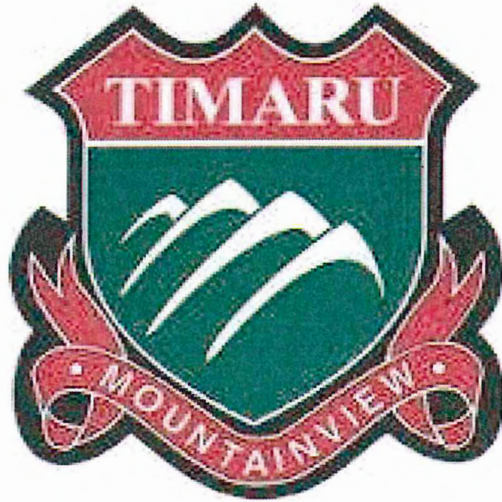


MOUNTAINVIEW HIGH SCHOOL



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

| | |
|------------------------|--|
| School Address: | Pages Road, Timaru |
| School Postal Address: | Private Bag 907, Timaru, 7940 |
| School Phone: | 03 684 7039 |
| School Email: | admin@mountainview.school.nz |
| Ministry Number: | 359 |

MOUNTAINVIEW HIGH SCHOOL

Financial Statements - For the year ended 31 December 2017

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Mountainview High School

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.

We are relying on our auditor's report.

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

JARROD DEUCE LOVELY

Full Name of Board Chairperson



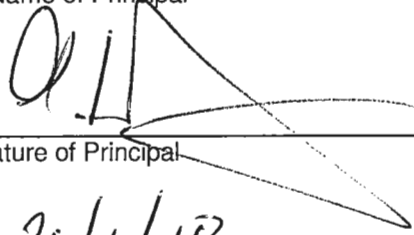
Signature of Board Chairperson

25/6/18

Date:

MARK RICHARD JONES

Full Name of Principal



Signature of Principal

26/6/18

Date:

Mountainview High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

| | Notes | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 5,398,429 | 5,453,263 | 5,627,010 |
| Locally Raised Funds | 3 | 476,959 | 285,500 | 510,315 |
| Interest Earned | | 18,754 | 15,000 | 26,756 |
| International Students | 4 | 200,503 | 174,000 | 306,111 |
| | | <u>6,094,645</u> | <u>5,927,763</u> | <u>6,470,191</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 241,616 | 181,314 | 271,558 |
| International Students | 4 | 197,795 | 140,800 | 251,071 |
| Learning Resources | 5 | 3,846,637 | 3,678,549 | 4,086,001 |
| Administration | 6 | 257,417 | 224,060 | 294,879 |
| Finance Costs | | 1,735 | - | 2,254 |
| Property | 7 | 1,561,254 | 1,571,126 | 1,592,268 |
| Depreciation | 8 | 73,471 | 100,000 | 82,370 |
| Loss on Disposal of Property, Plant and Equipment | | 4,835 | - | 11,803 |
| | | <u>6,184,760</u> | <u>5,895,849</u> | <u>6,592,204</u> |
| Net (Deficit) / Surplus | | (90,115) | 31,914 | (122,013) |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(90,115)</u> | <u>31,914</u> | <u>(122,013)</u> |

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 2017

| | Actual 2017 \$ | Budget (Unaudited) 2017 \$ | Actual 2016 \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 143,370 | 143,370 | 265,382 |
| Total comprehensive revenue and expense for the year | (90,115) | 31,914 | (122,013) |
| Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant | 20,583 | - | - |
| Equity at 31 December | 73,838 | 175,284 | 143,370 |
| Retained Earnings | 73,838 | 175,284 | 143,370 |
| Equity at 31 December | 73,838 | 175,284 | 143,370 |

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 2017

| | Notes | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 9 | 120,679 | 433,054 | 301,139 |
| Accounts Receivable | 10 | 200,783 | 223,240 | 223,240 |
| GST Receivable | | 10,574 | - | - |
| Prepayments | | 12,107 | 11,811 | 11,811 |
| Investments | 11 | 332,860 | 438,218 | 438,218 |
| | | <u>677,003</u> | <u>1,106,323</u> | <u>974,408</u> |
| Current Liabilities | | | | |
| GST Payable | | - | 12,761 | 12,761 |
| Accounts Payable | 13 | 356,253 | 364,222 | 364,222 |
| Revenue Received in Advance | 14 | 87,809 | 148,359 | 148,359 |
| Provision for Cyclical Maintenance | 15 | 121,821 | 264,896 | 264,896 |
| Finance Lease Liability - Current Portion | | 6,534 | 11,549 | 11,549 |
| Funds held in Trust | 17 | 97,741 | 115,284 | 115,284 |
| Funds held for Capital Works Projects | 18 | 17,297 | 35,528 | 35,528 |
| | | <u>687,455</u> | <u>952,599</u> | <u>952,598</u> |
| Working Capital Surplus/(Deficit) | | (10,452) | 153,724 | 21,810 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 402,788 | 241,799 | 341,799 |
| | | <u>402,788</u> | <u>241,799</u> | <u>341,799</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 314,360 | 215,504 | 215,504 |
| Finance Lease Liability | | 4,138 | 4,735 | 4,735 |
| | | <u>318,498</u> | <u>220,239</u> | <u>220,239</u> |
| Net Assets | | <u>73,838</u> | <u>175,284</u> | <u>143,370</u> |
| Equity | | <u>73,838</u> | <u>175,284</u> | <u>143,370</u> |

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 2017

| | | 2017 | 2017 | 2016 |
|---|----------|------------------|----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,196,226 | 1,265,640 | 1,236,806 |
| Locally Raised Funds | | 470,811 | 217,958 | 442,774 |
| International Students | | 142,210 | 192,730 | 324,841 |
| Goods and Services Tax (net) | | (23,335) | 7,228 | 7,228 |
| Payments to Employees | | (832,484) | (671,286) | (852,099) |
| Payments to Suppliers | | (1,098,223) | (1,081,982) | (1,271,505) |
| Interest Received | | 20,809 | 16,148 | 27,904 |
| Net cash from / (to) the Operating Activities | | (123,986) | (53,564) | (84,053) |
| Cash flows from Investing Activities | | | | |
| Purchase of PPE (and Intangibles) | | (131,640) | (86,336) | (76,837) |
| Proceeds from Sale of Investments | | 105,353 | 257,922 | 257,922 |
| Net cash from / (to) the investing Activities | | (26,282) | 171,486 | 180,985 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 20,583 | - | - |
| Finance Lease Payments | | (15,001) | (6,144) | (12,069) |
| Funds Administered on Behalf of Third Parties | | (17,543) | 36,963 | 20,137 |
| Funds Held for Capital Works Projects | | (18,231) | (16,826) | - |
| Net cash from Financing Activities | | (30,192) | 13,993 | 8,068 |
| Net increase/(decrease) in cash and cash equivalents | | (180,460) | 131,915 | 105,000 |
| Cash and cash equivalents at the beginning of the year | 9 | 301,139 | 301,139 | 196,139 |
| Cash and cash equivalents at the end of the year | 9 | 120,679 | 433,054 | 301,139 |

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.



Mountainview High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

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 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 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 uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9. Inventories

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

1.10. Investments

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.11. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense, 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 amount 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

| | 2017 | 2017 | 2016 |
|----------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operational grants | 1,029,167 | 1,060,996 | 1,060,454 |
| Teachers' salaries grants | 3,090,697 | 3,090,697 | 3,273,436 |
| Use of Land and Buildings grants | 1,098,626 | 1,098,626 | 1,098,626 |
| Other MoE Grants | 123,661 | 142,357 | 135,543 |
| Other government grants | 56,278 | 60,587 | 58,951 |
| | <u>5,398,429</u> | <u>5,453,263</u> | <u>5,627,010</u> |

3. Locally Raised Funds

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

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Donations | 50,366 | 44,200 | 70,242 |
| Fundraising | 991 | - | 5,383 |
| Other revenue | 277,944 | 235,300 | 232,360 |
| Trading | 170 | - | 651 |
| Activities | 67,724 | 5,000 | 97,520 |
| Curriculum Recoveries | 79,764 | 1,000 | 104,158 |
| | <u>476,959</u> | <u>285,500</u> | <u>510,315</u> |
| Expenses | | | |
| Activities | 81,046 | 15,500 | 126,200 |
| Fundraising (costs of raising funds) | 65 | 500 | 375 |
| Other Locally Raised Funds Expenditure | 160,505 | 165,314 | 144,982 |
| | <u>241,616</u> | <u>181,314</u> | <u>271,558</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>235,343</u> | <u>104,186</u> | <u>238,757</u> |

4. International Student Revenue and Expenses

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | Number | (Unaudited) | Number |
| International Student Roll | 14 | 14 | 16 |
| | | | |
| | 2017 | 2017 | 2016 |
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| International student fees | 200,503 | 174,000 | 306,111 |
| Expenses | | | |
| Advertising | - | - | - |
| Commissions | 18,422 | 18,000 | 27,350 |
| Recruitment | 63,895 | 31,000 | 54,486 |
| International student levy | 4,362 | 3,000 | 9,146 |
| Employee Benefit - Salaries | 69,105 | 60,000 | 67,468 |
| Other Expenses | 42,011 | 28,800 | 92,620 |
| | <u>197,795</u> | <u>140,800</u> | <u>251,071</u> |
| <i>Surplus for the year International Students</i> | <u>2,708</u> | <u>33,200</u> | <u>55,040</u> |



5. Learning Resources

| | 2017 | 2017 | 2016 |
|------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 302,329 | 280,930 | 333,837 |
| Equipment repairs | 4,667 | 2,500 | 3,827 |
| Library resources | 7,570 | 11,200 | 4,223 |
| Employee benefits - salaries | 3,507,163 | 3,368,919 | 3,722,225 |
| Staff development | 24,908 | 15,000 | 21,889 |
| | <u>3,846,637</u> | <u>3,678,549</u> | <u>4,086,001</u> |

6. Administration

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Audit Fee | 5,176 | 5,300 | 5,100 |
| Board of Trustees Fees | 5,885 | 6,000 | 4,415 |
| Board of Trustees Expenses | 6,342 | 3,200 | 11,412 |
| Communication | 10,596 | 12,400 | 12,163 |
| Consumables | 115,296 | 64,750 | 119,572 |
| Operating Lease | - | - | 5,374 |
| Other | 377 | 200 | 699 |
| Employee Benefits - Salaries | 97,273 | 115,000 | 121,376 |
| Insurance | 11,147 | 12,810 | 11,073 |
| Service Providers, Contractors and Consultancy | 5,325 | 4,400 | 3,695 |
| | <u>257,417</u> | <u>224,060</u> | <u>294,879</u> |

7. Property

| | 2017 | 2017 | 2016 |
|-------------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Caretaking and Cleaning Consumables | 39,236 | 42,000 | 37,522 |
| Cyclical Maintenance Provision | 66,195 | 73,300 | 69,827 |
| Adjustment to the Provision | (65,543) | - | 14,493 |
| Grounds | 11,145 | 11,500 | 10,804 |
| Heat, Light and Water | 94,684 | 87,900 | 86,179 |
| Rates | 9,087 | 9,000 | 9,691 |
| Repairs and Maintenance | 43,149 | 24,700 | 24,083 |
| Use of Land and Buildings | 1,098,626 | 1,098,626 | 1,098,626 |
| Security | 7,418 | 7,500 | 8,199 |
| Employee Benefits - Salaries | 257,257 | 216,600 | 232,844 |
| | <u>1,561,254</u> | <u>1,571,126</u> | <u>1,592,268</u> |

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



8. Depreciation of Property, Plant and Equipment

| | 2017 | 2017 | 2016 |
|--|---------------|----------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Building Improvements | 1,550 | 20,000 | 1,551 |
| Furniture and Equipment | 25,173 | 20,000 | 29,366 |
| Information and Communication Technology | 22,122 | 20,000 | 29,950 |
| Motor Vehicles | 7,646 | 20,000 | 6,255 |
| Leased Assets | 12,547 | 20,000 | 10,308 |
| Library Resources | 4,433 | - | 4,940 |
| | <u>73,471</u> | <u>100,000</u> | <u>82,370</u> |

9. Cash and Cash Equivalents

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash on Hand | 100 | - | 100 |
| Bank Current Account | 120,579 | 433,054 | 301,039 |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | <u>120,679</u> | <u>433,054</u> | <u>301,139</u> |

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

Of the \$120,679 Cash and Cash Equivalents, \$17,297 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Receivables | 9,193 | 3,601 | 3,601 |
| Receivables from the Ministry of Education | 1,387 | - | - |
| Interest Receivable | 1,295 | 3,350 | 3,350 |
| Teacher Salaries Grant Receivable | 188,908 | 216,289 | 216,289 |
| | <u>200,783</u> | <u>223,240</u> | <u>223,240</u> |
| Receivables from Exchange Transactions | 10,488 | 6,951 | 6,951 |
| Receivables from Non-Exchange Transactions | 190,295 | 216,289 | 216,289 |
| | <u>200,783</u> | <u>223,240</u> | <u>223,240</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2017 | 2017 | 2016 |
|--------------------------|---------|-------------|---------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 332,860 | 438,218 | 438,218 |



12. Property, Plant and Equipment

| | 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 |

The net carrying value of equipment held under a finance lease is \$9,956 (2016: 14,849)

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|---------------|-----------------|------------|-----------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2016 | | | | | | |
| Building Improvements | 16,389 | - | (1,138) | - | (1,551) | 13,700 |
| Furniture and Equipment | 171,480 | 48,800 | (9,254) | - | (29,366) | 181,660 |
| Information and Communication | 45,125 | 2,850 | (23) | - | (29,950) | 18,002 |
| Motor Vehicles | 67,873 | 17,391 | - | - | (6,255) | 79,009 |
| Leased Assets | 21,486 | 3,671 | - | - | (10,308) | 14,849 |
| Library Resources | 33,112 | 8,099 | (1,692) | - | (4,940) | 34,579 |
| Balance at 31 December 2016 | 355,465 | 80,811 | (12,107) | - | (82,370) | 341,799 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2016 | | | |
| Building Improvements | 31,015 | (17,314) | 13,700 |
| Furniture and Equipment | 781,923 | (600,263) | 181,660 |
| Information and Communication | 708,009 | (690,007) | 18,002 |
| Motor Vehicles | 100,277 | (21,268) | 79,009 |
| Leased Assets | 32,572 | (17,723) | 14,849 |
| Library Resources | 86,963 | (52,384) | 34,579 |
| Balance at 31 December 2016 | 1,740,760 | (1,398,961) | 341,799 |



13. Accounts Payable

| | 2017 | 2017 | 2016 |
|---------------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operating creditors | 85,635 | 78,679 | 78,679 |
| Accruals | 24,622 | 9,990 | 9,990 |
| Banking staffing overuse | - | 9,793 | 9,793 |
| Employee Entitlements - salaries | 192,875 | 220,494 | 220,494 |
| Employee Entitlements - leave accrual | 53,121 | 45,266 | 45,266 |
| | <u>356,253</u> | <u>364,222</u> | <u>364,222</u> |
| Payables for Exchange Transactions | <u>356,253</u> | <u>364,222</u> | <u>364,222</u> |
| | <u>356,253</u> | <u>364,222</u> | <u>364,222</u> |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2017 | 2017 | 2016 |
|---|---------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Grants in Advance - Ministry of Education | - | 1,700 | 1,700 |
| International Student Fees | 76,270 | 134,563 | 134,563 |
| Other | 11,539 | 12,095 | 12,095 |
| | <u>87,809</u> | <u>148,358</u> | <u>148,358</u> |

15. Provision for Cyclical Maintenance

| | 2017 | 2017 | 2016 |
|---|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Provision at the Start of the Year | 480,400 | 480,400 | 492,646 |
| Increase to the Provision During the Year | 66,195 | 73,300 | 69,827 |
| Adjustment to the Provision | (65,543) | - | 14,493 |
| Use of the Provision During the Year | (44,871) | (73,300) | (96,566) |
| Provision at the End of the Year | <u>436,181</u> | <u>480,400</u> | <u>480,400</u> |
| Cyclical Maintenance - Current | 121,821 | 264,896 | 264,896 |
| Cyclical Maintenance - Term | 314,360 | 215,504 | 215,504 |
| | <u>436,181</u> | <u>480,400</u> | <u>480,400</u> |



16. Finance Lease Liability

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

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 7,223 | 12,779 | 12,779 |
| Later than One Year and no Later than Five Years | 4,413 | 4,971 | 4,971 |
| | <u>11,636</u> | <u>17,750</u> | <u>17,750</u> |

17. Funds Held in Trust

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Funds Held in Trust on Behalf of Third Parties - Current | 97,741 | 115,284 | 115,284 |
| | <u>97,741</u> | <u>115,284</u> | <u>115,284</u> |

These funds are held in trust for Homestay

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:

| | 2017 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contribution/ (Write-off to R&M) | Closing Balances \$ |
|--------------------|--------------------|------------------------|-------------------------|----------------|--|------------------------|
| Boiler Refurbished | <i>Completed</i> | 35,528 | 9,526 | 45,054 | - | - |
| Auditorium Lights | <i>In progress</i> | - | 17,297 | - | - | 17,297 |
| Totals | | <u>35,528</u> | <u>26,823</u> | <u>45,054</u> | <u>-</u> | <u>17,297</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education

17,297
17,297

| | 2016 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOI Contribution/ (Write-off to R&M) | Closing Balances \$ |
|--------------------|--------------------|------------------------|-------------------------|----------------|--|------------------------|
| Moana Upgrade | <i>Completed</i> | 52,354 | 486,732 | 538,893 | (193) | - |
| Boiler Refurbished | <i>In progress</i> | - | 70,390 | 34,862 | - | 35,528 |
| Totals | | <u>52,354</u> | <u>557,122</u> | <u>573,755</u> | <u>(193)</u> | <u>35,528</u> |



19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. 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.

| | 2017 Actual \$ | 2016 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 5,885 | 4,415 |
| Full-time equivalent members | 0.18 | 0.31 |
| <i>Leadership Team</i> | | |
| Remuneration | 504,963 | 340,807 |
| Full-time equivalent members | 5.00 | 3.00 |
| Total key management personnel remuneration | 510,848 | 345,222 |
| Total full-time equivalent personnel | 5.18 | 3.31 |

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 | 140-150 | 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 | 2017 FTE Number | 2016 FTE Number |
|-----------------------|--------------------|--------------------|
| 110 - 120 | - | - |
| 100 - 110 | 1.00 | 1.00 |
| | 1.00 | 1.00 |

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



21. 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 | - | - |

22. Contingencies

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

23. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has entered into the following contract agreement for capital works.

(a) \$16,400 contract for auditorium lighting upgrade to be completed in 2018, which will be fully funded by the Ministry of Education. \$17,297 has been received and includes funding for fees - refer Note 18.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

- (a) operating lease of a photocopier and
- (b) balance of cyclical maintenance painting;

| | 2017 Actual \$ | 2016 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 21,718 | 14,074 |
| Later than One Year and No Later than Five Years | - | 3,482 |
| Later than Five Years | - | - |
| | <u>21,718</u> | <u>17,556</u> |

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



25. Financial Instruments

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

Loans and Receivables

| | 2017 | 2017 | 2016 |
|-----------------------------|----------------|------------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash and Cash Equivalents | 120,679 | 433,054 | 301,139 |
| Receivables | 200,783 | 223,240 | 223,240 |
| Investments - Term Deposits | 332,860 | 438,218 | 438,218 |
| Total Cash and Receivables | <u>654,322</u> | <u>1,094,512</u> | <u>962,597</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 356,253 | 364,222 | 364,222 |
| Finance Leases | 10,672 | 16,284 | 16,284 |
| Total Financial Liabilities Measured at Amortised Cost | <u>366,925</u> | <u>380,506</u> | <u>380,506</u> |

26. Events After Balance Date

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

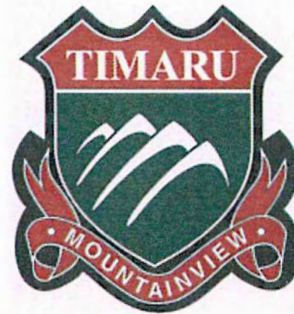
27. Internal Control Systems

The Board is aware of the requirement to maintain adequate internal control systems in the School. It acknowledges that there were departures from the financial administration policies and procedures relating to expenditure in that not all expenditure was supported by the required documentation or the correct approvals. Due in part to staff turnover, adequate internal control systems were not properly maintained. In some instances this lack of documentation has resulted in items being miscoded and double paid. The Board is not aware of any malfeasance with all bank accounts being reconciled and correctly reported in these financial statements and for any double payments the funds have been subsequently recovered. The Board is taking steps to ensure all financial transactions comply with policy and procedures.

28. Annual Reporting Deadline

The School has not met the statutory deadline of 31 May 2018 for the filing of its completed Annual Report. To the best of our knowledge, all material matters are reflected in the financial statements, but the additional work required to confirm these figures resulted in a delay in the completion of the annual report for this year.





School Charter
Strategic and Annual Plan for
Mountainview High School

2017 -19

Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

Mountainview High School School 2017 - 19

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> |
| Values | <ul style="list-style-type: none">• Respectful• Responsible |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Ready to Learn • 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. |

Baseline Data or School Context

Students' Learning

2016 showed a minor decrease in the performance of our senior students at all levels of NCEA in the provisional participation data. However this decrease is expected to be minimalized and at both levels 1 and 3. Despite slight increases in the performances of our priority learners the differential between our priority learner and whole school data remains concerningly high.

| 2016 Performance (Participation data) | Level 1 | Level 2 | Level 3 | University Entrance |
|---------------------------------------|-------------|-------------|-------------|---------------------|
| Overall Pass Rate / % | 77.0 | 81.0 | 76.1 | 43.3 |
| Maori Pass Rate / % | 60.0 | 66.7 | 33.3 | 33.3 |
| Female Pass Rate / % | 72.3 | 89.2 | 84.2 | 50.0 |
| Male Pass Rate / % | 79.7 | 76.3 | 66.5 | 34.5 |

These differences are more noticeable in the roll based data as this takes into account the students who leave before the November examinations.

| 2016 Performance (Roll based data) | Level 1 | Level 2 | Level 3 | University Entrance |
|------------------------------------|-------------|-------------|-------------|---------------------|
| Female Pass Rate / % | 69.4 | 76.7 | 80.0 | 47.5 |
| Male Pass Rate / % | 70.1 | 71.4 | 47.5 | 25.0 |

Student Engagement

One of the key factors in ensuring effective learning is supporting students to attend school on a regular basis. The 2015 attendance rates for students show that overall Mountainview has an attendance rate of 86.4%. Despite an increase in student attendance across the board there remains a negative differential between our Priority students and the whole school cohort.

| | |
|--|--|
| | <p>In addition to frequent attendance the duration of a student's stay at school improves their chances of a suitable outcome. In 2016 49 students left before completing their year 13 studies. This was a significant improvement on the actual number and cohort proportion compared to 2015.</p> |
| <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 committees that provide advice and guidance on various aspects of the day to day operations. The key committees are:-</p> <p>Operations - Student Welfare - Curriculum - Growth Team - PB4L / Restorative</p> <p>In addition to the above an extended leadership group will be trialled in 2017.</p> |
| <p>Review of Charter and Consultation</p> | <p>The school Charter is prepared and reviewed annually by the Board of Trustees and School Staff. In addition the Board consulted the wider school community about the Charter direction contents and targets set through Information evenings held in 2014. In 2016 there was significant community consultation around the proposed changes to the Senior and Junior curriculum in addition to the school timetable.</p> |

Strategic Direction

| Strategic Goals | | Core Strategies for Achieving Goals 2017 - 2019 |
|-------------------------|---|---|
| Student Learning | Improve learning outcomes in order to raise NCEA achievement for students in Years 11 -13 | <p>Continue to develop and utilise the ART Process at Y11 – 13 to identify students at risk of not achieving.</p> <p>Develop a range of interventions to support students at risk.</p> <p>Collaboration with staff on development of a mentoring system that supports all identified students and contributes to success for all.</p> <p>Review, rationalise and improve the relevance of course pathways ensuring all courses are accessible and that the barriers for learning are reduced / removed.</p> <p>Develop a modular and flexible framework of options available for students</p> <p>Develop and implement a course for students who are better suited to study for the Level 2 qualification over two years.</p> <p>Develop a culture of 'Success for All'.</p> <p>Identify and adopt a suitable solution for careers education at MVHS.</p> <p>Develop capacity of staff through the introduction of PLG PD and incorporate it into the appraisal system.</p> <p>Develop and utilise a vigorous observation tool that supports the development of effective pedagogy.</p> |
| Student Learning | Remove the difference between Maori achievement and whole school achievement for NCEA. | <p>Investigate how to develop rich and in depth links to our Maori community.</p> <p>Review, rationalise and improve the relevance of course pathways ensuring that courses are culturally responsive to the needs of Maori.</p> <p>Liaise with Arowhenua and Ngai Tahu to encourage Whanau involvement.</p> <p>Use the ART data to enable early identification of Maori students at risk of not achieving and engage whole Whanau in learning conversations.</p> <p>Celebrate our successes.</p> |

| | | |
|-------------------------|---|--|
| | | <p>Development of a restorative approach to promote strong relationships both in and beyond the classroom.</p> <p>School participation in Secondary Tertiary Partnership programmes that enable students to experience a broad range of vocational learning.</p> <p>Explore the possibility of holding a Senior Student Leadership camp at a Marae.</p> <p>Develop the School Haka so that all students know it by 2018</p> |
| Student Learning | Remove the achievement difference at NCEA between males and females in the roll based data. | <p>Review course structure and pathways to ensure appropriate courses that engage males are available particularly at Level 3.</p> <p>School participation in Secondary Tertiary Partnership programmes that enable students to experience a broad range of vocational learning.</p> <p>Develop a modular and flexible framework of options available for students</p> <p>Continued Development and implementation of a course for students who are better suited to study for the Level 2 qualification over two years.</p> <p>Celebrate success and develop strong male role models within the student body.</p> <p>Identify male reading and numeracy buddies from the senior students who are able to work alongside junior boys to assist with their reading / numeracy development.</p> <p>Assist staff to develop a range of approaches and activities in the classroom that appeal to male students.</p> <p>Identify and approach a number of successful male ex students who are able to talk at the whole school or Whanau assemblies.</p> <p>Develop a project approach for staff development regarding Priority learner involvement.</p> |
| Student Learning | All students engage actively in learning demonstrating acceptable progress at Years 9 & 10 | <p>Implement the modular designed programme for all Y9&10 students during 2017-2018.</p> <p>Develop staff to levels of IT competence so that they are able to support and</p> |

| | | |
|------------------------------------|---|--|
| | | <p>harness the development of digital learning.</p> <p>Embed the new Learning framework so that students are able to use it as a suitable scaffold for learning.</p> <p>Develop staff capacity in using the e-asTTle assessment system during the year through external PLD.</p> <p>Staff members are able to adjust / modify teaching approaches and units to address identified weaknesses at the cohort level.</p> <p>Continue to develop flexible learning environments in addition to the capacity of staff to use them.</p> <p>Identify male reading and numeracy buddies from the senior students who are able to work alongside junior boys to assist with reading / numeracy development.</p> <p>Promote the concept that all teachers are teachers of literacy and provide appropriate support through the SCT to assist staff in the classroom.</p> |
| Student Engagement | Improve overall student attendance to 90% | <p>Provide a wide range of learning activities in all areas to promote student engagement.</p> <p>Roll out and further develop the Whanau model in the school in order to develop a greater sense of belonging amongst students.</p> <p>Reinvigorate the schools approach to PB4L</p> <p>Develop systems using the KAMAR SMS system that identifies students with poor attendance early enabling home contact to be made.</p> <p>Refer poor attending students to the Truancy service and 'Rock on'.</p> <p>Year 9 and 10 students participate in the 'Me and My Schools' survey provided by NZCER to identify attitudes to various aspects of school operation.</p> |
| School Finance and Property | Undertake property redevelopment and maintenance in accordance with the ten-year property plan and programme of | <p>Start the concept planning for the Whenua Whanau block upgrade.</p> <p>Paint Learning Support block and associated walkways.</p> <p>Develop the Music facility to provide recording studio facilities</p> |

| | | |
|-----------------------------|--|--|
| | cyclical maintenance in order to provide a range of Modern Learning Environments. | Develop a designated School Wharenui. |
| Community Engagement | Actively engage all areas of the community through a range of media to promote community participation and ownership of their school | <p>Ensure all group teachers make contact with the parents of all new students in the first three weeks of the student starting at Mountainview.</p> <p>Introduce at least two new activities in 2017 that focuses on getting parents into the school.</p> <p>Develop and Implement a school communication strategy.</p> <p>Develop and open the School Web Portal.</p> <p>Develop a School social media presence.</p> <p>Use the school Newsletter to promote the participation of parents in school organisations such as the Board of Trustees etc.</p> |

Annual School Improvement Plan – SUMMARY

| Domain | Strategic Goal | 2017 Targets | Short Report |
|--------------------------------|--|--|--|
| <p>Student Learning</p> | <p>Improve learning outcomes in order to raise NCEA achievement for students in Years 11 -13</p> | <p>L1 95% with a reduced gap between participation data and cohort data of no more than 6%</p> <p>L2 90% with a reduced gap between participation data and cohort data of no more than 8%</p> <p>L3 85% with a reduced gap between participation data and cohort data of no more than 8%</p> | <p>L1 Participation data is currently sitting at 82.1% - an increase on the previous year of 4.7%. The difference between Participation and Roll based data currently sits at 9.8%</p> <p>L2 saw a disappointing dip with the 2017 result being 4.5% below the 2016 results. The participation data showed a success rate of 78.8% which was 20% above the roll based data.</p> <p>L3 also had a slight dip in 2017 with the participation data showing a pass rate of 75% which was greater than 20% above the roll based data.</p> <p>2017 was a year of significant curriculum change across the school. In the senior school the introduction of semesterisation resulted in many of the courses on offer having to be redesigned. The biggest impact though came from the reduction of six subjects down to five. Whilst the Year 11 students</p> |

| | | | |
|-------------------------|--|---|--|
| | | | took this in their stride (as they had no prior experience of NCEA) Year 12 and Year 13 students struggled to understand that they had to be more focused on gaining the credits they were offered as the credit totals had been reduced significantly. |
| Student Learning | Remove the difference between Maori achievement and whole school achievement for NCEA by 2018. | <p>Maori achievement at Level 1 to within 10% of whole school achievement</p> <p>Maori achievement at Level 2 to within 10% of whole school achievement</p> <p>Maori achievement at Level 3 to within 10% of whole school achievement</p> | <p>The gap between Maori and whole cohort achievement has widened significantly and L1 & L2. There were no results for Maori at L3.</p> <p>2017 Despite the results was a significant year for Maori at MVHS. With the roll out of the MVHS Maori education plan in the latter part of the year together with having representation at the Board level the engagement with the Kura Whanau is on the increase.</p> |
| Student Learning | Remove the achievement difference at NCEA in the roll based data between males and females | Male achievement at Level 3 to within 8% of Female counterparts | The differential between Male and Female achievement has been extended at L3. It is thought that Boys have been disadvantaged by the move from 6 subjects down to 5 as it has reduced their ability to take a smaller selection of standards from a wider choice of subjects. |

| | | | |
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| | | | The need to take a more coherent approach to course planning has had a negative impact this year. |
| Student Learning | Promote achievement at high levels | For the proportion of Merit and Excellence certificate Endorsements to be within 3% or above of the national average for Decile 6 schools at Levels 1 & 2 | The gap between MVHS and other Dec 6 schools is closing at level 1 with an increase Merit / Excellent endorsement rate nearly 4% higher than 2016. The gap at level 2 widened slightly in addition it was also below the 2016 performance. |
| Student Learning | Promoting Success for all | For all students with the exception of ORS funded students to reach level 2 or above by the time they leave Y13. | 94.7% of students who left during Year 13 left with Level 2. Of the 3 students who left at the end of the year without L2 1 has returned as a Y14 student. |
| Student Learning | All students engage actively in learning demonstrating acceptable progress at Years 9 & 10 | All students demonstrate that progress has been made in two curriculum strands for Reading and Maths. e-asTTle assessments demonstrate average cohort gains in both reading and Maths of 2 sub-levels. | eastTTle data for English shows that all students in Year 9 and Year 10 made 1 sub-level gain. Whilst in Maths the students in Year 9 on average gained 1.34 sub levels whilst the students in Year 10 gained 1.72 sub-levels. The comparative MidYis data suggest that students actually made bigger gains in English but confirmed the Maths eastTTle results. |
| Student | Improve overall student attendance | Overall attendance of 88% for | The data for 2017 is of |

| | | | |
|---------------------------|--|--|--|
| Engagement | to 90% by 2018 | 2017. | questionable use due to the issues experienced with double entry. This is something that was address later in the year. |
| Student Engagement | Continue to embed PB4L thinking and practice into the processes and culture of the school. | Negative pastoral incidents to decrease by 10% of 2015 record Positive rewards to increase by 10% | Negative incidents decreased by 10% compared to 2016. Whole new range of positive recognition introduced. 'coffee club' style cards that students get stamped has resulted in a new tier of value recognition Badges. |
| Student Engagement | Further develop programmes and support to promote high student retention rates. | No more than 8% of the school roll should leave in anyone year other than at the end of Y13 | The turnover for 2017 was 13%. Whilst we failed to meet the target some of this was due to students participating in dual courses with ARA deciding to move into the tertiary study area rather than remain at secondary school. This was a good education outcome for these students. |

Improvement Plan - Domain: Learning AP 01/17

Strategic Goals: Improve learning outcomes in order to raise NCEA achievement for students in Years 11 -13

Annual Goal:

Increased achievement at L1,2 and 3 with a decrease in the differential between participation and whole cohort data.

Annual Targets:

L1 95% with a reduced gap between participation data and cohort data of no more than 6%

L2 90% with a reduced gap between participation data and cohort data of no more than 8%

L3 85% with a reduced gap between participation data and cohort data of no more than 8%

Baseline data: Participation data

| | L1 | L2 | L3 |
|-----------------|-------------|-------------|-------------|
| Participation % | 77.0 | 81.0 | 76.1 |
| Cohort Data % | 69.8 | 73.6 | 63.8 |

Key Improvement Strategies:

| When: | What: (examples) | Who | Indicators of Progress |
|---------------------|---|------------------------------|---|
| Term 2 | Review Achievement trends with Learning Areas to identify development points | HSS / HoLA's | <p>Meeting minutes</p> <p>Development points reflected in Learning Area documentation Done</p> <p>Development points reflected in Learning Area goals. Done</p> <p>Learning area goals reflected in Teacher appraisal. In progress due to change of Appraisal system.</p> |
| Term 2 ongoing | Implement the ART approach for 2017 and publish every three weeks highlighting students who require support | HSS / HoW's | <p>Sheets produced Done</p> <p>Students at risk of not achieving identified. Done</p> <p>Intervention strategies developed and communicated to staff, student and parents. Partially done with mixed response.</p> |
| Term 2 then ongoing | Support students at risk of not achieving with a targeted mentoring approach that focuses on academic support | HSS / HoW's / Group Teachers | <p>Mentoring programme published Done though with mixed response. Mentoring adjusted during the year due to patchy buy in.</p> <p>Student monitoring and goal sheets developed and used. Done</p> |

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| Term 2 & 4 | Identify students who have predominantly internal courses or are short of credits and provide alternative arrangements rather than study leave | HSS / HoLA's / HoW's | A programme of Wananga support put in place for students identified as not being academic beneficiaries of study leave. <i>Done</i> – but very last minute. A greater lead in time should be more beneficial in future years. |
| Term 3 | Identify and develop a range of opportunities to celebrate student academic achievement in forums such as Whole school assemblies, whanau gatherings publications | HSS / HoW's / HoLA's/ HJS / Principal | A range of celebrations are identified and developed. <i>Not done.</i> |
| Term 4 | Identify further learning and assessment opportunities for students who are short of credits in order to maximise their academic gain for the year | HSS | All opportunities identified in all areas. <i>Variable response</i> Students are offered and able to make the most of the opportunities available. <i>Variable response</i> |
| January 2018 | Identify students who have fallen marginally short of the certification thresholds and identify further learning and assessment opportunities that they can undertake by 21 st Feb 2018 | HSS | Any student who is within 10% of the credit requirement for certification is offered the opportunities to gain these credits at the start of the school year. <i>Done</i> – A number of Y11 – Y13 students availed themselves of the opportunity. L2 results increased >10% as a result. Students and families are actively encouraged and supported to make up any shortfall. <i>Done.</i> |

Monitoring & Reporting: HSS

| Improvement Plan - Domain: Learning AP 02/17 | | | | |
|--|---|--|--|------|
| Strategic Goals: Remove the difference between Maori achievement and whole school achievement for NCEA by 2019. | | | | |
| Annual Goal: See a significant decrease in the differential between Maori and whole school achievement. | | Annual Targets: Maori achievement at Level 1 to within 10% of whole school achievement Maori achievement at Level 2 to within 10% of whole school achievement Maori achievement at Level 3 to within 10% of whole school achievement | | |
| Baseline data: Participation data | | | | |
| | | L1 | L2 | L3 |
| | Whole School % | 77.0 | 81.0 | 76.1 |
| | MVHS Maori % | 60.0 | 66.7 | 33.3 |
| | Dec 4-7 Maori % | 76.4 | 83.3 | 71.7 |
| Key Improvement Strategies: | | | | |
| When: | What: (examples) | Who | Indicators of Progress | |
| Term 1 & 2 | Focus on developing rich relationships with our Kura Whanau | HJS / Hu / Principal | Regular Hui Done – Partially. Remains a little irregular at the moment. Whanua representation on school structures Whanau representation achieved at BOT level. | |

| | | | |
|------------------------------|--|------------------------|--|
| <p>Term 1 & 2</p> | <p>Develop the relationship with the local Iwi and encourage participation in planning appropriate programmes</p> | <p>HJS / HU</p> | <p>Contact Ngai Tahu educational advisor Done Review programmes and access culturally based programmes Not done – a priority for 2018</p> |
| <p>Term 2 ongoing</p> | <p>Initiate a Kura Whanau support group who are able to participate in developing a strategic plan for Maori Achievement</p> | <p>HJS / HU</p> | <p>Survey Parents about their perceptions of what MVHS offers and what they think should change. Done and findings shared with staff Survey students about their perceptions of what MVHS offers and what they think should change Done and findings shared with staff Whanau group meets at least once a term Done</p> |
| <p>Term 2 ongoing</p> | <p>Initiate the ART approach</p> | | <p>Art spread sheets prepared regularly Done Pastoral network identify, target and support at risk students. Done Whanau support and strategies developed to assist students to achieve</p> |

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| | | | Done but not effectively |
| Term 3 & 4 | Provide PLD for staff on the needs of Maori Learners. | | Staff are able to participate in culturally responsive PLD Not done as struggling to locate appropriate resources |
| Term 3 & 4 | Identify students at risk of not achieving and provide Wananga support | | Intervention strategies are adopted. Done |
| Term 4 | Develop a school / community event that celebrates the success of our Kura Whanau | | Awards evening held. Not done |
| Monitoring & Reporting: HJS | | | |

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|--|--|--|----|
| Improvement Plan - Domain: Learning AP 03/17 | | | |
| Strategic Goals: Remove the achievement difference at NCEA between males and females | | | |
| Annual Goal: To see a significant decrease in the student achievement differential between male and female students by improving the achievement performance of males. | | Annual Targets: Male achievement at Level 1 & 2 on par with Female counterparts Male achievement at Level 3 to within 8% of Female counterparts | |
| Baseline data: Roll based data | | | |
| | | L1 | L2 |
| | | | L3 |

| | Female % | 69.4 | 76.7 | 80.0 |
|------------------------------------|---|-----------------------|---|------|
| | Male % | 70.1 | 71.4 | 47.5 |
| Key Improvement Strategies: | | | | |
| When: | What: (examples) | Who | Indicators of Progress | |
| Term 1 & 2 | Continue to forge a relationship with the new entity ARA with the aim of developing one and two day courses in the trades domain. | Principal / SH | <p>A flexible programme of tertiary / trades study is developed. Done – Partially. Introduction of semesterisation allows students to move in and out of courses midyear. Significant numbers of students are engaged in study at ARA through STP</p> <p>Students are able to develop personalised and flexible programmes</p> <p>Done - Introduction of semesterisation allows students to move in and out of courses midyear</p> <p>Students are able to move on from school into tertiary / employment based study seamlessly</p> <p>Improved- The relationships developed through embedding both GATEWAY and STP into programmes of study has reduced the barriers between the school and tertiary education.</p> | |
| Term 2 | Initiate the ART process for 2017 | HSS | Spread sheets are compiled and | |

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| | | | distributed to key staff Done |
| Term 3 - 4 | Identify achievement trends and students at risk of not achieving. Develop achievement support groups for identified groups of males. | HSS / HoW's | Students at risk of not achieving are identified Done Support groups are organised and operate effectively. Partially done – not effective |
| Term 2-4 | Work with ARA and the careers service to identify possible destination goals for disengaged males. | SH / Principal | School leavers have a suitable destination identified for them before they leave. Done for the vast majority of school leavers. Students now complete exit interviews to assess reality of destinations |
| Term 3 | Improve the profile around the school of males experiencing academic success. | HSS | Posters are developed and distributed across the campus. Not Done Role models are identified Not Done |
| Term 3 - 4 | Investigate the possibility of targeted male study groups during Mentor time | Principal / PH / HSS | Possibility is reviewed with key staff Not Done |
| Monitoring: HSS | | | |

Improvement Plan - Domain: Learning AP 04/17

Strategic Goals: Increase achievement at high levels

Annual Goal:

To see the proportion of Merit and Excellence certificate endorsement increase to be within 3% or above of the average for Decile 6 Schools at Levels 1 & 2

Annual Targets:

Higher achievement at Level 1 to within 3% of Decile 6 Average
Higher achievement at Level 2 to within 3% of Decile 6 average

Baseline data:

| | L1 | L2 | L3 |
|----------------------|----|------|------|
| % Endorsements | 47 | 23.1 | 27.4 |
| Dec 6 % Endorsements | 50 | 36.7 | 35.8 |

Key Improvement Strategies:

When:

What: (examples)

Who

Indicators of Progress

| | | | |
|-----------------------|--|---------------------------------|---|
| Term 2 | Use all data available asTTle, Midyis, NCEA data, teacher feedback etc to identify all students at the Learning area level who are tracking towards the higher achievement grades. | Principal / HSS / HoLA's | Data is identified, collected, processed and distributed. Partially done. Much better in the latter part of the year Learning areas are made aware of the data and use it to identify students in their classes. Partially done though inconsistencies of use exist both within and beyond Learning Areas Students, Parents and Whanau are notified of achievement expectations. Inconsistent in application |
| Term 2 ongoing | Develop and implement a regular tracking process that identifies the progress of identified students. | Principal / HoLA's | The progress of identified students is regularly monitored Done |
| Term 2 ongoing | Liaise with students and Whanau when achievement falls below expectation. | HoLA's | Contact with Whanau is made in a timely manner. Done, though parent feedback is that it could be better. Use of Phone, email, Parent portal all used with some effect Possible strategies for improvement are identified. Not done effectively enough |
| Term 3 – 4 | Provide enrichment and / or consolidation opportunities for identified students throughout the year. | Principal / HSS / HoLA's | A range of opportunities are on offer throughout the year. Done |

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| <p>Term 3 - 4</p> | <p>Encourage the development of self support / study groups during the year. Encourage the use of the school facilities eg library outside of school hours.</p> | <p>Principal / HSS</p> | <p>Students work together to support each other.</p> <p>Done but only effective at the Senior Years. Still need to develop a widespread culture of scholarship</p> <p>School facilities are available after school and during school holidays.</p> <p>Done</p> |
| <p>Monitoring: Principal</p> | | | |

| Strategic Goals: All students engage actively in learning demonstrating acceptable progress at Years 9 & 10 | | | |
|--|--|--|--|
| Annual Goal: All students make progress at Years 9 & 10 in Reading and Maths | | Annual Targets: All students demonstrate progress in Reading and Maths e-asTTle assessments demonstrate average cohort gains in both reading and Maths of 2 sub-levels. | |
| Baseline data: Will be obtained at the start of the academic year with the introduction of e-asTTle. | | | |
| Key Improvement Strategies: | | | |
| When: | What: (examples) | Who | Indicators of Progress |
| Term 1 | <p>Junior curriculum initiated throughout the junior school Learning model at the centre of what we do. Regular communication with staff, students and parents Mentoring sessions are initiated, reviewed and continually at the forefront of our practise</p> | All teachers overseen by DY | <p>Provide a wide range of learning activities in all areas to promote student engagement.</p> <p>The Module and POD approach has provided a wide range of contextualised and integrated learning. Student survey data indicates a strong support for the approach – though the support is less at Y10 than at Y10.</p> <p>Roll out and further develop the learning model in the school in order to cultivate a whole school learning language.</p> <p>Better done in semester 1 rather than semester 2. Further work to embed the model will be undertaken in 2018</p> <p>Regular reviews of progress in</p> |

| | | | |
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| | | | <p>order to provide best teaching and learning practises</p> <p>Regular survey of the students has allowed the new system to be tweaked when needed. Student feedback is overall good with respect to the changes made</p> |
| Term 1 | <p>Year nine students issued with Laptops for learning</p> <p>Identify At risk students and liaise with appropriate agencies</p> <p>Identified PD required for staff in order to improve the learning experience of the students</p> <p>Regular planning and review meetings with Growth team members to identify issues and share solutions with peers to keep them at the precipice of teaching and learning.</p> <p>Regular observations of teaching skills within modules by Specialist classroom teacher and senior staff.</p> | <p>JS/DN/RA</p> <p>Growth team</p> | <p>Assistance for students in Year nine to learn in 21st Century conditions improving learning with the assistance of technology.</p> <p>Students provided with digital devices with support. Initially only supplied to Y9 extended mid year to Y10 as well once benefits were seen</p> <p>Continual communication on the direction of learning within the school.</p> <p>Regular feedback and feed forward for staff, students and parents.</p> <p>Staff will receive upskilling to enhance pedagogical skills in order to provide better lessons</p> <p>Some work has been done in this area. Further development work is required in 2018</p> <p>Possible strategies for improvement will be identified in order to meet the demands of the students learning needs.</p> <p>Achievement and survey data</p> |

| | | | |
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| | | | <p>interrogated to identify areas for improvement</p> <p>Relationships between students, whanau and staff enhanced in order to make sure no student falls through the cracks.</p> <p>Inconsistency in application noted</p> |
| Term 2 | <p>Year ten students issued with laptops for learning</p> <p>Required review surveys carried out</p> <p>Provide enrichment and / or consolidation opportunities for identified students throughout the year.</p> <p>Prepare our all-Junior students for the rigours of NCEA and beyond.</p> <p>Develop 21st century learners and young people who can compete in the real world.</p> | Dy | <p>Ranges of opportunities are on offer throughout the year.</p> <p>The flexibility of the Modules and POD's has ensured that there is a wide range of contexts and opportunities available for all students in Y9&10</p> |
| Term 2/3 | <p>Provide enrichment and / or consolidation opportunities for identified students throughout the year.</p> <p>Continually self-review in order to improve and provide the best learning opportunities for all students.</p> | All Teachers DY | As above |
| Term 3 | As above | All Teachers DY | As above |
| Term 4 | Produce young people who are prepared for the rigours of NCEA. That are well-rounded learners and are at the cusp of 21 st Century learning demands. | All Teachers DY | <p>Provide a wide range of learning activities in all areas to promote student engagement.</p> <p>The Module and POD approach</p> |

| | | |
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| | | <p>has provided a wide range of contextualised and integrated learning. Student survey data indicates a strong support for the approach – though the support is less at Y10 than at Y10.</p> <p>Roll out and further develop the learning model in the school in order to cultivate a whole school learning language.</p> <p>Better done in semester 1 rather than semester 2. Further work to embed the model will be undertaken in 2018</p> <p>Regular reviews of progress in order to provide best teaching and learning practises</p> <p>Regular survey of the students has allowed the new system to be tweaked when needed. Student feedback is overall good with respect to the changes made</p> |
| <p>Monitoring: HJS</p> | | |

| | | | |
|---|--|---|---|
| Strategic Goals: Improve overall student attendance to 90% by 2018 | | | |
| Annual Goal: To develop a robust system that allows for accurate determination of student attendance. | | Annual Targets: Overall attendance of 88% for 2017. | |
| Baseline data: | | | |
| | | Year | 2015 |
| | | 2016 | |
| | | % Attendance | 82 |
| | | 86.4 | |
| Key Improvement Strategies: | | | |
| When: | What: (examples) | Who | Indicators of Progress |
| Term 1 | Ensure that the KAMAR attendance system is working effectively and supports the accurate reporting of attendance taking into account the many timetable changes made for 2017. | Principal / Attendance / Ra | System is updated to reflect new timetable structure. <i>Done</i> Teachers are using the system in a timely manner. <i>Done though some inconsistencies remain</i> Gremlins in the system are identified and dealt with effectively. <i>Done</i> |
| Term 1 | Set clear expectations of students and staff re being present and being on time. | Principal / All staff | Expectations are made clear by staff during group time. <i>Done</i> Expectations are reinforced during assemblies. <i>Done</i> |

| | | | |
|-----------------|--|--|---|
| | | | <p>Once system is robust high attendance rates are recognised and celebrated.</p> <p>Some issues with double entry at the start of both Semesters. This has had an impact on the overall attendance data. Though most of the timetable issues have been dealt with double entry remains for 12% of classes. We have yet to find a workaround for this</p> |
| Term 1-2 | Ensure poor attendance rates are identified early and that students identified are given attendance cards | Attendance officer / HoW's / Group Teachers | <p>Intervention happens early before attendance issues become a chronic issue.</p> <p>Done through the pastoral network</p> |
| Term 2 | Develop systems to allow for the early identification of truancy | Principal | <p>Investigate, implement and use a externally provided early notification module.</p> <p>Done with some success. Further development needs to be undertaken around early response. The use of text notification has been useful</p> |
| Term 2-4 | Consult with the Whanau of students with poor attendance and develop individualised programmes designed to support student engagement. | Attendance Officer / HoW's / HJS / HSS | <p>Parents are informed whenever students are absent. Family meetings are arranged for students with ongoing attendance issues.</p> <p>Electronic notification has made a significant contribution to managing the occasional truant. It has done little to alter entrenched</p> |

| | | | |
|------------------------------|--|--|---|
| | | | behaviour |
| Term 3 | Review and adopt a formal school attendance policy | Principal / Attendance Officer/ BOT | Policy is developed and adopted. Not done |
| Term 2-4 | Utilise external agencies such as NZ Police and Rock on to further reinforce / support the need for attendance | HJS / HoW's / Attendance Officer | An effective model for timely intervention is developed for students with chronically poor attendance. Whanau are reminded of the legal requirement. Use of home visits together with Rock On intervention has had some positive effect. |
| Monitoring: Principal | | | |

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

| Property (summarised from property plan) (Examples) | Short Report | Finance | Short Report |
|---|--|---|---|
| Repaint the Learning support block and all walkways. Concept plan the Whenua block upgrade. Develop Sound Studio. | Walkways have been repainted. Learning support has not. Rot was found in an area of the Learning support walkway that required essential and extensive repair. Whenua upgrade and sound studio have been moved to be incorporated in the 2018 10YPP | To develop a budget model that parallels the Charter priorities and the new curriculum operative structures | Budget centres for the semester 1 and semester 2 Modules have been developed. |
| Personnel | Short Report | Community engagement | Short Report |
| Develop and implement a coherent model for staff PLD that addresses the priorities of the Charter and our Change agenda | Not done | Further develop opportunities to engage the MVHS community both in and outside the school location | Whanau action plan and Hui have focused on establishing links with the Kura Whanau. School social media presence has been developed. |



MOUNTAINVIEW

— HIGH SCHOOL —

Annual Accounts 2017

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2017, Mountainview High School received total Kiwisport funding of \$10,034.44 (excluding GST).

This sum together with a significant school contribution was used for the provision of the Sports Co-ordination in addition to the development of new sporting activities.



Mark Jones
Principal
Mountainview High School

Date

5/4/18

Mountainview High School

Members of the Board of Trustees 2017

| Name | | Position | | Held to |
|------------------------|----------|-------------|------|---------|
| <u>Current Members</u> | | | | |
| Andrew Dyne (Chair) | June 16 | Elected | 2016 | 2019 |
| Andrew Dixon | June 16 | Elected | 2013 | 2019 |
| Mark Jones | | Principal | 2014 | |
| Ross Christie | | Elected | 2013 | 2019 |
| Richard Stott | | Elected | 2016 | 2019 |
| Mark Rogers | | Elected | 2016 | 2019 |
| Cathy Slee | | Co-opted | 2016 | 2019 |
| Kenny Diamond | | Staff Rep | 2016 | 2019 |
| Jay Lovely | April 17 | Co-opted | 2017 | 2019 |
| Elizabeth Wilson | April 17 | Co-opted | 2017 | 2019 |
| Hanna Harvey | | Student Rep | 2016 | 2017 |
| Maddy MacKenzie | | Student Rep | 2017 | 2018 |