Led By	When	Resources/ Budget	Actual Outcome
Goal 13. Allocate funds to reflect the school's priorities as stated in the school's strategic and annual action plan.	To ensure allocated funds are used as stated in the Annual Plan 2017.	Staff members to be given budgets and areas of responsibility for year.	CC/DM	Term 1	N/A	Portfolio holders given their budgets in February.
		Budget holders will be consulted about needs for current and following year.	CC/DM	Term 3	N/A	Budget holders consulted and reminded thruout the year. Have consulted in November for needs for following year
Goal 14. Implement an efficient maintenance programme which ensures the school buildings offer a safe and healthy learning environment.	To review and update 10 year maintenance plan in conjunction with proprietors.	10 year maintenance plan is finalised for 2017-2026 period. Implement plan for 2017 in conjunction with Proprietors.			\$5000 long term maintenance	10 yr plan has been finalized and plan beginning to be implemented

Strategic goal	2017 Goal	Actions	Led By	When	Resources/ Budget	Actual Outcome
NAG 5: HEALTH & SAFETY Goal 15. Maintain a safe and healthy environment to foster student learning.	To continue to review processes which are in place, to ensure school environment is safe and healthy.	To update emergency packs.	BoT member/SR	Term 1	N/A	Not done
		Re-validate staff First Aid certificates.	DM	Term 2	\$1658	Completed in June
		To renew support staff police vets.	DM	Term 3	N/A	All up to date
NAG 6: LEGISLATION Goal 16. Comply with all general legislation associated with the operation of the school.	To review compliance of general legislation requirements. (Attendance, length of day, length of school year)	Procedures document on Attendance, length of day, length of school year BoT for compliance.	DM	Term 2	N/A	All done 23.11.17 to be reviewed May 2020

Strategic goal		2017	Actions	Led By	When	Resource /Budget	Actual Outcome
Goal 17. The policies, procedures and practices in the school will reflect Christian values.	To review and amend where appropriate the Complaints Policy and Procedures.		Complaints Policy will be discussed at SM and amended as required. Follow-up letter to parents	DM	Term 2	N/A	Reviewed and discussed at SM – 14/6 Sent home a copy SM 14/6 and parent newsletter followed.
	To promote Christian service and mission work		World Vision Church Service Vanuatu trip Musical Christmas Parade Anzac and Easter services	RP RP DM RP DM DM	Ongoing 1 x term	N/A	World Vision – famine raised \$5249 Senior Students with RP attended World Vision conference Wellington 30/3 and Awards evening in Wgtn with DM, RP & school leaders 30/8. Church Service – not done this year Vanuatu trip – 8-15 Nov, excellent Musical – Zany Zoo Sept 8,9 excellent Christmas Parade – 2 Dec Anzac and Easter services – school participated Totara Colleges Facebook page is working well and promotes a Christian culture within the school. Facebook was updated weekly
	To review Facebook page, promoting Christian culture.		Present at SM	JM			Students reflected on their learning and Christian values daily. This was found to be important as oral feedback time is limited during the day. Rather than writing in journals, the students wrote their thoughts in assignments and the pace paragraphs, for example in Successful Living when personal comment is required. Year 8-10 used their literacy books for comments when necessary. Yr 11-13 Used diary's, wrote essays on Christian and World Topics.
Goal 19. To create a classroom culture that reflects Christian values.	To promote the use of reflective journals		Students will be given direction and opportunity to make reflections at least once a week. - Yr 8 -10 informal - Yr 11-13 folder form	MD SA	1x Week	\$150 Oral, Visual Lan	

CHRISTIAN CHARACTER

2017 Student Achievement Targets: Reading

Strategic Goal 2. Through a range of assessment practices monitor the progress and achievement of students.

Strategic Goal 5. Using quality assessment to address the progress of learners with special education needs.

Analysis of school wide data in February 2017 identified

- 19% (11/57) of students are achieving *well below* (5/57) or *below* (6/57) National Standards
- 53% (30/57) of students are achieving *at* National Standards
- 28% (16/57) of students are achieving *above* National Standards
- 25% (5/20) of Maori students are achieving *well below* (3/20) or *below* (2/20) National Standards
- 75% (15/20) of Maori students are achieving *at* (11/20) and *above* (4/20) National Standards.

Target for Reading:

- The 11 students identified as below and well below will be accelerated with 1:1 teaching and specific use of assessment data to provide explicit teaching to show a shift in national standards by November 2017.

Baseline Data

Dec 2016

Feb-2017

Key: M Maori **P** Pasifika **A** Asia **I** Includes all

	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
Yr1-3	1			3					3			5
Yr4-6	1			1		1		4	3			7
Yr7-8	1			1					1			5
Yr 9-10					1			1	1			3

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	MONITORING	ACTUAL OUTCOME
LLI for 1 student (year 2)	RP	GSE	2 x term	LLI program implemented for one student in 2017 by RP and LK. Attending all day training and IEP's on 8/2, 9/5, 14/8, 4/12. Now this student has learning support funding for five hrs a week for all of 2018 and LC1 for 2.5 hours a week for term 1, 2018.
5 x <i>well below</i> students to be targeted for expert reading assistance	MA	N/A	ongoing	Of the three students in LC1, 1 made significant progress while the other 2 made steady improvement. 1 child in LC2 gained confidence but is still 2 to 3 years below reading age. LC3 student made very good progress.
TAI will have a literacy focus for 2017	MK	N/A	1 x term	PLD journal completed and approved for term three. PLD begin term 4 and is basis of TAI.
All students to be assessed formally two times a year and informally every three weeks to <u>find next step learning</u> and ability groups	MA	n/a	n/a	Assessments showed all students made varying degrees of progress.
All students Yr 8-11 to read weekly with specific next step aim.	MD	n/a	n/a	Students had specified reading lessons every week, or reading with focus on particular goal.

Reading at Dec 2017

Results: Key: M Maori **P** Pasifika **A** Asia **I** Includes all

	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
				1	1			4	2		3	4
Yr 1-3				1	1	1		3	3		7	1
Yr 4-5	1			1	1	1		3				4
Yr 6-7					1			3			6	1
Yr 8-10	1			1					2		5	1
												9

Key: M Male F Female

	Below			Above		
	M	F		M	F	
Yr 1-3		1		2	2	
Yr 4-5	1			2	1	
Yr 6-7				1	2	
Yr 8-10		1				

2017 Student Achievement Targets: Writing

Strategic Goal 2. Through a range of assessment practices monitor the progress and achievement of students.
Strategic Goal 5. Using quality assessment to address the progress of learners with special education needs.

Target for Writing:

- The 18 students identified as below will be accelerated with 1:1 teaching and specific use of assessment data to provide explicit teaching to show a shift in national standards by November 2017.

Analysis of school wide data in February 2017 identified

- 32% (18/57) of students are achieving *well below* (3/57) or *below* (15/57) National Standards
- 63% (36/57) of students are achieving *at* National Standards
- 5% (3/57) of students are achieving *above* National Standards
- 40% (8/20) of Maori are achieving *well below* (2/20) and *below* (6/20) National Standards
- 60 % (12/20) of Maori are achieving *at* (12/20) and *above* (-/20) National Standards.

Baseline Data

Feb 2017	Key: M Maori P Pasifika A Asia I Includes all											
	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
Yr1-3				1	2			3	3			
Yr4-6	1			1		1		5	5			1
Yr7-8					1			3	2			1
Yr9-10					1			1	1			1
Yr 11-13	1			1	2			3	1			7

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	MONITORING	ACTUAL OUTCOME
20 hours of PLD to be completed as inquiry to provide ongoing PD using e-asTTle assessment tool explicit teaching of writing.	MK	PLD funded	March	Completed March and submitted. Got lost in system so rewritten and resubmitted Tm 2. Approved for beginning of Tm 4.
Reflective Journals: Yr 7-1 to practice informal self-reflection 1 x weekly and year 9-13 to use folders.	MD	\$100	1 x term	Students used oral discussion times to reflect and share ideas. Sometimes these were used in writing assignments.
All students to be assessed formally two times a year to find next step learning, ability groups and for teacher moderation.	MK	n/a	On-going	1. Assessed using e-asTTle term 1 and 3. Moderation of next steps in using these assessments, discussed at staff meeting in term 4. 2. E-asTTle assessment to be given early term one, 2018 and ability groups and next steps's to be part of staff meeting and planning
Yr 8-13 students to write 1 or 2 afternoons per week with an agreed focus.	MD	n/a	On-going	Students wrote usually, two afternoons per week in response to reading or to communicate own views.

Writing at Dec 2017

Results Key: M Maori P Pasifika A Asia I Includes all

	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
Yr 1-3				2	1			1	5			1
Yr 4-5	2	1		4	1			3	1			4
Yr 6-7	1			3				2	1			3
Yr 8-10					1			3	3			2
Yr 11-13					1			3	1			

Key: M Male F Female

	Below											
	M	F	M	F	M	F	M	F	M	F	M	F
Yr 1-3	1	1	1				3	5				1
Yr 4-5	3	1	3	1	1		1	2	4			
Yr 6-7	1	2	1	2	1		1	1	1	1	2	
Yr 8-10					3		2	8	2			
Yr 11-13			2	1			3	4				

2017 Student Achievement Targets: Mathematics

Strategic Goal 2. Through a range of assessment practices monitor the progress and achievement of students.
Strategic Goal 5. Using quality assessment to address the progress of learners with special education needs.

Target for Mathematics:

The 16 students identified as below and well below will be accelerated with 1:1 teaching and specific use of assessment data to provide explicit teaching to show a shift in national standards by November 2017.

Analysis of Year 1-10 data in February 2017 identified

- 35% (16/46) of Year 1-10 students are achieving *well below* (12/46) and *below* (4/46) National Standards
- 61% (28/46) of Year 1-10 students are achieving *at* National Standards
- 4% (2/46) of Year 1-10 students are achieving *above* National Standards
- 25% (4/16) of Year 1-10 Maori are achieving *well below* (3/16) and *below* (1/16) National Standards
- 75% (12/16) of Year 1-10 Maori are achieving *at* (12/16) and *above* (-/16) National Standards.

Baseline Data

Feb 2017

Key: M Maori P Pasifika A Asian I Includes all

	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
Yr1-3				2	1			1	4			
Yr4-6	2	1		5				1	4			2
Yr7-8	1			4				1	2			
Yr 9-10				1				1	2			

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	MONITORING	ACTUAL OUTCOME
ALiM2 to commence in term 2 with all teachers having PD and running acceleration groups. (This is with particular focus on Well Below students.)	RP	MOE funded	ongoing	Planning day for ALiM attended by RP and JM. 30/3 and 21/3. ALiM 2 implemented wk 4, Tm 2 to wk 4, Tm 3, by all primary teachers. Cluster meeting attended 11/5, 25/5. Mentor Julie, visited. Parent information Evening held. Data presented 24/8 by RP and JM.
Continue to provide numeracy lessons to complement Math Paces	RP	\$800	1 x term	Completed by all primary teachers LC 1 - 4 x/wk, LC 2 - 3 x/wk, LC 3 - 2 x/wk
All students to be assessed formally each term to find next step learning, ability groups and for teacher moderation.	RP	n/a	1 x term	Assessments completed and discussed at end semester one and end semester two and students grouped accordingly.
Teacher reflections and deliberate teaching acts to be documented	RP	n/a	1 x term	Introduced but not implemented continue in 2018

Mathematics at Dec 2017

Results Key: M Maori P Pasifika A Asia I Includes all

	Below											
	M	P	A	I	M	P	A	I	M	P	A	I
Yr 1-3				2	4			5	2			4
Yr 4-5	3	1		4	3			4				5
Yr 6-7				2	1			2			1	4
Yr 8-10	1			3					3			11

Key: M Male F Female

	Below									
	M	F	M	F	M	F	M	F	M	F
Yr 1-3	1	1	2	3	2	2				1
Yr 4-5	3	1	2	2	4	1			2	
Yr 6-7		2	1	1	2	2	1	2	1	2
Yr 8-10			1	2	5	6			1	