

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number: 359

Principal: Mark Jones

School Address Pages Road, Timaru

School Postal Address: Private Bag 907, Timaru, 7940

School Phone: 03 684 7039

School Email: admin@mountainview.school.nz

MOUNTAINVIEW HIGH SCHOOL

Annual Report - For the year ended 31 December 2018

Index

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

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

Other Information

Analysis of Variance

Kiwisport

Mountainview High School

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

J B LOVELY

Full Name of Board Chairperson



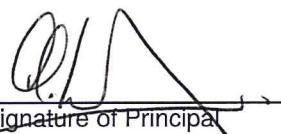
Signature of Board Chairperson

22.10.18

Date:

Marc Jones

Full Name of Principal



Signature of Principal

22/10/18

Date:

Mountainview High School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Jay Lovely	Chairperson	Elected	May 2019
Mark Jones	Principal		
Ross Christie	Parent Rep	Elected	May 2019
Andrew Dixon	Parent Rep	Elected	May 2019
Andrew Dyne	Parent Rep	Elected	May 2019
Mark Rogers	Parent Rep	Elected	May 2019
Richard Stott	Parent Rep	Elected	May 2019
Kenny Diamond	Staff Rep	Elected	May 2019
Rasheed Salah Ragab	Student Rep	Elected	Oct 2019

Mountainview High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	5,540,308	5,378,837	5,398,429
Locally Raised Funds	3	449,457	286,635	476,959
Interest Earned		15,319	13,000	18,754
International Students	4	177,654	238,900	200,503
		<hr/> 6,182,738	<hr/> 5,917,372	<hr/> 6,094,645
Expenses				
Locally Raised Funds	3	118,464	62,400	241,616
International Students	4	118,908	102,200	197,795
Learning Resources	5	3,854,766	3,842,273	3,846,637
Administration	6	251,749	244,835	257,417
Finance Costs		2,968	-	1,735
Property	7	1,651,527	1,589,550	1,561,254
Depreciation	8	80,943	100,000	73,471
Loss on Disposal of Property, Plant and Equipment		-	-	4,835
		<hr/> 6,079,325	<hr/> 5,941,258	<hr/> 6,184,760
Net Surplus/ (Deficit)		103,413	(23,886)	(90,115)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 103,413	<hr/> <hr/> (23,886)	<hr/> <hr/> (90,115)

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



Mountainview High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	73,838	73,838	143,370
Total comprehensive revenue and expense for the year	103,413	(23,886)	(90,115)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	37,690	-	20,583
Equity at 31 December	214,941	49,952	73,838
Retained Earnings	214,941	49,952	73,838
Equity at 31 December	214,941	49,952	73,838

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



Mountainview High School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	319,461	196,793	120,679
Accounts Receivable	10	231,469	200,783	200,783
GST Receivable		10,330	10,574	10,574
Prepayments		21,242	12,107	12,107
Investments	11	344,273	332,860	332,860
Funds owing for Capital Works Projects	18	2,082	-	-
		928,857	753,117	677,003
Current Liabilities				
Accounts Payable	13	319,008	356,253	356,253
Revenue Received in Advance	14	92,882	87,810	87,810
Provision for Cyclical Maintenance	15	66,289	121,821	121,821
Finance Lease Liability - Current Portion	16	14,913	6,534	6,534
Funds held in Trust	17	101,575	97,741	97,741
Funds held for Capital Works Projects	18	-	17,297	17,297
Funds Held on Behalf of Aoraki Alternative Education	19	57,007	-	-
Funds Held on Behalf of Kakui Ako (COL) Cluster	20	13,658	-	-
		665,332	687,455	687,455
Working Capital Surplus/(Deficit)		263,525	65,662	(10,452)
Non-current Assets				
Property, Plant and Equipment	12	377,520	302,788	402,788
		377,520	302,788	402,788
Non-current Liabilities				
Provision for Cyclical Maintenance	15	409,127	314,360	314,360
Finance Lease Liability	16	16,977	4,138	4,138
		426,104	318,498	318,498
Net Assets		214,941	49,952	73,838
Equity		214,941	49,952	73,838

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



Mountainview High School

Statement of Cash Flows

For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants		1,310,980	1,190,837	1,196,226
Locally Raised Funds		449,544	286,635	470,811
International Students		178,387	238,900	142,210
Goods and Services Tax (net)		244	-	(23,335)
Payments to Employees		(941,700)	(816,296)	(832,484)
Payments to Suppliers		(897,253)	(836,962)	(1,098,223)
Cyclical Maintenance Payments in the Year		39,235	-	-
Interest Received		15,373	13,000	20,809
Net cash from / (to) the Operating Activities		<u>154,810</u>	<u>76,114</u>	<u>(123,986)</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(20,191)	-	(131,640)
Purchase of Investments		(11,413)	-	105,358
Net cash from / (to) the Investing Activities		<u>(31,604)</u>	<u>-</u>	<u>(26,282)</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		37,690	-	20,583
Finance Lease Payments		(17,234)	-	(15,001)
Funds Administered on Behalf of Third Parties		74,499	-	(17,543)
Funds Held for Capital Works Projects		(19,379)	-	(18,231)
Net cash from Financing Activities		<u>75,576</u>	<u>-</u>	<u>(30,192)</u>
Net increase/(decrease) in cash and cash equivalents		<u>198,782</u>	<u>76,114</u>	<u>(180,460)</u>
Cash and cash equivalents at the beginning of the year	9	120,679	120,679	301,139
Cash and cash equivalents at the end of the year	9	<u>319,461</u>	<u>196,793</u>	<u>120,679</u>

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.



Mountainview High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

1.5. Operating Lease Payments

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

1.6. Finance Lease Payments

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

1.7. Cash and Cash Equivalents

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



1.8. Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectability) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9. Inventories

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

1.10. Investments

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

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

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

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

1.11. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense, except for sets of like items with a collective worth exceeding \$1,000.

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 – Crown	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased Assets	3 years
Library resources	12.5% Diminishing value

1.12. Impairment of property, plant and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

1.13. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.14. Employment Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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



1.15. Revenue Received in Advance

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

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

1.16. Funds Held in Trust

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

1.17. Provision for Cyclical Maintenance

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

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

1.18. Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, 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.

1.19. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,123,546	1,023,076	1,029,167
Teachers' salaries grants	3,078,461	3,090,000	3,090,697
Use of Land and Buildings grants	1,149,928	1,098,000	1,098,626
Other MoE Grants	126,312	106,674	123,661
Other government grants	62,061	61,087	56,278
	5,540,308	5,378,837	5,398,429

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	91,560	50,000	130,130
Fundraising	-	-	991
Bequests & Grants	5,592	5,800	-
Other revenue	263,008	213,835	277,944
Transport Revenue	23,040	16,000	-
Trading	382	-	170
Activities	65,875	1,000	67,724
	449,457	286,635	476,959
Expenses			
Activities	72,987	15,000	81,046
Fundraising (costs of raising funds)	400	500	65
Other Expenses	45,077	46,900	160,505
	118,464	62,400	241,616
<i>Surplus for the year Locally raised funds</i>	330,993	224,235	235,343

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	6	9	14
Revenue			
International student fees	177,654	238,900	200,503
Expenses			
Advertising	39,889	38,000	-
Commissions	14,186	20,000	18,422
Recruitment	-	-	63,895
International student levy	1,916	-	4,362
Employee Benefit - Salaries	54,693	20,000	69,105
Other Expenses	8,224	24,200	42,011
	118,908	102,200	197,795
<i>Surplus for the year International Students</i>	58,746	136,700	2,708



5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular Equipment repairs	216,342	258,427	302,329
Library resources	1,575	3,500	4,667
Employee benefits - salaries	3,278	11,200	7,570
Staff development	3,618,004	3,552,146	3,507,163
	15,567	17,000	24,908
	<u>3,854,766</u>	<u>3,842,273</u>	<u>3,846,637</u>

6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,331	5,800	5,176
Board of Trustees Fees	5,190	7,000	5,885
Board of Trustees Expenses	4,242	3,500	6,342
Communication	10,975	11,400	10,596
Consumables	89,484	79,950	115,296
Operating Lease	9,479	7,000	-
Other	8,235	300	377
Employee Benefits - Salaries	98,158	110,000	97,273
Insurance	11,041	12,885	11,147
Service Providers, Contractors and Consultancy	9,614	7,000	5,325
	<u>251,749</u>	<u>244,835</u>	<u>257,417</u>

7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	36,194	39,000	39,236
Cyclical Maintenance Provision	66,471	73,300	66,195
Adjustment to the Provision	-	-	(65,543)
Grounds	13,616	11,500	11,145
Heat, Light and Water	88,224	93,900	94,684
Rates	8,516	9,400	9,087
Repairs and Maintenance	34,574	32,500	43,149
Use of Land and Buildings	1,149,928	1,098,000	1,098,626
Security	8,066	7,800	7,418
Employee Benefits - Salaries	245,938	224,150	257,257
	<u>1,651,527</u>	<u>1,589,550</u>	<u>1,561,254</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



8. Depreciation of Property, Plant and Equipment

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Building Improvements	1,551	2,000	1,550
Furniture and Equipment	24,077	34,000	25,173
Information and Communication Technology	28,289	34,000	22,122
Motor Vehicles	7,646	10,000	7,646
Leased Assets	14,490	15,000	12,547
Library Resources	4,890	5,000	4,433
	<u>80,943</u>	<u>100,000</u>	<u>73,471</u>

9. Cash and Cash Equivalents

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Cash on Hand	52	-	100
Bank Current Account	79,015	196,793	120,579
Bank Call Account	240,394	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>319,461</u>	<u>196,793</u>	<u>120,679</u>

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

10. Accounts Receivable

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Receivables	13,446	9,193	9,193
Receivables from the Ministry of Education	2,326	1,387	1,387
Interest Receivable	1,241	1,295	1,295
Teacher Salaries Grant Receivable	214,456	188,908	188,908
	<u>231,469</u>	<u>200,783</u>	<u>200,783</u>
Receivables from Exchange Transactions	14,687	10,488	10,488
Receivables from Non-Exchange Transactions	216,782	190,295	190,295
	<u>231,469</u>	<u>200,783</u>	<u>200,783</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Current Asset	344,273	332,860	332,860
Short-term Bank Deposits			



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018						
Building Improvements	\$ 12,150	-	-	-	(1,551)	10,599
Furniture and Equipment	161,359	3,273	-	-	(24,077)	140,555
Information and Communication	116,930	8,827	-	-	(28,289)	97,468
Motor Vehicles	71,363	-	-	-	(7,646)	63,717
Leased Assets	9,956	35,484	-	-	(14,490)	30,950
Library Resources	31,030	8,091	-	-	(4,890)	34,231
Balance at 31 December 2018	402,788	55,675	-	-	(80,943)	377,520

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018			
Building Improvements	\$ 31,015	(20,416)	10,599
Furniture and Equipment	790,068	(649,513)	140,555
Information and Communication	837,886	(740,418)	97,468
Motor Vehicles	100,277	(36,560)	63,717
Leased Assets	75,710	(44,760)	30,950
Library Resources	88,613	(54,382)	34,231
Balance at 31 December 2018	1,923,569	(1,546,049)	377,520

The net carrying value of equipment held under a finance lease is \$30,950 (2017: \$9,956)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017						
Building Improvements	\$ 13,700	-	-	-	(1,550)	12,150
Furniture and Equipment	181,660	4,872	-	-	(25,173)	161,359
Information and Communication	18,002	121,050	-	-	(22,122)	116,930
Motor Vehicles	79,009	-	-	-	(7,646)	71,363
Leased Assets	14,849	7,654	-	-	(12,547)	9,956
Library Resources	34,579	5,719	(4,835)	-	(4,433)	31,030
Balance at 31 December 2017	341,799	139,295	(4,835)	-	(73,471)	402,788

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017			
Building Improvements	\$ 31,015	(18,865)	12,150
Furniture and Equipment	786,795	(625,436)	161,359
Information and Communication	829,060	(712,130)	116,930
Motor Vehicles	100,277	(28,914)	71,363
Leased Assets	40,226	(30,270)	9,956
Library Resources	80,522	(49,492)	31,030
Balance at 31 December 2017	1,867,895	(1,465,107)	402,788



13. Accounts Payable

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Operating creditors	41,172	85,635	85,635
Accruals	9,660	24,622	24,622
Employee Entitlements - salaries	224,807	192,875	192,875
Employee Entitlements - leave accrual	43,369	53,121	53,121
	<u>319,008</u>	<u>356,253</u>	<u>356,253</u>
Payables for Exchange Transactions	319,008	356,253	356,253
	<u>319,008</u>	<u>356,253</u>	<u>356,253</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
International Student Fees	77,003	76,270	76,270
Other	15,879	11,539	11,539
	<u>92,882</u>	<u>87,810</u>	<u>87,810</u>

15. Provision for Cyclical Maintenance

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Provision at the Start of the Year	436,181	436,181	480,400
Increase to the Provision During the Year	66,471	-	66,195
Adjustment to the Provision	-	-	(65,543)
Use of the Provision During the Year	(27,236)	-	(44,871)
Provision at the End of the Year	<u>475,416</u>	<u>436,181</u>	<u>436,181</u>
Cyclical Maintenance - Current	66,289	121,821	121,821
Cyclical Maintenance - Term	<u>409,127</u>	<u>314,360</u>	<u>314,360</u>
	<u>475,416</u>	<u>436,181</u>	<u>436,181</u>



16. Finance Lease Liability

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

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
No Later than One Year	17,405	7,223	7,223
Later than One Year and no Later than Five Years	18,192	4,413	4,413
Later than Five Years	-	-	-
	<u>35,597</u>	<u>11,636</u>	<u>11,636</u>

17. Funds Held in Trust

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	101,575	97,741	97,741
	<u>101,575</u>	<u>97,741</u>	<u>97,741</u>

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

18. Funds Held for Capital Works

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Auditorium Lights	Completed	17,297	5,572	22,869	-	-
Fire Damage	In progress	-	27,069	29,151	-	(2,082)
Totals		<u>17,297</u>	<u>32,641</u>	<u>52,020</u>	<u>-</u>	<u>(2,082)</u>

Represented by:

Funds Due from the Ministry of Education	2,082
	<u>(2,082)</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Auditorium Lights	In progress	-	17,297	-	-	17,297
Totals		<u>-</u>	<u>17,297</u>	<u>-</u>	<u>-</u>	<u>17,297</u>



19. Funds Held on Behalf of Aoraki Alternative Education Cluster

Mountainview High School is the lead school and holds funds on behalf of the Aoraki Alternative Education cluster. The Alternative Education cluster is a Ministry of Education scheme run by Mountainview High School for students whose educational needs are not being met in the usual secondary school environment. The programmes deliver education in a different setting and re-engage students alienated by mainstream teaching and learning. The school acted as an agent for the Ministry and the income and expenses are not reflected in the School's Statement of Comprehensive Income.

	2018 Actual	2018 Budget	2017 Actual
	\$	\$	\$
Funds Transferred From Opihi College	47,213	-	-
Funds Received from Cluster Members	14,308	-	-
Funds Received from MoE	286,523	-	-
Funds Spent on Behalf of the Cluster	(291,037)	-	-
Funds Held at Year End	<u>57,007</u>	-	-

20. Funds Held on Behalf of Kakui Ako (COL) Cluster

Mountainview High School is the lead school and holds funds on behalf of the Kakui Ako (COL) cluster.

	2018 Actual	2018 Budget	2017 Actual
	\$	\$	\$
Funds Received from Cluster Members	15,450	-	-
Funds Spent on Behalf of the Cluster	(1,792)	-	-
Funds Held at Year End	<u>13,658</u>	-	-

21. 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.



22. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,190	5,885
Full-time equivalent members	0.20	0.18
<i>Leadership Team</i>		
Remuneration	575,201	504,963
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	<u>580,391</u>	<u>510,848</u>
Total full-time equivalent personnel	<u>5.20</u>	<u>5.18</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2018 Actual \$000	2017 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	180 - 190	140-150
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	-	1.00
	<u>-</u>	<u>1.00</u>

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

23. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$	2017 Actual \$
Total	-	-
Number of People	-	-



24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

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

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

	2018 Actual	2017 Actual
	\$	\$
No later than One Year	-	21,718
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/> <hr/>	<hr/> <hr/>
	-	21,718

26. 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.



27. Financial Instruments

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

Loans and Receivables

	2018	2018 Budget (Unaudited)	2017
	Actual	\$	\$
Cash and Cash Equivalents	319,461	196,793	120,679
Receivables	231,469	200,783	200,783
Investments - Term Deposits	344,273	332,860	332,860
Total Loans and Receivables	895,203	730,436	654,322

Financial liabilities measured at amortised cost

Payables	319,008	356,253	356,253
Finance Leases	31,890	10,672	10,672
Total Financial Liabilities Measured at Amortised Cost	350,898	366,925	366,925

28. Events After Balance Date

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

29. Comparatives

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



KiwiSport Note

The 2018 Kiwispot grant was used to fund some aspects of the Sports Coordinator role. This money was supplemented by additional funds from Mountainview High School.



School Charter
Analysis of Variance
Strategic and Annual Plan for
Mountainview High School

2018 -21

Principals' endorsement:
Board of Trustees' endorsement:
Submission Date to Ministry of Education:

Mountainview High School School 2018 - 21

Introductory Section - Strategic Intentions

Vision	<p>Mountainview High School will provide an inclusive Whanau environment where our community is valued and committed to the personal excellence of our students and staff.</p> <p>At Mountainview High School we work together, make choices, learn and succeed through a School Wide approach. This ensures that all students and teachers have the right to learn and teach without disruption; be treated courteously and respectfully; work in a safe environment, and feel proud of our school.</p>	<p>The inclusive nature of our vision combined with our growing culture of enablement encourages our students to engage in learning, put themselves forward and have ago. This reinforces our central belief that every child has the capacity to succeed and progress. Our students are challenged to take responsibility for their own actions, learning and behaviour in a supportive environment. Mountainview students develop the confidence and self esteem to lead others to do the same. They are challenged to strive across a broad range of subjects and life skills, both inside and outside the classroom. We accept that each child will have its own unique range of talents.</p>	<p>We encourage initiative and innovative ideas at all levels of the school. Our leadership is supportive and encouraging and we share ownership of the results we achieve together. Our students take increased responsibility as they move through the school. In this way our senior students develop into responsible and mature role models. They support each other through our strong whanau system and learn leadership through being given genuine opportunities to lead.</p>	<p>Mountainview is an inclusive community which embraces individual difference and tolerance. Its community understands and respects the multicultural character of our country, celebrating our cultural diversity and our commitment to the Treaty of Waitangi.</p>	<p>Values</p> <ul style="list-style-type: none">• Whakaute - Respectful• Takohanga - Responsible• Rite Kit e Ako - Ready to Learn
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	<ul style="list-style-type: none"> • Mana hau - Resilient
Principles	Our school community believes in having high expectations of all our students irrespective of ability or background so that we can contribute to a culture of 'Success for All'.
Mountainview Graduate Profile	It is the aim of Mountainview to produce Graduates who are resilient and persistent self-starters who are confident and independent learners. They will be literate, numerate, digitally capable and flexible with good social, research and thinking skills. They will have a good work ethic, be tolerant, honest, reliable and will embody the three 'R's'. Open minded with good life, leadership and communication skills which they use to work well with others. Whilst being enterprising they are globally connected having a strong understanding of other cultures and display humility.
Māori dimensions and Cultural Diversity	Mountainview continues to develop procedures and practices that recognise New Zealand's cultural diversity. Paramount to this is the unique position of Maori and Maori culture. In recognising the unique position of Maori learning opportunities for all are made available that embrace both Tikanga and Te Reo Maori. In addition significant work continues to be undertaken to develop the connection the school has with its Maori community. The involvement of our Kura Whanau in all aspects of our operations is something that we continue to aim for. The development of the MVHS Maori Education plan in the latter part of 2017 has provided a framework for further development.

Baseline Data or School Context						
Students' Learning	2017 showed an improvement at Level 1 but a notable decrease in the performance of our senior students at NCEA levels 2 and 3 in the provisional participation data. This in large part was due to the significant curriculum change that we implemented in 2017.					
	2017 Performance (Participation data)	Level 1	Level 2	Level 3	University Entrance	
Overall Pass Rate / %	82.1	78.8	75.0		39.2	
Maori Pass Rate / %	50.0	33.3	-		-	
Female Pass Rate / %	77.5	71.8	87.5		50.0	
Male Pass Rate / %	74.5	61.7	55.6		22.2	
Student Engagement						
One of the key factors in ensuring effective learning is supporting students to attend school on a regular basis. The 2017 attendance rates for students show that overall Mountainview has an attendance rate of 80% approx*. Despite an increase in student attendance across the board there remains a negative differential between our Priority students and the whole school cohort but no detectable difference between Boys and Girls.						
In addition to frequent attendance the duration of a student's stay at school improves their chances of a suitable outcome. In 2017 63 students left before completing their year 13 studies. Whilst a number transitioned into full tertiary programmes as a result of our STP partnership with ARA we still have a notable number that leave school for seasonal employment.						
* The change of Timetable structure created structural issues for a significant part of 2017 that has surprised the attendance rate.						

<p>School Organisation and Structures</p> <p>In addition to the usual hierarchical structures associated within a school eg Board, Principal and Senior staff, middle management etc, Mountainview has a number of advisory groups that provide advice and guidance on various aspects of the day to day operations. The key committees are:-</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Operations</td><td style="width: 25%;">Wellbeing</td><td style="width: 25%;">Curriculum</td><td style="width: 25%;">Growth Team</td><td style="width: 25%;">PB4L / Restorative</td></tr> </table>	Operations	Wellbeing	Curriculum	Growth Team	PB4L / Restorative	<p>2018 has seen an extension of the Senior Leadership team. In addition the Principal will be working as a Lead Principal in the North Timaru Kahui Ako</p>	<p>The school Charter is prepared and reviewed annually by the Board of Trustees and School Staff. In addition the Board periodically consult the wider school community about the Charter direction contents and targets. 2018 will be a strategic planning year.</p>
Operations	Wellbeing	Curriculum	Growth Team	PB4L / Restorative			

Strategic Direction	
Strategic Goals	Core Strategies for Achieving Goals 2018 - 2021
Student Learning – Teaching for Learning	<ul style="list-style-type: none"> • Develop a programme of learning coaching that nurtures the metacognitive skills of the students promoting reflective and enabled thinkers. • Develop an extensive range of opportunities for gaining student voice and promoting student agency. • Identify key approaches for gathering student beliefs and experiences that can be used for informing teacher practice. • Recognise the unique place of Maori in New Zealand and embed culturally responsive practice into teacher pedagogy. • To build an in-depth and robust formative review framework of pedagogical practice that focuses on the development of proven key effective classroom strategies. • To utilise the newly developed appraisal system for supporting staff with the development of teacher inquiry. • Identifying and developing key areas of pedagogical practice for professional development. • Identify key curriculum and learning pathway adaptations that further embed the developing responsive Mountainview Curriculum. • Increase the participation of Mountainview staff in the North Timaru Kahui Ako to ensure the development and sharing of best practice between and within schools. • Continue to develop the capacity of the Teaching staff in using PB4L and Restorative practices so elevating Mountainview to a Tier 2 school
Student Learning-Pathways for Learning	<ul style="list-style-type: none"> • To support all students to develop the skills and attributes of effective learning by developing strategies and • To develop a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment.

<p><i>programmes that are responsive to need</i></p> <ul style="list-style-type: none"> • To continue to support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school. • Review and adapt the structure and programme offerings of the Senior School so that the programmes of study remain relevant and contextualised to further tertiary study or employment. • Further develop a framework of tools that allow for the early identification and intervention support of students at risk of not achieving. • Review and amend programme provision to ensure that students of all academic levels are provided with rich, valued and appropriate programmes of study. • Further develop and embed the Mountainview Learning model at all levels. 	<p><i>To develop a culture of scaffolded formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</i></p> <ul style="list-style-type: none"> • To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes. • To develop a coherent assessment approach in non NCEA year levels that has a common vocabulary, culture and drive to promote student success. • To investigate methods of assessing and reporting individual growth in addition to cohort reporting. • To rationalise assessment opportunities at NCEA levels so that they are part of a whole school coherent plan, the value of which is recognised by students and their whanau. • To explore and develop a wide range of individualised assessment opportunities and techniques. • Explore models of recognition of prior learning. • To continue to work actively to encourage student learners to progress beyond knowing to understanding and applying learning 	<p><i>To develop an organisational culture that promotes the engagement of all students and</i></p> <ul style="list-style-type: none"> • To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth
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<p><i>- Wellbeing for Learning</i></p> <p><i>allows them together with teachers, parents and whanau to operate in a highly inclusive, restorative and learning focused community that embraces well being as a key and fundamental priority of the learning process</i></p>	<ul style="list-style-type: none"> • To continue to develop and embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues building strong and focused learning relationships • Ensure student and whanau voice is utilised in informing teaching, programme and school wide developments. • Explore the range of opportunities for student, whanau and teacher conferencing that focuses on developing positive learning relationships that are focused on maintaining high aspirations that are individually based. • Identify and adopt key support strategies that holistically contribute to supporting individual students in meaningful learning. • To actively participate in the Kahui Ako strand on school wellbeing. • Further develop programmes that overtly celebrate the successes of students and teachers alike.
<p>School Finance and Property – Environment for Learning</p>	<ul style="list-style-type: none"> • Investigate and develop a school Marae that promotes a culture of inclusiveness and that recognises the unique place of Maori culture in New Zealand • Develop a new 10 Year property plan that focuses on extending the further development of innovative and flexible learning spaces. • Ensure that all flexible learning spaces are equipped appropriately to fully support innovative learning practices. • Connect the programmes of study to our learning spaces both within and beyond the classroom ensuring that our students and staff are connected to the wider environment. • Provide students with opportunity and space to take ownership of their learning environment.

Annual School Improvement Plan 2018 – SUMMARY

Domain	Strategic Goal	2018 Targets	Short Report
Student Learning – Teaching for Learning	To develop increased pedagogical capacity through review and development that is effective at supporting the educational growth of all learners whilst celebrating the uniqueness of the individual.	All students who leave MVHS at the end of Y13 have NCEA L2	Of the Year 13 cohort that completed it's education at MVHS in December 2018 2 students had not gained level 2. 5 Continuing students did not gain level 2. Of those five, 4 students are ORS verified and attend the MVHS Whare Ako (Learning support unit) and the fifth student immigrated to NZ and started their education at the end of July.

Achievement disparity between Maori and Whole Cohort is reduced to 10% at NCEA L1 and L2

Whilst the achievement of our Maori students improved across three of the 4 areas (Level 1, Level 2 and University Entrance) the achievement gap remains

	Male students to reach 80% pass rate in Participation data at L1	With the changes adopted to achievement reporting participation data is no longer available. Whilst we can derive our own data, it is preferable to use the NZQA verified numbers. The achievement of the Male cohort at level 1 showed a significant decline in 2018. This was anomalous with the data for L2, 3 and UE which all showed noticeable improvements).	A number of surveys were used during the year to identify improvements to our operations and curriculum delivery.	A pilot programme called Teach the Teacher used a number of students across all year levels to survey students, process data, make conclusions and then present to the teaching staff. This was used to adjust pedagogical practice.	Both MidYIs and easTTle are now fully integrated into the KAMAR administration and reporting system. Student progress data is
	Student Learning – Teaching for Learning	To investigate and develop a system of ‘Student Voice’ that provides rich and constructive feedback and feed forward information that can be used to further develop staff pedagogical practice.	Student surveys are developed with student input and used at all levels at least twice.	A programme of in-depth student feedback is developed in which at least 5% of all students participate.	All Teachers are accessing student data from MidYIS, easTTle, previous schools feedback, student assessment
	Student Learning- Pathways for Learning	To implement a coherent set of diagnostic tools and strategies school wide that can be used to			

<p>identify and support students at risk of not achieving.</p>	<p>and the Learning support register to inform planning and programme development.</p> <p>Learning support register is no fully developed and integrated into the pastoral notes facility of KAMAR and a process of ‘flagging’ students with identified needs has been adopted.</p>	<p>Of the 6 students who completed the end of year Maths assessments 4 reached a curriculum sublevel above the cohort average.</p> <p>Of the 5 students who completed the English assessments, 3 reached a curriculum sublevel above the cohort average.</p>	<p>Of the 7 students that completed the start of year 9 and end of year 10 assessments 4 (57.1%) showed added value gains in one or more subjects. 3 (42.8%) showed overall added value gains.</p>	
<p>Student Learning Pathways for Learning</p>	<p>Incorporate appropriate elements of Te Reo and Tikanga into learning programmes and methods of assessment in Years 9-10</p>	<p>For the majority of Maori students to make achievement gains in easTTle greater than the cohort average.</p>	<p>For 50% of Maori Students to make positive added value gains in MidYIS.</p>	
<p>Student Learning – Assessment for Learning</p>		<p>Develop a coherent approach to assessment, both formative and summative in Years 9-10 that has a shared vocabulary, is accessible for both Students and whanau, is timely and provides students with an understanding of how they can improve.</p>	<p>Work is still ongoing within this area. A common language is evolving and elements of a common understanding are being developed.</p>	

Student Engagement - Wellbeing for Learning	<p>To develop and embed a positive relational culture using both PB4L and restorative practice that values all the participants in the learning process.</p>	<p>Student Attendance increases to 87%</p> <p>Negative reported pastoral incidents decrease by 10%</p> <p>Negative incidents actually increase by 92%! There two significant factors with respect to this increase.</p> <ol style="list-style-type: none"> 1. The ongoing work with staff around recording behaviour issues has been effective. 2. We have had a small but significant number of students enrol with high complex and widespread learning and behaviour needs. For a number of them MVHS has been their 'fresh start school'. As a consequence we have developed enhanced relationships with Learning support, NZ Police, Alternative Education and Oranga Tamariki. <p>Of the 6 students with the highest number of negative pastoral entries for 2018, 5 were new enrolments. Collectively the 6</p>
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		students accounted for a little over 16% of all negative entries.
Student Engagement - Wellbeing for Learning	Roll model scholarship and acknowledge progress by further developing a widespread approach to positive public celebration of academic success	Academic awards included in all assemblies from Term 3 onwards Maori awards evening to be held
School Finance and Property – Environment for Learning	Investigate and develop a school Marae that promotes a culture of inclusiveness and that recognises the unique place of Maori culture in New Zealand	Incorporated into new 5 year plan with a possible completion timeframe of 2020-21. Marae planning utilising input from the Kura Whanau is incorporated into the new 10 year property plan and in place for the start of 2019

Improvement Plan - Domain: Student Learning – Teaching for Learning	AP 01/18		
Strategic Goals:			
<ol style="list-style-type: none"> 1. To develop increased pedagogical capacity through review and development that is effective at supporting the educational growth of all learners whilst celebrating the uniqueness of the individual. 2. To investigate and develop a system of 'Student Voice' that provides rich and constructive feedback and feed forward information that can be used to further develop staff pedagogical practice. 			
Annual Targets:			
100% of students who leave in Year 13 have NCEA Level 2 or higher			
The differential between Maori and whole cohort to be less than 10% at NCEA Level 1 and 2			
Male students to gain an NCEA L1 pass rate or 80% or higher			
5% of student body participates in-depth student feedback			
Baseline data: Participation data			
	L1	L2	L3
Whole Cohort %	82.1	78.8	75.0
Maori %	50.0	33.0	0
Male%	74.5	61.7	55.6
Key Improvement Strategies:			
When:	What: (examples)	Who	
		Indicators of Progress	

Term 1	<p>Pri</p> <p>Provide internally sourced PLD for staff on data identification and gathering.</p>	<p>Pri</p> <p>Staff are shown and can use the various tools available.</p>	<p>Pri</p> <p>Done to certain levels. All staff can now use and access as TTle and MidYis data. Other analytical tools remain under development. Some performance data has also been gathered from pilot participation in Education Perfect.</p>	<p>Curr / Dn</p> <p>Information gathered and ideas compared.</p>	<p>Pri</p> <p>Done. A Mountainview version of the 'Teach the Teacher' programme has been developed and piloted in 2018.</p>	<p>SLT & Staff</p>

	Create a PLD plan that focuses on the priorities of the Charter and needs of the staff.	SLT	Some elements of a plan have been adopted. Greater coherence is required for the future.	Successful lesson. Use of the Marzano to provide a rubrick for effective practices embedded into the formalised observation sheet. PLD plan created.
Term 2 ongoing	Create a group of lesson observers that have a common understanding of what is considered good practice.	Pri	Common aspects of practice are identified and being looked out for.	Not done. Whilst work on identifying the common aspects of a successful lesson. The added work of identifying a group of dedicated observers was not done. However, potentially this work will be superseded by the new Kāhui Ako in school teachers who together with the specialist classroom teacher and DP learning design form our newly created staff development team.
		Dn	Implement a timetable of lesson observations that result in teachers receiving rich regular feedback.	Observations are happening in a timely manner. Lesson observations are happening as per the schedule dictated by the Appraisal cycle A student voice group are created.

Host a Kura Whanau hui to discuss student support and other issues such as Marae.	Pri / Ha	<p>A well attended Hui happens.</p> <p>Not done. Planes for a Whare have been included in the 5 Year plan.</p> <p>Constructive connections are made with other schools.</p> <p>Lots of work done. Principal has taken up the lead Principal role of the Kāhui Ako.</p>		
Liaise with other Kahui Ako schools around identifying effective pedagogical practice	Pri		<p>Appraisal meetings are happening. Discussions are rich and searching.</p> <p>In progress. 2018 cycle is due to complete end of term 1 2019.</p> <p>Greg and Rich assist staff with further development.</p>	<p>Done. All teaching staff engaged in half day refresher course.</p> <p>Students are visiting classrooms and gathering information.</p> <p>Done.</p> <p>'MVHS Teach the Teacher' package is generated.</p>
Term 3	SLT	<p>Start reviewing progress of staff with their work on their inquiry cycle studies (part of appraisal).</p> <p>Provide external Refresher PLD on restorative practice and relationship building for whole staff.</p>	<p>Pri</p> <p>'Student Voice' group of students developed and begin information gathering.</p>	Dn / Pri / Cur

			Done.
Term 4	<p>Interim feedback point for Teacher appraisal. Ensure lesson observations are done in -depth and effectively.</p> <p>Student voice group provide feedback to whole staff on what students are experiencing in the classroom. They also feed forward ideas to staff on what they find to be effective pedagogy.</p> <p>Evaluate PLD provision for 2018 and start planning on 2019</p>	All Appraisers Dn / Pri / Cur SLT	<p>Appraisal meetings are happening.</p> <p>Done. Cycle due to complete end of term 1 2019.</p> <p>Staff development meeting with students happens.</p> <p>Students presented to the staff and engaged them in a Q&A session. Presentation passed onto the BOT.</p> <p>PLD report generated for BOT</p> <p>Not done. Much of the work has been superceded by the work of the Kāhui Ako.</p>

Monitoring & Reporting: Principal

Improvement Plan - Domain: Student Learning- Pathways for Learning	AP 02/18
Strategic Goals:	
<ol style="list-style-type: none"> 1. To implement a coherent set of diagnostic tools and strategies school wide that can be used to identify and support students at risk of not achieving. 2. Incorporate appropriate elements of Te Reo and Tikanga into learning programmes and methods of assessment in Years 9-10 	
Annual Targets:	
<p>Improve student learning outcomes by having 100% of Teachers able to access and understand MidYis and asTTle data.</p> <p>For 50% of Maori students who complete year 9 and 10 to demonstrate that have made an 'added value' gain using Midyis.</p> <p>For the majority of Maori students to make achievement gains in easTTle greater than the cohort average.</p>	
Baseline data: Participation data	
45% of teachers can currently demonstrate from KAMAR markbooks or appraisal documentation that they are able to access the Midyis and asTTLe data in a way that is useful for planning for student achievement.	

Of the 18 Year 10 students of Maori descent that were on the school roll at the end of year 10, 9 completed both the start and final MidYIS assessments. Of this 9 only 2 made or exceeded the expected gain that is 22.2%

Key Improvement Strategies:			
When:	What: (examples)	Who	Indicators of Progress
Term 1	<p>Ensure all Year 9 students complete the MidYIS opening test. These students will be tested again at the end of Year 10 to determine 'Added Value'.</p> <p>Ensure all students in Y9 and Y10 are entered on the easTTle data base.</p>	Lde Pri	<p>Assessments are completed and initial data is available.</p> <p>Done. Data shows that there is little differential between Maori and whole cohort data on starting MVHS</p> <p>Students can access tests Done.</p>
	All students in Y9 & 10 complete easTTle assessments in reading and Maths.	Lde	<p>Assessments are completed and initial data is available.</p> <p>Some data incomplete due to student absenteeism. Where students have been present data has been gathered for Maths and Reading.</p>
	Provide internally sourced Staff PLD on what the assessments show.	Pri	<p>Staff can find data.</p> <p>Done.</p>
	Compile a register of students at risk of not achieving and ensure all staff have full access to this.	Sv	<p>Register completed and distributed to staff.</p> <p>Done.</p>

Term 2	<p>Pri / Lde</p> <p>Implement a process that results in the easTTle data and MidYIS data being imported into the global Markbooks of KAMAR.</p> <p>Provide PLD to staff to show them where to find achievement information about students.</p> <p>Pri</p> <p>Work with Whea Ani and Ngai Tahu liaison to source PLD for staff with respect to cultural responsive teaching.</p> <p>Pri</p> <p>Start to regularly provide staff with resources such as Whakatauki that can be used in class.</p>	<p>Data can be found easily in global markbooks.</p> <p>Done.</p> <p>Teachers can access data.</p> <p>Done.</p> <p>Staff are supported in developing culturally responsive pedagogy.</p> <p>Some work has been undertaken in this area. This remains an area for greater focus at MVHS. The work of the Kāhui Ako will supplement this in 2019.</p> <p>Whakatauki are used in class.</p>	<p>Pri / O&C</p> <p>Embryonic work has been undertaken in 2018. It will have a greater focus in 2019.</p>	<p>Pri / Ha</p> <p>Feedback is obtained</p> <p>Not done.</p>	<p>Lde / Sv</p> <p>Register updated</p> <p>Te Pike programme commenced.</p> <p>To be built upon in 2019.</p> <p>Pri / Jn</p> <p>Students enrolled in numeracy support.</p> <p>Work undertaken with identified students. However, staff changes have impacted the area of numeracy and it has been identified as a key improvement area for 2019. Securing the</p>

	<p>Ensure students who require learning support have Individualised learning plans that all teachers are aware of.</p> <p>Encourage all teachers and students to get actively involved in Maori Language week.</p>	<p>Sv / Lde / How's</p> <p>Ha / O&C</p>	<p>Employment of a suitable HoLA Maths will be central to this. IEP's are created and distributed for selected students. Te Pike programme has commenced.</p> <p>Maori language has a presence in all classrooms.</p> <p>Some participation noted.</p>	<p>Lde</p>	<p>Students complete assessments.</p> <p>Done.</p>	<p>Lde</p>	<p>Students complete assessments.</p> <p>Not done. Most of the cohort participated. However a small number of absent students have been missed.</p>	<p>Lde / O&C / How's</p>	<p>Informed decisions are made.</p> <p>Done.</p>	<p>SV / Lde / Wt</p>	<p>Special assessment conditions for students are obtained where valid</p>
	<p>Term 4</p> <p>Ensure all Year 10 students participate in the MidYIS closing assessment.</p>		<p>Ensure all Year 9 and Year 10 students complete easTTle end of year assessments.</p>		<p>Use all assessment data to inform student progress and course choice for 2019.</p>		<p>Where necessary use assessment data to apply to NZQA for ongoing special assessment conditions for future years.</p>				
											<p>Monitoring & Reporting: Principal</p>

Improvement Plan - Student Learning – Assessment for Learning	AP 03/18
Strategic Goals:	Develop a coherent approach to assessment, both formative and summative in Years 9-10 that has a shared vocabulary, is accessible for both Students and whanau, is timely and provides students with an understanding of how they can improve.
Annual Targets:	For a system to be developed and in full use by all Teachers by the end of year
Baseline data:	
Key Improvement Strategies:	
When:	What: (examples)
	Who
	Indicators of Progress

Term 1	All Module and POD classes to have a KAMAR Markbook set up, and teachers will be shown how to create common assessment tasks and attach them to the Markbooks.	<p>Lde, Classroom Teachers.</p> <p>The Learning Model vocabulary will be more visible around the Commons and a series of resources to be made available to help students engage with the language of learning promoted at MVHS</p>	<p>Markbooks will be visible in KAMAR.</p> <p>Done. Markbooks have been used to generate reports for all students.</p> <p>Lde</p> <p>Visual indicators in common areas. Increasing examples of students using the learning model language in their school work and reflections.</p> <p>The learning model has been reimaged in terms of its graphical presentation. The model is on display in all teaching blocks.</p> <p>Students using allocated time at the end of their lessons to reflect on the lesson goals, and identify next steps.</p> <p>Lde, Learning Coaches</p> <p>Students reflective journals, that encourage students to reflect on their learning and feedback, set up and operating across the junior school</p>
Term 2	In house PLD on how to use SOLO rubrics for assessment and self-assessment to be run on a regular basis both during PLD sessions and after school.	<p>Lde, PH, CB</p> <p>Work has been done on creating student journals in the Google Classroom environment. Use of the tool has been mixed.</p>	<p>Students using self and peer assessment documents in their work on a regular basis.</p> <p>Done. A number of sessions have been provided to the staff during the year.</p> <p>RY</p> <p>KAMAR Markbooks to reflect the Mountainview assessment levels, based on the SOLO levels.</p>

	<p>Data in the Markbooks will be uniform and more consistently entered.</p> <p>Work is still required. Whilst there is a common vocabulary, there is still some ambiguity in knowing what the terminology means.</p> <p>Students able to clearly verbalise their progress in the current learning task.</p>	<p>HoLAs</p> <p>Department documents to be created for the second semester that outline what each level of achievement looks like. Common Assessment Tasks (CATs) created using that Criteria.</p> <p>HoLA to provide an analysis of growth for students in the first semester, and classroom teachers to provide a reflection of what changes could be made in the second.</p>	<p>HoLAs</p> <p>Students showing at least a 1 sub-level increase across the first semester.</p> <p>Work remains ongoing.</p>	<p>Lde, DN, WR</p> <p>PLD, targeted on using Google Classroom for assessment, so that all student assessment can be migrated to a digital platform.</p>	<p>Lde</p> <p>A document for parents that clearly explains how to access their child's Google Classroom, the grading system used at MVHS, and the meaning and purpose of measuring student growth.</p>	<p>Increased participation by parents in parent teacher events. 90%+ uptake in the guardian section of Google Classroom.</p> <p>The Parent/Caregiver handbook has been completed and distributed to all new parents. An addition booklet focusing on</p>
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	Junior reports to reflect student growth as well as proficiency in curriculum areas.	Lde, RY	learning at MVHS is in preparation. Reports will have a section that reflects student growth. Work is ongoing.
Term 4	Second Semester data to be compiled and analysed by the HoLA, and a reflection to be completed by classroom teachers and the HoLA.	HoLAs	Students will show an increase of two sub-levels across the entire year. <i>The majority of students have shown progress in literacy and numeracy. However the gains in Numeracy are not at the level that is expected.</i>
	PLD targeted at HoLAs on using Data to make future pedagogical decisions.	Lde, JS	Teachers evaluating their impact in the classroom, based on the assessment results of their students. <i>Work remains ongoing and will be reinforced in 2019 with the work of the Kāhui Ako.</i>
Term 2 - 4	PLD targeted at classroom teachers to help them use formative assessment in the classroom to make better decisions around students' next steps for learning.	Lde, CB, SV	Teachers reflecting on their practice and adjusting their teaching to maximise learning outcomes. <i>Not done.</i>
Monitoring: Deputy Principal - Learning Design			

Improvement Plan - Student Engagement - Wellbeing for Learning	AP 04/18
Strategic Goals: To develop and embed a positive relational culture using both PB4L and restorative practice that values all the participants in the learning process. Roll model scholarship and acknowledge progress by further developing a widespread approach to positive public celebration of academic success	
Annual Targets:	

Student Attendance increases to 87% Negative reported pastoral incidents decrease by 10% Academic awards included in all assemblies from Term 3 onwards Maori awards evening to be held	Baseline data: Student attendance currently sitting at 80% for 2017. (This data is flawed due to some issues experienced with timetabling and student management system) Negative pastoral incidents reported on SMS for 2017 was 906 (a decrease of 10% from 2016) Few academic awards are given at assembly. There is no current Maori Awards evening	Key Improvement Strategies:	
When:	What: (examples)	Who	Indicators of Progress
Term 2	<p>Identify common examples of positive relationships between staff and pupils. Use good practice demonstrated by staff to support and aid all staff.</p> <p>Consistent and effective use of Kamar by staff to ensure attendance percentages are accurate</p>	<p>Pri SLT Ph</p> <p>All Staff</p>	<p>Staff can see examples of how these positive relationships are engendered. Remains ongoing.</p> <p>Issues over attendance no longer exist due to good staff practice. Staff are using the KAMAR student management system with greater fluency. Student attendance has improved.</p>
Term 2	Set up scenarios of positive use of PB4L and restorative discussions that help staff to understand how to effectively use these strategies	Pri SLT, Ph Cb	Staff see how effective these strategies are and can effectively use them in given situations

		leading to less negative pastoral incidents reported. Teacher refresher course in Restorative practice provided to all staff. Significant increase in the number of negative incidents reported in KAMAR (+92% increase). 6 students were responsible for 30% of this increase.	
Term 2 ongoing	All Staff	Staff use effectively the reflective journals to plot academic progress. % pass rates improve across all levels Some progress made though use of the reflective journal remains sporadic.	SLT Head Students Assemblies and further avenues for recognition are used. Whanau and Whole school assembly used effectively as a vehicle for recognition.
		Using a variety of methods the school celebrates acknowledges academic success,	SLT Ha Special assemblies and awards evenings to celebrate the schools diverse culture. Not done
Term 3 – 4		Award ceremonies and celebration of Maori achievement both culturally and academically.	SLT
Term 3 - 4		Mid semester and end of second semester celebration of success across both the junior and senior schools	Prize giving are organised at end of both semesters especially for junior school. Not done

Monitoring: Deputy Principal – Well Being

	Improvement Plan - School Finance and Property – Environment for Learning AP 05/18		
Strategic Goals:	Investigate and develop a school Marae that promotes a culture of inclusiveness and that recognises the unique place of Maori culture in New Zealand		
Annual Targets:	Marae planning utilising input from the Kura Whanau is incorporated into the new 10 year property plan and in place for the start of 2019		
Baseline data:			
	Key Improvement Strategies:		
When:	What: (examples)	Who	Indicators of Progress
Term 1	Identify Possible sites Liaise with Property consultants re feasibility of chosen sites	Pri / Ha/ BC Pri / BC	Site identified Done.
Term 2	Include Marae in 10 Year Property plan Liaise with Whanau and wider Maori community about plans	BOT Pri / O&C	Included in Property Plan Meetings held Done.

<p>Term 2</p> <p>Develop student support group to suggest design features</p>	<p>Ha / O&C</p> <p>Not done. Condition assessments required that the school boiler be done before the Whare. The Whare is scheduled for 2020-2021.</p>
<p>Term 4</p> <p>Review Plans</p> <p>Go out to tender</p> <p>Construct and open Marae</p>	<p>BOT / Pri / O&C</p> <p>Pri</p> <p>Marae built</p> <p>Not done. Condition assessments required that the school boiler be done before the Whare. The Whare is scheduled for 2020-2021.</p>
<p>Monitoring: Deputy Principal – Operations</p>	

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Report
Develop a new 10 Year property plan.	Done	<p>To develop robust systems of monitoring and reporting by developing capacity within our staff.</p> <p>To reign in non-essential spending.</p>	Significant problems were eventually identified in financial control systems. This was verified by the annual Audit. Development of new systems as advised by external agencies together with new staffing have ensured a strong foundation has been developed for effective financial control.
Personnel	Short Report	Community engagement	<p>Ongoing. Cultural responsiveness and Priority learners has been identified as one of the three workstreams of the Kāhui Ako.</p> <p>To continue to actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles</p>

