

# ELIM CHRISTIAN COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

**Ministry Number:** 1190

**Principal:** Roger Murray Burton

**School Address:** 159 Botany Road, Auckland 2010

**School Postal Address:** PO Box 58644, Botany, Auckland 2163

**School Phone:** 09-538 0368

**School Email:** botany@elim.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expi
Chris Bethwaite	Chairperson	Elected June 2019		May 2022
Roger Murray Burton	Principal	ex Officio		n/a
Richard King	Parent Rep/Deputy Chair	Elected June 2019		May 2022
Joanna Lee	Parent Rep	Elected June 2019		May 2022
Jiun Singh	Parent Rep	Elected June 2019		May 2022
Richard Wagener	Parent Rep	Elected June 2019		May 2022
Hayden Briscoe	Proprietor Rep	Appointed June 2016		n/a
Bill Kathagen	Proprietor Rep	Appointed May 2013		n/a
Colin Marshall	Proprietor Rep	Appointed March 2018		n/a
Lloyd Ratnaraja	Proprietor Rep	Appointed January 2016		n/a
Stephen Briscoe	Staff Rep	Elected June 2019		May 2020
Joash Kumar	Student Rep	Elected Sept 2019		Sept 2020
Dawie De Vaal	Parent Rep	Elected June 2016		May 2019
Jordyn Trollip	Student Rep	Elected Sept 2018		Sept 2019

**Accountant / Service Provider:** Inhouse

# ELIM CHRISTIAN COLLEGE

Annual Report - For the year ended 31 December 2019

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# Elim Christian College

## Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

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

Christopher Bethwaite

Full Name of Board Chairperson

cbethwaite

Signature of Board Chairperson

16 April 2021

Date:

Roger Murray Burton

Full Name of Principal

rmurphy

Signature of Principal

16 April 2020

Date:

# Elim Christian College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	8,700,190	8,507,947	7,946,702
Locally Raised Funds	3	1,338,957	1,374,500	1,406,820
Use of Land and Buildings Integrated		4,780,000	5,130,000	3,833,000
Interest Earned		47,220	19,200	58,493
Gain on Sale of Property, Plant and Equipment		-	-	-
International Students	4	1,065,854	850,500	856,015
Other Revenue		1,875	1,900	1,900
		<u>15,934,096</u>	<u>15,884,047</u>	<u>14,102,930</u>
<b>Expenses</b>				
Locally Raised Funds	3	856,481	948,800	923,431
International Students	4	269,545	174,700	176,173
Learning Resources	5	8,274,895	8,099,782	7,412,031
Administration	6	769,116	785,400	700,511
Finance		6,385	6,500	6,168
Property	7	5,367,786	5,642,400	4,315,828
Depreciation	8	306,837	294,060	236,567
Loss on Disposal of Property, Plant and Equipment	12	2,613	10,000	803
Amortisation of Intangible Assets	13	600	600	550
		<u>15,854,258</u>	<u>15,962,242</u>	<u>13,772,062</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>79,838</b>	<b>(78,195)</b>	<b>330,868</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>79,838</b></u>	<u><b>(78,195)</b></u>	<u><b>330,868</b></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.





**Elim Christian College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>	<u>2,310,517</u>	<u>2,310,517</u>	<u>1,985,328</u>
Total comprehensive revenue and expense for the year	79,838	(78,195)	330,868
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	37,050	-	-
Capital Distributions to / (from) Lynne Tito Memorial Fund	-	-	(5,679)
<b>Equity at 31 December</b>	<u>2,427,405</u>	<u>2,232,322</u>	<u>2,310,517</u>
Retained Earnings	2,427,405	2,232,322	2,310,517
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>2,427,405</u>	<u>2,232,322</u>	<u>2,310,517</u>

**Reserves**

<b>Balance at 1 January</b>	<u>0</u>	<u>0</u>	<u>11,074</u>
Transfer to / (from) Reserves During the Year			(5,395)
Use of Reserves During the Year		-	(5,679)
<b>Reserves Balance at 31 December</b>	<u>0</u>	<u>0</u>	<u>0</u>
Lynne Tito Memorial Fund	-	-	-
<b>Reserves Balance at 31 December</b>	<u>0</u>	<u>0</u>	<u>0</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



**Elim Christian College**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	1,243,037	1,252,434	1,808,610
Accounts Receivable	10	519,042	484,375	504,385
GST Receivable		53,015	-	-
Prepayments		14,322	40,000	55,571
Investments	11	800,000	600,000	800,000
		<u>2,629,416</u>	<u>2,376,809</u>	<u>3,168,565</u>
<b>Current Liabilities</b>				
GST Payable		-	18,001	13,020
Accounts Payable	14	662,166	689,600	1,221,739
Revenue Received in Advance	15	516,637	607,000	603,303
Provision for Cyclical Maintenance	16	200,650	173,075	152,150
Finance Lease Liability - Current Portion	17	39,224	37,438	33,257
Funds held in Trust	18	492,950	435,000	472,579
		<u>1,911,628</u>	<u>1,960,114</u>	<u>2,496,048</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>717,789</b>	<b>416,695</b>	<b>672,518</b>
<b>Non-current Assets</b>				
Investments	11	-	-	-
Property, Plant and Equipment	12	1,852,010	1,919,371	1,752,382
Intangible Assets	13	4,850	4,850	5,450
		<u>1,856,860</u>	<u>1,924,221</u>	<u>1,757,832</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	114,877	66,377	87,177
Finance Lease Liability	17	32,366	42,218	32,656
		<u>147,243</u>	<u>108,595</u>	<u>119,833</u>
<b>Net Assets</b>		<u><u>2,427,405</u></u>	<u><u>2,232,322</u></u>	<u><u>2,310,517</u></u>
<b>Equity</b>				
	24	<u><u>2,427,405</u></u>	<u><u>2,232,322</u></u>	<u><u>2,310,517</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

**Elim Christian College**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,190,721	2,146,947	2,042,102
Locally Raised Funds		1,342,290	1,383,295	1,387,829
International Students		983,887	853,897	1,030,302
Goods and Services Tax (net)		(66,034)	4,980	(3,897)
Payments to Employees		(2,557,887)	(2,496,242)	(1,757,647)
Payments to Suppliers		(2,162,126)	(2,102,670)	(1,962,779)
Cyclical Maintenance Payments in the year		-	(76,075)	-
Interest Paid		(6,385)	(6,500)	(6,168)
Interest Received		55,941	31,077	56,932
<b>Net cash from / (to) the Operating Activities</b>		<b>(219,594)</b>	<b>(261,291)</b>	<b>786,676</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(363,013)	(424,049)	(497,562)
Purchase of Investments		(600,000)	(600,000)	(100,000)
Proceeds from Sale of Investments		800,000	800,000	300,000
<b>Net cash from / (to) the Investing Activities</b>		<b>(163,012)</b>	<b>(224,049)</b>	<b>(297,562)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		37,050	-	-
Finance Lease Payments		(40,388)	(33,257)	(38,448)
Funds Administered on Behalf of Third Parties		20,371	(37,579)	150,778
<b>Net cash from Financing Activities</b>		<b>17,033</b>	<b>(70,836)</b>	<b>112,330</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(365,573)</b>	<b>(556,176)</b>	<b>601,444</b>
Cash and cash equivalents at the beginning of the year	9	1,808,610	1,808,610	1,207,166
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>1,443,037</b>	<b>1,252,434</b>	<b>1,808,610</b>

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.





# **Elim Christian College**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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".

###### ***Standard early adopted***

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

###### ***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*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance leases are disclosed at note 17.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

##### **Other Grants**

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

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor (Elim Proprietors Trust). The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

#### **e) Operating Lease Payments**

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



#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### ***Prior Year Policy***

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

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### ***Prior Year Policy***

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.

#### **j) Property, Plant and Equipment**

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

Improvements to buildings owned by the 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.



### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	3 - 15 years
Information and communication technology	2 - 4 years
Motor vehicles	8 - 10 years
Textbooks	3 - 5 years
Library resources	10 - 15 years
Leased assets - Proprietor	4 - 15 years
Leasehold Improvements - Playground	10 - 15 years
Leased assets held under a Finance Lease	3 years

### **k) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **l) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

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

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

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

#### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 - 50 days of recognition.

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

#### **o) Revenue Received in Advance**

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

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

#### **p) 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.

#### **q) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

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

#### **r) 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.

The School's financial liabilities comprise accounts payable, borrowings 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.

#### **u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases.



**s) 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.

**t) Budget Figures**

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

**u) 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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,910,183	1,821,643	1,697,442
Teachers' salaries grants	6,445,577	6,361,000	5,890,875
Resource teachers learning and behaviour grants	17,757	6,597	13,831
Secondary tertiary alignment resource funding grant	70,878	71,149	71,928
Other MoE Grants	196,621	195,478	209,065
Gateway - TEC	36,480	36,480	37,529
Other government grants	22,695	15,600	26,033
	<u>8,700,190</u>	<u>8,507,947</u>	<u>7,946,702</u>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	339,074	326,700	332,167
Activities	488,939	501,850	510,829
Student Overseas Travel	301,286	300,000	321,168
Trading	123,149	165,000	150,065
Fundraising	9,021	9,000	18,986
Other Revenue	77,488	71,950	73,605
	<u>1,338,957</u>	<u>1,374,500</u>	<u>1,406,820</u>
<b>Expenses</b>			
Activities	463,561	498,950	474,894
Student Overseas Travel	299,868	300,000	305,444
Trading	76,410	139,000	119,279
Fundraising costs	-	-	14,348
Other Expenses	16,643	10,850	9,467
	<u>856,481</u>	<u>948,800</u>	<u>923,431</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>482,476</u>	<u>425,700</u>	<u>483,389</u>

Overseas Student Travel is 100% parent-funded and fully elective. Trips include travel to Israel, Tanzania, Fiji, Taiwan/China and Samoa. The trip to Israel is annual and the others bi-annual. The Board considers each of these trips provides enhancement to the schools curriculum including the schools special character.

#### 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	72	70	50
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International student fees	1,065,854	850,500	856,015
<b>Expenses</b>			
Commissions	81,478	37,800	43,163
Recruitment	54,325	25,000	23,255
International student levy	28,707	17,000	15,945
Employee Benefit - Salaries	65,602	54,400	63,189
Other Expenses	39,433	40,500	30,621
	269,545	174,700	176,173
<i>Surplus/ (Deficit) for the year International Students'</i>	796,308	675,800	679,842

Recruitment costs include international travel to China by the Principal and the Assistant Principal responsible for International students amounting to \$29,693 (2018 \$18,542). The purpose of the travel was to meet Chinese school principals, student recruitment agents and parents of current international students with a view to growing our International student roll and engage with parents and caregivers of our current International students.

#### 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	229,060	258,219	227,467
Equipment repairs	23,931	26,000	22,093
Information and communication technology	57,413	59,408	87,362
Library resources	4,230	5,600	2,026
Employee benefits - salaries	7,857,936	7,670,974	7,015,527
Staff development	102,324	79,581	57,556
	8,274,895	8,099,782	7,412,031



## 6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,315	7,315	6,844
Board of Trustees Fees	7,350	5,000	4,580
Board of Trustees Expenses	17,349	16,600	9,915
Communication	25,521	24,850	24,030
Consumables	10,902	11,400	9,833
Operating Lease	1,867	2,060	1,603
Legal Fees	-	-	-
Postage	467	1,900	1,572
Other	30,759	34,250	21,919
Staff Expenses	36,150	29,100	36,589
Subscriptions & Licences	9,515	9,800	8,931
Employee Benefits - Salaries	599,557	619,200	554,711
Insurance	20,642	19,925	16,706
Service Providers, Contractors and Consultancy	1,720	4,000	3,280
	<u>769,116</u>	<u>785,400</u>	<u>700,511</u>

## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,966	24,800	23,948
Consultancy and Contract Services	258,583	221,000	186,961
Cyclical Maintenance Expense	76,200	76,200	76,200
Grounds	23,047	12,700	10,065
Heat, Light and Water	125,318	114,500	108,201
Repairs and Maintenance	49,953	48,500	55,960
Use of Land and Buildings	4,780,000	5,130,000	3,833,000
Security	41,721	14,700	12,831
Employee Benefits - Salaries	-	-	8,663
	<u>5,367,786</u>	<u>5,642,400</u>	<u>4,315,828</u>

The use of land and buildings figure represents 8% (2018 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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	85,800	94,891	74,930
Information and Communication Technology	56,791	71,719	37,942
Motor Vehicles	18,156	21,489	18,156
Textbooks	9,813	13,480	13,606
Library Resources	1,857	2,664	1,785
Leased Assets	17,608	19,564	12,812
Leasehold Imp - Playground	76,899	29,253	38,673
Leased Teacher Laptops	39,914	41,000	38,663
	<u>306,837</u>	<u>294,060</u>	<u>236,567</u>



## 9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	400	300	200
Bank Current Account	143,109	60,025	116,301
Bank Call Account	1,099,527	992,109	1,492,109
Short-term Bank Deposits	-	200,000	200,000
Cash and cash equivalents for Cash Flow Statement	1,243,037	1,252,434	1,808,610

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

Of the \$1,443,037 Cash and Cash Equivalents, \$3,463 (2018 \$3,463) of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

## 10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	5,900	2,000	8,594
Receivables from the Ministry of Education	58,994	3,375	3,375
Interest Receivable	9,556	6,400	18,277
Teacher Salaries Grant Receivable	444,592	472,600	474,139
	519,042	484,375	504,385
Receivables from Exchange Transactions	15,456	8,400	26,871
Receivables from Non-Exchange Transactions	503,586	475,975	477,514
	519,042	484,375	504,385

## 11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	800,000	600,000	800,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	800,000	600,000	800,000



## 12. Property, Plant and Equipment

	Opening Bal (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	417,017	132,202	(1,790)	-	(85,800)	461,630
Information and Communication Technology	46,642	105,802	(60)	-	(56,791)	95,593
Motor Vehicles	116,538	-	-	-	(18,156)	98,383
Textbooks	16,844	4,731	-	-	(9,813)	11,762
Library Resources	9,062	839	-	-	(1,857)	8,044
Leased Assets	112,580	48,702	(764)	-	(17,608)	142,911
Leasehold Imp - Playground	970,364	70,738	-	-	(76,899)	964,203
Leased Teacher Laptops	63,334	46,065	-	-	(39,914)	69,485
<b>Balance at 31 December 2019</b>	<b>1,752,382</b>	<b>409,078</b>	<b>(2,613)</b>	<b>-</b>	<b>(306,837)</b>	<b>1,852,010</b>

The net carrying value of equipment held under a finance lease is \$69,485 (2018 \$63,334)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	1,177,532	(715,902)	461,630
Information and Communication Technology	369,808	(274,215)	95,593
Motor Vehicles	196,033	(97,650)	98,383
Textbooks	51,956	(40,194)	11,762
Library Resources	26,304	(18,260)	8,044
Leased Assets	251,932	(109,021)	142,911
Leasehold Imp - Playground	1,181,320	(217,118)	964,203
Leased Teacher Laptops	127,287	(57,803)	69,485
<b>Balance at 31 December 2019</b>	<b>3,382,172</b>	<b>(1,530,163)</b>	<b>1,852,010</b>

	Opening Bal (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	370,796	121,596	(445)	-	(74,930)	417,017
Information and Communication Technology	47,105	37,650	(171)	-	(37,942)	46,642
Motor Vehicles	134,694	-	-	-	(18,156)	116,538
Textbooks	22,828	7,621	-	-	(13,606)	16,844
Library Resources	10,948	-	(101)	-	(1,785)	9,062
Leased Assets	89,745	35,734	(86)	-	(12,812)	112,580
Leasehold Imp - Playground	179,037	830,000	-	-	(38,673)	970,364
Leased Teacher Laptops	39,186	62,811	-	-	(38,663)	63,334
<b>Balance at 31 December 2018</b>	<b>894,340</b>	<b>1,095,413</b>	<b>(803)</b>	<b>-</b>	<b>(236,567)</b>	<b>1,752,382</b>

The net carrying value of equipment held under a finance lease is \$63,334 (2017 \$39,186)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	1,074,794	(657,777)	417,017
Information and Communication Technology	357,482	(310,840)	46,642
Motor Vehicles	196,033	(79,495)	116,538
Textbooks	88,718	(71,874)	16,844
Library Resources	26,009	(16,947)	9,062
Leased Assets	213,325	(100,745)	112,580
Leasehold Imp - Playground	1,110,583	(140,219)	970,364
Leased Teacher Laptops	123,775	(60,441)	63,334
<b>Balance at 31 December 2018</b>	<b>3,190,719</b>	<b>(1,438,337)</b>	<b>1,752,382</b>



### 13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
<b>Cost</b>			
Balance at 1 January 2018	-	-	-
Additions	6,000	-	6,000
Disposals	-	-	-
Balance at 31 December 2018/1 January 2019	6,000	-	6,000
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2019	6,000	-	6,000
<b>Accumulated Amortisation and impairment losses</b>			
Balance at 1 January 2018	-	-	-
Amortisation expense	550	-	550
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2018/1 January 2019	550	-	550
Amortisation expense	600	-	600
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2019	1,150	-	1,150
<b>Carrying amounts</b>			
At 1 January 2018	-	-	-
At 31 December 2018/ 1 January 2019	5,450	-	5,450
At 31 December 2019	4,850	-	4,850

#### Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for *Capital commitments*

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2018 \$nil)

### 14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	59,118	82,000	96,373
Accruals	30,968	35,000	38,560
Capital accruals for PPE items	28,057	-	549,902
Banking staffing overuse	725	1,000	-
Employee Entitlements - salaries	525,081	551,600	518,825
Employee Entitlements - leave accrual	18,218	20,000	18,079
	662,166	689,600	1,221,739
Payables for Exchange Transactions	216,849	268,100	747,600
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	445,317	421,500	474,139
	662,166	689,600	1,221,739

The carrying value of payables approximates their fair value.



### 15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees	516,637	602,000	598,603
Other	-	5,000	4,699
	<u>516,637</u>	<u>607,000</u>	<u>603,303</u>

### 16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	239,327	239,327	163,127
Increase/ (decrease) to the Provision During the Year	76,200	76,200	76,200
Use of the Provision During the Year	-	(76,075)	-
Provision at the End of the Year	<u>315,527</u>	<u>239,452</u>	<u>239,327</u>
Cyclical Maintenance - Current	200,650	173,075	152,150
Cyclical Maintenance - Term	114,877	66,377	87,177
	<u>315,527</u>	<u>239,452</u>	<u>239,327</u>

### 17. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	44,025	16,000	19,226
Later than One Year and no Later than Five Years	34,500	10,000	17,479
Later than Five Years	-	-	-
	<u>78,525</u>	<u>26,000</u>	<u>36,705</u>

### 18. Funds held in Trust

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	492,950	435,000	472,579
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>492,950</u>	<u>435,000</u>	<u>472,579</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.



## 19. Related Party Transactions

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

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

The Proprietor of the School (Elim Proprietors Trust) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the Proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and levies payable to the Proprietor. The amounts collected in total were \$272,624 (2018: \$296,413). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$149,342 (2018: \$163,371).

Auckland East City Elim Trust (operating as Elim Christian Centre and Elim Campus Services) is a related party as there are common members of its Board (Oversight) and the Proprietor's Board, and it provides oversight to promote the Elim faith central to the special character of the school.

The School reimburses the Auckland East City Elim Trust (operating as Elim Christian Centre) for its share of telephone lease and other property services of the shared site.

The school has entered into a Service Level Agreement with Auckland East City Elim Trust for the provision of property management services. Amounts paid during the year amounted to \$91,000 (2018 \$68,250). In addition Auckland East City Elim Trust charged for the reimbursement of property maintenance work undertaken on behalf of the school.

In addition Auckland East City Elim Trust (operating as Elim Campus Services) assumed control of the schools cleaning contracts. Amounts paid to Elim Campus Services for cleaning services amounted to \$160,000 (2018 \$84,050).

The School pays Homestay Fees to families who provide accommodation for foreign fee-paying students attending the school. These families include Trustee members.

Auckland East City Elim Trust (operating as Elim Christian Centre) entered into a contract to install Tiger Turf at the Golfland Drive Campus. The school Board of Trustees agreed to reimburse the Auckland East City Elim Trust to a maximum of \$830,000 plus GST. A part payment of \$366,287 plus GST was made in September 2018 leaving a commitment of \$463,713 plus GST at 31 December 2018 with was accrued (refer Note 14). The Ministry of Education gave approval to allow payment of the balance of \$463,713 plus GST in December 2019 which was actioned before year end reducing the liability to \$NIL.

## 20. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	7,350	4,580
Full-time equivalent members	0.41	0.46
<i>Leadership Team</i>		
Remuneration	1,219,506	1,176,289
Full-time equivalent members	11.75	12
Total key management personnel remuneration	1,226,856	1,180,869
Total full-time equivalent personnel	12.16	12.46

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	10 - 20	10 - 20
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	2.00	1.00
110 - 120	2.00	0.00
	4.00	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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-



## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

Commitments amounting to \$1,200 for the purchase of replacement carpet at Botany Road Campus. This is funded from School reserves.

(Capital commitments at 31 December 2018: \$75,241)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

- (a) Managed copier service agreement;
- (b) ICT Maintenance Contract - 30days notice
- (c) Property Maintenance & Cleaning Services to 31/12/19 with annual rights of renewal
- (d) Communication software licence to 5/5/19 with annual rights of renewal
- (e) Visitor management system - 30days notice
- (f) Eftpos Machine rental - to 11/7/20
- (g) Eftpos Machine rental - to 1/1/21

	2019 Actual \$	2018 Actual \$
No later than One Year	267,802	268,152
Later than One Year and No Later than Five Years	11,899	24,287
Later than Five Years		-
	<u>279,701</u>	<u>292,439</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:

### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	1,243,037	1,252,434	1,808,610
Receivables	519,042	484,375	504,385
Investments - Term Deposits	800,000	600,000	800,000
Total Loans and Receivables	2,562,079	2,336,809	3,112,994

### Financial liabilities measured at amortised cost

Payables	662,166	689,600	1,221,739
Finance Leases	71,590	79,656	65,913
Total Financial Liabilities Measured at Amortised Cost	733,756	769,256	1,287,652

## 26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

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

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019.

Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

## 29. Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF ELIM CHRISTIAN COLLEGE - FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Elim Christian College (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 16 April 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Emphasis of matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

**Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.



For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Brian Sheridan  
**JOLLY DUNCAN & WELLS**  
On behalf of the Auditor-General  
Auckland, New Zealand

# 2019 Analysis of Variance

## Analysis of Variance: NCEA & Maori & Pasifika Success

For the 2019 school year our Annual Plan as included in the Charter, identified a number of student achievement and school wide development targets to meet our 4 BHAGS and therefore enable us to meet the requirements of the National Administration Goals (NAGs)

### 2019 ANALYSIS OF NCEA RESULTS

#### Summary: Enrolment-Based Cumulative Overall Results

#### Detailed Comparison:

% of students achieving NCEA Qualifications	Elim 2019 (Nat Ave) [Decile 4-7]	ELIM 2018 (Nat Avg)	ELIM 2017 (Nat Avg)	ELIM 2016 (Nat Avg)	ELIM 2015 (Nat Avg)
<b>NCEA Level 3 Y13 students</b>	<b>77 (66) [65]</b>	<b>78 (66) [66]</b>	<b>80 (66) [66]</b>	<b>82 (64) [65]</b>	<b>87 (63) [77]</b>
Endorsed with Merit	34 (27) [24]	33 (28)	41 (23)	35 (27)	34 (28)
Endorsed with Excellence	14 (15) [13]	17 (15)	15 (16)	15 (15)	7 (14)
<b>NCEA Level 2 Y12 students</b>	<b>82 (76) [79]</b>	<b>84 (78) [80]</b>	<b>84 (79) [83]</b>	<b>88 (78) [82]</b>	<b>90 (76) [80]</b>
Endorsed with Merit	38 (26) [23]	44 (26)	34 (22)	47 (26)	49 (26)
Endorsed with Excellence	20 (17) [14]	13 (16)	10 (16)	11 (16)	13 (15)
<b>NCEA Level 1 Y11 students</b>	<b>77 (69) [72]</b>	<b>84 (72) [75]</b>	<b>81 (75) [78]</b>	<b>82 (75) [78]</b>	<b>79 (75) [77]</b>
Endorsed with Merit	54 (35) [32]	48 (35)	35 (32)	46 (34)	51 (34)
Endorsed with Excellence	16 (20) [17]	18 (21)	22 (20)	14 (20)	22 (19)
<b>University Entrance</b>	<b>61 (47) [44]</b>	<b>68 (49) [47]</b>	<b>74 (49) [47]</b>	<b>75 (49) [48]</b>	<b>70 (48) [48]</b>
<b>Number of Scholarships</b>		<b>6</b>	<b>4</b>	<b>3</b>	<b>1</b>
	Digital Technology (2) Chemistry (2)	Painting Economics (2)	Calculus Chemistry	Calculus Chemistry	Statistics

	Calculus Biology	Calculus (Y12 student) Geography Statistics	Physics Statistics (Outstanding)	Physics	
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*As from 2018, data is now enrolment-based. NZQA has adjusted all historical data from 2014 to be enrolment-based (previously was participation-based).*

#### ACCELERATED STUDENTS IN YEARS 9/10:

- **18** of our **Y10** students and **2** of our **Y9** students entered **L1 Mathematics**:  
**5** endorsed with **Excellence** and **6** with **Merit**

#### University Entrance Requirements:

<b>From 2014 onwards</b>	<ul style="list-style-type: none"> <li>• <b>Achievement of NCEA L3</b> (minimum 60 credits at L3 plus 20 credits at L2)</li> <li>• 14 credits in <b>each of three</b> approved subjects</li> <li>• UE numeracy (<b>10 credits</b> at L1 or above)</li> <li>• UE literacy <b>10 credits</b> (5 reading and 5 writing from L2 or above from specified achievement standards)</li> </ul>
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#### SAC (Special Assessment Conditions) Students:

**2016** – 15

**2017** – 11

**2018** – 39: Y13 = 10, Y12 = 10, Y11 – 19

**2019** – 35: 10 new & 27 existing

Y13 = 7, Y12 = 19, Y11 = 9

MAC: Y13 = 2, Y12 = 1

BC Y11 x 1 doing SPEC



# Achievement in NCEA and UE: Elim Christian College

Generated 27-Jan-2020

PR2 - Enrolment Based Cumulative Overall Results

## Elim Christian College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2015	79.1	90.3	87.1	70.0
2016	82.1	87.8	81.5	75.3
2017	81.0	84.3	80.3	73.7
2018	84.3	83.6	78.4	68.0
2019	75.5	82.0	75.5	59.6

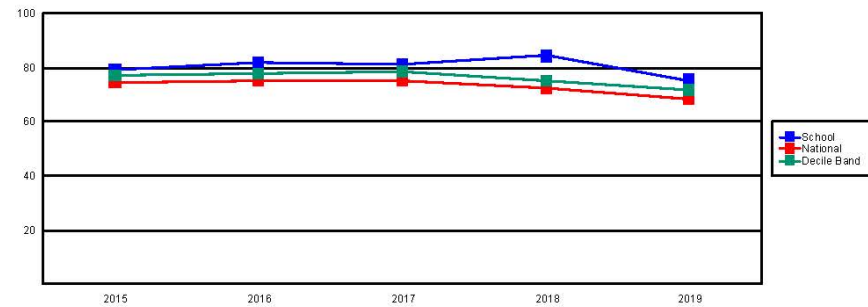
## National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
74.5	76.3	62.6	48.1
75.3	78.4	64.2	48.8
75.0	78.5	65.5	48.9
72.4	77.6	66.1	48.9
68.6	76.1	65.5	46.8

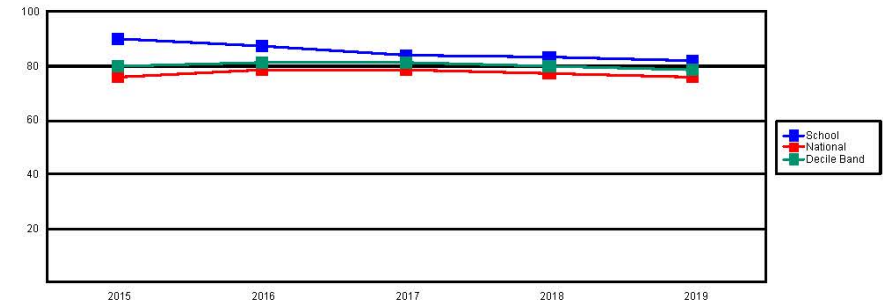
## Decile 4-7

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
77.2	79.8	64.5	48.3
78.1	81.5	65.2	47.8
78.2	81.3	66.1	47.2
75.2	80.1	66.3	47.2
71.5	78.7	65.4	44.2

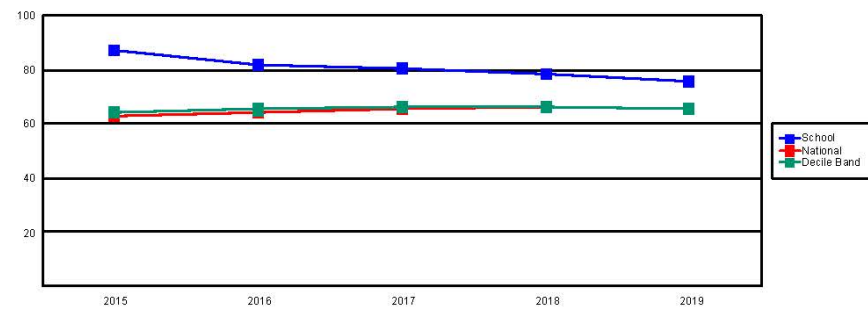
### Year 11 - NCEA Level 1



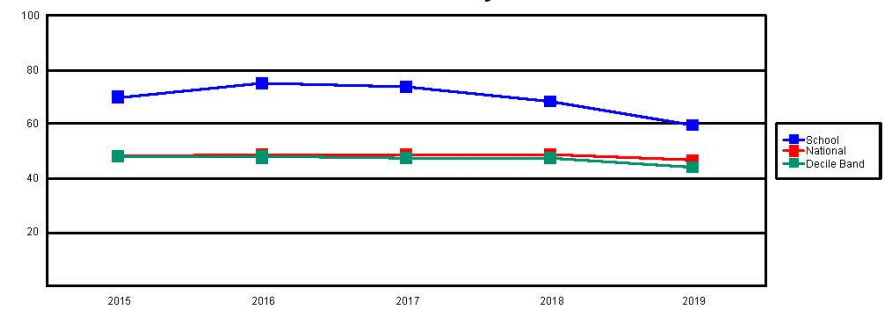
### Year 12 - NCEA Level 2



### Year 13 - NCEA Level 3



### Year 13 - University Entrance

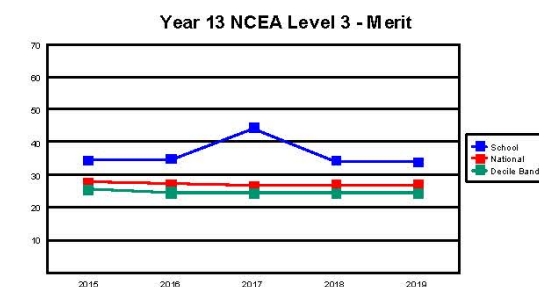
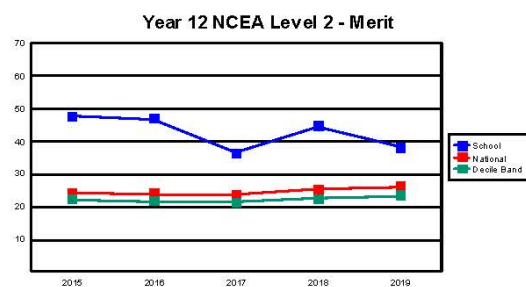
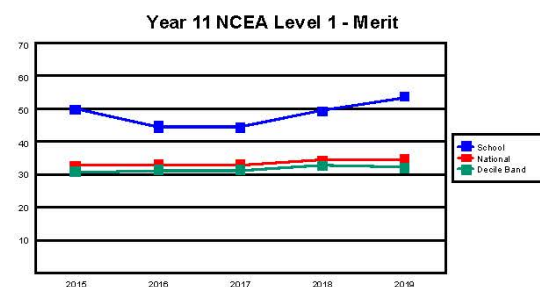
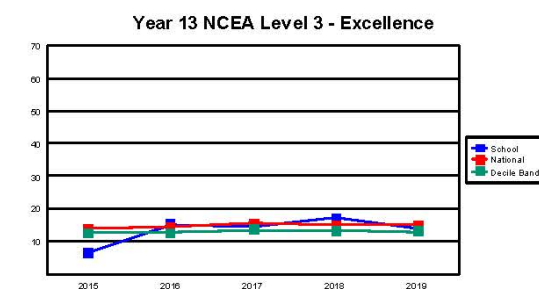
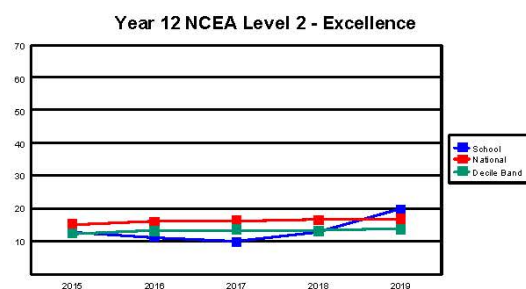
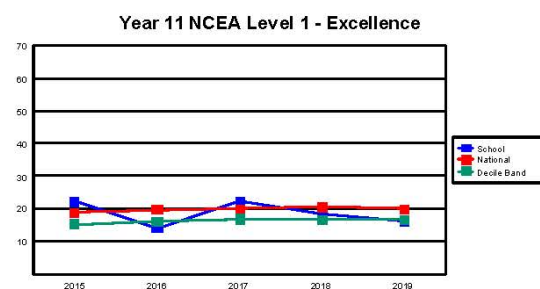


# NCEA Certificate Endorsement: Elim Christian College

Generated 27-Jan-2020

## PR4 - Cumulative Results by Percentage

Academic Year	Elim Christian College			National			Decile 4-7		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b><u>Achieved with Excellence</u></b>									
2015	22.2	13.1	6.6	18.8	15.1	13.8	15.4	12.4	12.6
2016	14.1	11.4	15.2	19.7	16.0	14.5	16.1	13.3	12.8
2017	22.2	9.9	14.8	20.0	16.4	15.5	16.8	13.6	13.6
2018	18.7	13.0	17.1	20.5	16.5	15.0	16.6	13.2	13.2
2019	16.3	20.0	14.1	20.1	16.7	15.1	16.5	13.7	13.0
<b><u>Achieved with Merit</u></b>									
2015	50.0	47.6	34.4	32.8	24.2	27.7	30.8	22.2	25.4
2016	44.6	46.8	34.8	32.8	23.7	27.2	31.3	21.5	24.5
2017	44.4	36.3	44.3	33.0	23.5	26.7	31.3	21.2	24.4
2018	49.5	44.6	34.2	34.3	25.2	27.0	32.7	22.5	24.3
2019	53.8	38.0	33.8	34.8	25.9	27.0	32.1	23.2	24.3



- **L1 Literacy 98.1%** (National Average: 85.3%) [Decile 4-7: 88.4%]
- **L1 Numeracy 98.1%** (National Average: 83%) [Decile 4-7: 86.8%]
  - *Results will fluctuate from cohort to cohort and will not necessarily show incremental growth over the years*
  - *We are a small inclusive school where our vision is directed at growth of the individual holistically*
  - *With our relatively small numbers, each cohort is different and opportunities are provided for Scholarship where appropriate*
  - *There are a number of students who were involved in multi-level programmes who have now achieved their goals and are well prepared for their career pathways ahead.*

Number of Students															
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
<b>Y13</b>	105	101	90	89	74	62	48	51	48	50	40	37	37	34	25
<b>Y12</b>	129	120	110	104	98	79	67	55	54	57	62	49	55	57	49
<b>Y11</b>	117	137	110	111	95	105	76	71	61	53	60	59	60	59	54

#### 2019 School Leavers:

	Total	Leavers With Level 2	Leavers Without Level 2	
<b>Y13</b>	105	104	1	<i>Students without Level 2:</i> <ul style="list-style-type: none"> <li>• 1 student – Competing in national sports (3 credits short)</li> </ul>
<b>Y12</b>	4	2	2	<ul style="list-style-type: none"> <li>• 2 students successfully going into apprenticeship</li> <li>• 2 students moving to another school</li> </ul>
<b>Y11</b>	6	0	6	<ul style="list-style-type: none"> <li>• 1 Student – basketball academy training</li> </ul>
	115	106	9	

- **92% of school leavers achieved L2 or higher.**
- **99% of Y13 students left school with Level 2.**
- *All levels included a number of international students plus learning needs – aim is to gain L1 & L2 (multi-leveilling) over two years*



### 2019 Analysis of Maori and Pasifica Achievement

#### 2019 Maori student achievement: *(National Average in brackets)*

	% UE	Number	% Gained	% Merit Endorsement	
<b>L3</b>	17 (28) [27]	6	17 (53) [53]	-	<ul style="list-style-type: none"> <li>1 student did not achieve Level 2</li> </ul>
<b>L2</b>	-	11	73 (67) [71]	27	-
<b>L1</b>	-	14	57 (55) [59]	36	-

#### 2019 Pasifica student achievement: *(National Average in brackets)*

	UE	Number	% Gained	% Merit Endorsement	
<b>L3</b>	25 (27) [27]	7	63 (58) [57]	-	<ul style="list-style-type: none"> <li>All students have achieved L2</li> <li>1 student accepted into UofA Engineering</li> </ul>
<b>L2</b>		14	57 (69) [71]	14	
<b>L1</b>		9	75 (58) [62]	44	

To raise MAORI and PASIFICA Student Achievement so that 80% or more achieve at or above expectations in ENGLISH

MAORI						PASIFICA					
	Number of students	Below	At	Above			Number of students	Below	At	Above	
Year		N	A	M	E	Year		N	A	M	E
11	14	2	6	4	2	11	9	1	3	5	-
12	9	1		2		12	14				
13	6					13	7				

To raise MAORI and PASIFICA Student Achievement so that 80% or more achieve at or above expectations in MATHEMATICS

Maori						Pasifica					
	Number of students	Below	At	Above			Number of students	Below	At	Above	
Year		N	A	M	E	Year		N	A	M	E
11						11					
12						12					
13						13					

- All students well below/below expectations are receiving Learning Assistant support and Special Assessment Conditions (SAC).
- 1 student previously enrolled in **SPEC certificate** programme successfully gained NCEA L2.
- 1 Y10 student **taking Maori** as a Te Kura correspondence subject.
- Not all L3 students taking English and Mathematics as option subjects.
- 3 Pasifika students at L3 enrolled in L2 English.

## 2019 Analysis of Variance: Progress & Achievement Data & Maori & Pasifica Success (Annual Report)

### 2019 National Standard Reporting GC and MAC Y1-8 Combined

#### READING

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019-655	22	3.3%	106	16.2%	336	51.3%	191	29.2%	80.5%
Y1-6 2018 - 445	5	1.1%	73	16.4%	211	47.4%	156	35.1%	82.5%
Y1-8 2017 - 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
Male - 325	18	5.5%	61	18.8%	156	48.0%	90	27.7%	75.7%
Male - 224	2	0.9%	43	19.2%	109	48.7%	70	31.2%	79.9%
Male-233	4	1.7%	32	13.7%	116	49.8%	81	34.8%	84.6%
Female 330	4	1.2%	45	13.6%	180	54.6%	101	30.6%	85.2%
Female 221	3	1.4%	30	13.6%	102	46.1%	86	38.9%	85%
Female-237	1	0.4%	26	11%	117	49.4%	93	39.2%	88.6%
Māori -26	0	0%	7	26.9%	17	65.4%	2	7.7%	73.1%
Pasifica-40	0	0%	9	22.5%	22	55.0%	9	22.5%	77.5%
Asian-311	17	5.5%	41	13.2%	164	52.7%	89	28.6%	81.3%
European-262	5	1.9%	46	17.6%	120	45.8%	91	34.7%	80.5%
MELAA- 15	0	0%	3	20%	12	80%	0	0%	80%
Other -1	0	0%	0	0%	1	100%	0	0%	100%



READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 61	0	0%	19	31.2%	41	67.2%	1	1.6%	68.8 %
After 2yrs 82	6	7.3%	19	23.2%	57	69.5%	0	0%	69.5%
After 3yrs 73	1	1.4%	10	13.7%	50	68.5%	12	16.4%	84.9%
EoY4 87	2	2.3%	14	16.1%	35	40.2%	36	41.4%	81.6%
EoY5 68	2	2.9%	7	10.3%	38	55.9%	21	30.9%	86.8%
EoY6 79	2	2.5%	7	8.9%	21	26.6%	49	62%	88.6%
EoY7 110	5	4.5%	19	17.3%	42	38.2%	44	40%	78.2%
EoY8 95	4	4.2%	11	11.6%	52	54.7%	28	29.5%	84.2%

READING	2013	2014	2015	2016	2017	2018	2019
Elim GC/MAC Y1-8						82.5% Y1-6	80.5%
Elim MAC Y1-8						87.4%	69.8%
Elim GC Y1-8	86%	84%	89%	87%	87%	81.5% Y1-6	83.4%
Howick	83%	82%	81%	81%			
Auckland	77%	77%	77%	77%			
NZ	78%	78%	78%	78%			

## 2018 National Standard Reporting GC and MAC Y1-6 COMBINED

### WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 655	15	2.2%	114	17.4%	404	61.7%	122	18.7%	80.4%
Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
Y1-8 2017 470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%

<b>Male - 325</b>	<b>12</b>	<b>3.7%</b>	<b>80</b>	<b>24.6%</b>	<b>194</b>	<b>59.7%</b>	<b>39</b>	<b>12.0%</b>	<b>71.7%</b>
<b>Male - 224</b>	<b>7</b>	<b>3.1%</b>	<b>70</b>	<b>31.3%</b>	<b>118</b>	<b>52.7%</b>	<b>29</b>	<b>12.9%</b>	<b>65.6%</b>
<b>Male-233</b>	<b>8</b>	<b>3.4%</b>	<b>55</b>	<b>23.6%</b>	<b>156</b>	<b>67%</b>	<b>14</b>	<b>6%</b>	<b>73%</b>
<b>Female-330</b>	<b>3</b>	<b>0.9%</b>	<b>34</b>	<b>10.3%</b>	<b>210</b>	<b>63.6%</b>	<b>83</b>	<b>25.2%</b>	<b>88.8%</b>
<b>Female-221</b>	<b>4</b>	<b>1.8%</b>	<b>28</b>	<b>12.7%</b>	<b>129</b>	<b>58.4%</b>	<b>60</b>	<b>27.1%</b>	<b>85.5%</b>
<b>Female-237</b>	<b>5</b>	<b>2.1%</b>	<b>30</b>	<b>12.7%</b>	<b>161</b>	<b>67.9%</b>	<b>41</b>	<b>17.3%</b>	<b>85.2%</b>
<b>Māori - 26</b>	<b>1</b>	<b>3.8%</b>	<b>9</b>	<b>34.7%</b>	<b>15</b>	<b>57.7%</b>	<b>1</b>	<b>3.8%</b>	<b>61.5%</b>
<b>Pasifica-40</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>17.5%</b>	<b>27</b>	<b>67.5%</b>	<b>6</b>	<b>15%</b>	<b>82.5%</b>
<b>Asian-311</b>	<b>12</b>	<b>3.9%</b>	<b>39</b>	<b>12.5%</b>	<b>197</b>	<b>63.3%</b>	<b>63</b>	<b>20.3%</b>	<b>83.6%</b>
<b>European-262</b>	<b>2</b>	<b>0.8%</b>	<b>57</b>	<b>21.7%</b>	<b>152</b>	<b>58.0%</b>	<b>51</b>	<b>19.5%</b>	<b>77.5%</b>
<b>MELAA-15</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>13.3%</b>	<b>12</b>	<b>80.0%</b>	<b>1</b>	<b>6.7%</b>	<b>86.7%</b>
<b>OTHER -1</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>100%</b>

<b>WRITING:</b>	<b>Well Below</b>		<b>Below</b>		<b>At</b>		<b>Above</b>		<b>At/Ab %</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	
<b>After 1yr 61</b>	<b>1</b>	<b>1.6%</b>	<b>15</b>	<b>24.6%</b>	<b>45</b>	<b>73.8%</b>	<b>0</b>	<b>0%</b>	<b>73.8%</b>
<b>After 2yrs 82</b>	<b>1</b>	<b>1.2%</b>	<b>16</b>	<b>19.5%</b>	<b>62</b>	<b>75.6%</b>	<b>3</b>	<b>3.7%</b>	<b>79.3%</b>
<b>After 3yrs 73</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>13.7%</b>	<b>53</b>	<b>72.6%</b>	<b>10</b>	<b>13.7%</b>	<b>86.3%</b>
<b>EoY4 87</b>	<b>2</b>	<b>1.5%</b>	<b>20</b>	<b>22.7%</b>	<b>51</b>	<b>60.6%</b>	<b>14</b>	<b>15.2%</b>	<b>75.8%</b>
<b>EoY5 68</b>	<b>1</b>	<b>1.5%</b>	<b>15</b>	<b>22.1%</b>	<b>36</b>	<b>52.9%</b>	<b>16</b>	<b>23.5%</b>	<b>76.4%</b>
<b>EoY6 79</b>	<b>2</b>	<b>2.5%</b>	<b>9</b>	<b>11.4%</b>	<b>44</b>	<b>55.7%</b>	<b>24</b>	<b>30.4%</b>	<b>86.1%</b>
<b>EoY7 110</b>	<b>5</b>	<b>4.5%</b>	<b>21</b>	<b>19.1%</b>	<b>57</b>	<b>51.8%</b>	<b>27</b>	<b>24.5%</b>	<b>76.3%</b>
<b>EoY8 95</b>	<b>3</b>	<b>3.2%</b>	<b>8</b>	<b>8.4%</b>	<b>56</b>	<b>58.9%</b>	<b>28</b>	<b>29.5%</b>	<b>88.4%</b>

WRITING	2013	2014	2015	2016	2017	2018	2019
Elim GC/MAC Y1-8						75.5% Y1-6	80.4%
Elim MAC Y1-8						84%	80.6%
Elim GC Y1-8	75%	75%	74%	75%	79%	74% Y1-6	80.2%
OLSS Y1-6							88.5%
SMCP Y1-6							89%
St Marks Y1-6							76%
Kingsgate School Y1-8							74%
Howick	77%	77%	77%	76%			
Auckland	71%	71%	71%	71%			
NZ	71%	72%	71%	71%			

**2019 National Standard Reporting  
GC and MAC Y1-8 COMBINED**

**MATHEMATICS**

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 -655	23	3.5%	69	10.5%	322	49.2%	241	36.8%	86.0%
Y1-6 2018 -445	3	0.7%	38	8.5%	236	53%	168	37.8%	90.8%
Y1-8 2017-470	9	1.9%	49	10.4%	277	58.9%	135	28.7%	87.6%
MALE- 325	13	4.0%	33	10.1%	152	46.8%	127	39.1%	85.9%
MALE-224	1	0.4%	20	8.9%	109	48.7%	94	42%	90.7%
MALE-233	3	1.3%	20	8.6%	122	52.4%	88	37.8%	90.2%
FEMALE- 330	10	3.0%	36	10.9%	170	51.5%	114	34.6%	86.1%
FEMALE-221	2	0.9%	18	8.1%	127	57.5%	74	33.5%	91%



<b>FEMALE-237</b>	<b>6</b>	<b>2.5%</b>	<b>29</b>	<b>12.2%</b>	<b>155</b>	<b>65.4%</b>	<b>47</b>	<b>19.8%</b>	<b>85.2%</b>
<b>Māori - 26</b>	<b>4</b>	<b>15.3%</b>	<b>6</b>	<b>23.1%</b>	<b>12</b>	<b>46.2%</b>	<b>4</b>	<b>15.4%</b>	<b>61.6%</b>
<b>Pasifica - 40</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>15.0%</b>	<b>25</b>	<b>62.5%</b>	<b>9</b>	<b>22.5%</b>	<b>85.0%</b>
<b>Asian- 311</b>	<b>7</b>	<b>2.3%</b>	<b>24</b>	<b>7.7%</b>	<b>144</b>	<b>46.3%</b>	<b>136</b>	<b>43.7%</b>	<b>90.0%</b>
<b>European -262</b>	<b>12</b>	<b>4.6%</b>	<b>29</b>	<b>11.1%</b>	<b>134</b>	<b>51.1%</b>	<b>87</b>	<b>33.2%</b>	<b>84.3%</b>
<b>MELAA -15</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>20%</b>	<b>7</b>	<b>46.7%</b>	<b>5</b>	<b>33.3%</b>	<b>80%</b>
<b>Other -1</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0%</b>

<b>Mathematics:</b>	<b>Well Below</b>		<b>Below</b>		<b>At</b>		<b>Above</b>		<b>At/Ab %</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	
<b>After 1 yr 61</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>14.8%</b>	<b>47</b>	<b>77.0%</b>	<b>5</b>	<b>8.2%</b>	<b>85.2%</b>
<b>After 2yrs 82</b>	<b>3</b>	<b>3.7%</b>	<b>12</b>	<b>14.6%</b>	<b>53</b>	<b>64.6%</b>	<b>14</b>	<b>17.1%</b>	<b>81.7%</b>
<b>After 3yrs 73</b>	<b>1</b>	<b>1.4%</b>	<b>8</b>	<b>10.9%</b>	<b>38</b>	<b>52.1%</b>	<b>26</b>	<b>35.6%</b>	<b>87.7%</b>
<b>EoY4 87</b>	<b>2</b>	<b>2.4%</b>	<b>13</b>	<b>14.9%</b>	<b>35</b>	<b>40.2%</b>	<b>37</b>	<b>42.5%</b>	<b>82.7%</b>
<b>EoY5 68</b>	<b>3</b>	<b>4.4%</b>	<b>3</b>	<b>4.4%</b>	<b>29</b>	<b>42.7%</b>	<b>33</b>	<b>48.5%</b>	<b>91.2%</b>
<b>EoY6 79</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>10.2%</b>	<b>40</b>	<b>50.6%</b>	<b>31</b>	<b>39.2%</b>	<b>89.8%</b>
<b>EoY7 110</b>	<b>10</b>	<b>9.1%</b>	<b>11</b>	<b>10.0%</b>	<b>44</b>	<b>40.0%</b>	<b>45</b>	<b>40.9%</b>	<b>80.9%</b>
<b>EoY8 95</b>	<b>4</b>	<b>4.2%</b>	<b>5</b>	<b>5.3%</b>	<b>36</b>	<b>37.9%</b>	<b>50</b>	<b>52.6%</b>	<b>90.5%</b>

<b>Mathematics</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Elim GC/MAC Y1-8</b>						<b>90.8% Y1-6</b>	<b>85.8%</b>
<b>Elim MAC Y1-8</b>						<b>89.8%</b>	<b>79.1%</b>
<b>Elim GC Y1-8</b>	<b>79%</b>	<b>82%</b>	<b>85%</b>	<b>86%</b>	<b>88%</b>	<b>91.0% Y1-6</b>	<b>87.8%</b>
<b>Howick</b>	<b>82%</b>	<b>82%</b>	<b>81%</b>	<b>82%</b>			
<b>Auckland</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>			
<b>NZ</b>	<b>75%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>			

**2019 National Standard Reporting**  
**Golfland Campus GC Y1-8**

**READING**

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019-516	13	2.5%	73	14.1%	281	54.5%	149	28.9%	83.4%
Y1-6 2018 - 346	4	1.2%	60	17.3%	176	50.9%	106	30.6%	81.5%
Y1-8 2017 - 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
Male -254	11	4.3%	42	16.6%	129	50.8%	72	28.3%	79.1%
Male - 176	2	1.1%	34	19.4%	91	51.7%	49	27.8%	79.5%
Male-233	4	1.7%	32	13.7%	116	49.8%	81	34.8%	84.6%
Female 262	2	0.8%	31	11.8%	152	58.1%	77	29.3%	87.4%
Female 170	2	1.2%	26	15.3%	85	50%	57	33.5%	83.5%
Female-237	1	0.4%	26	11%	117	49.4%	93	39.2%	88.6%
Māori - 20	0	0%	4	20%	14	70%	2	10%	80%
Pasifica-29	0	0%	3	10.3%	18	62.1%	8	27.6%	89.7%
Asian-212	9	4.2%	23	10.9%	123	58%	57	26.9%	84.9%
European-240	4	1.7%	41	17.1%	113	47.1%	82	34.1%	81.2%
MELAA- 14	0	0%	2	14.3%	12	85.7%	0	0%	85.7%
Other -1	0	0%	0	0%	1	100%	0	0%	100%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 47	0	0%	10	21.3%	37	78.7%	0	0%	78.7%

After 2yrs 61	1	1.6%	14	23.0%	46	75.4%	0	0%	75.4%
After 3yrs 62	1	1.6%	7	11.3%	42	67.7%	12	19.4%	87.1%
EoY4 66	1	1.5%	8	12.1%	33	50%	24	36.4%	86.4%
EoY5 55	1	1.8%	7	12.7%	32	58.2%	15	27.3%	85.5%
EoY6 60	2	3.3%	3	5.0%	15	25.0%	40	66.7%	91.7%
EoY7 84	3	3.6%	14	16.7%	33	39.3%	34	40.4%	79.7%
EoY8 81	4	4.9%	10	12.3%	43	53.1%	24	29.6%	82.8%

READING	2013	2014	2015	2016	2017	2018 Y1-6	2019 Y1-8
Elim GC Y1-8	86%	84%	89%	87%	87%	81.5% Y1-6	83.4%
Elim MAC Y1-8						87.4%	69.8%
Elim MAC/GC Combined						82.6% Y1-6	80.5%
Howick	83%	82%	81%	81%			
Auckland	77%	77%	77%	77%			
NZ	78%	78%	78%	78%			

## 2019 National Standard Reporting GC Y1-8

### WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 516	9	1.7%	93	18%	318	61.6%	96	18.6%	80.2%
Y1-6 2018 346	6	1.7%	84	24.3%	195	56.4%	61	17.6%	74%
Y1-8 2017-470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
Male -254	7	2.8%	64	25.2%	151	59.4%	32	12.6%	72%
Male - 176	4	2.3%	58	32.9%	92	52.3%	22	12.5%	64.8%
Male - 233	8	3.4%	55	23.6%	156	67%	14	6%	73%



Female-262	2	0.8%	29	11.1%	167	63.7%	64	24.4%	88.1%
Female-170	2	1.2%	26	15.3%	103	60.6%	39	22.9%	83.5%
Female-237	5	2.1%	30	12.7%	161	67.9%	41	17.3%	85.2%
Māori -20	0	0%	6	30.0%	13	65.0%	1	5%	70%
Pasifica-29	0	0%	4	13.8%	19	65.5%	6	20.7%	86.2%
Asian-212	8	3.8%	29	13.7%	132	62.3%	43	20.3%	82.6%
European-240	1	0.4%	52	21.7%	142	59.2%	45	18.8%	78%
MELAA-14	0	0%	2	14.3%	11	78.6%	1	7.1%	85.7%
OTHER -1	0	0%	0	0%	1	100%	0	0%	100%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 47	0	0%	13	27.%	34	72.3%	0	0%	72.3%
After 2yrs 61	1	1.6%	14	23%	43	70.5%	3	4.9%	75.4%
After 3yrs 62	0	0%	9	14.5%	43	69.4%	10	16.1%	85.5%
EoY4 66	1	1.5%	15	22.7%	40	60.6%	10	15.2%	75.8%
EoY5 55	0	0%	15	27.3%	29	52.7%	11	20%	72.7%
EoY6 60	2	3.3%	5	8.3%	37	61.7%	16	26.7%	88.4%
EoY7 84	2	2.4%	14	16.7%	46	54.8%	22	26.2%	81%
EoY8 81	3	3.7%	8	9.9%	46	56.8%	24	29.6%	86.4%

WRITING	2013	2014	2015	2016	2017	2018 (Y1-6)	2019
Elim GC Y1-8	75%	75%	74%	75%	79%	74% Y1-6	80.2%
Elim MAC Y1-8						84%	80.6%
Elim GC/MAC Combined						76% Y1-6	80.4%
OLSS Y1-6							88.5%

SMCP Y1-6							89%
St Marks Y1-6							76%
Kingsgate School Y1-8							74%
Howick	77%	77%	77%	76%			
Auckland	71%	71%	71%	71%			
NZ	71%	72%	71%	71%			

**2019 National Standard Reporting  
Mt Albert Campus MAC Y1-8**

**READING**

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 139	9	6.5%	33	23.7%	55	39.6%	42	30.2%	69.8%
Y1-8 2018 119	1	0.8%	14	11.8%	45	37.8%	59	49.6%	87.4%
Male - 71	7	9.8%	19	26.8%	27	38%	18	25.4%	63.4%
Male - 58	1	1.8%	9	15.5%	24	41.4%	24	41.4%	82.8%
Female - 68	2	2.9%	14	20.6%	28	41.2%	24	35.3%	76.5%
Female - 61	0	0%	5	8.2%	21	34.4%	35	57.4%	91.8%
Māori - 6	0	0%	3	50%	3	50%	0	0%	50%
Pasifica -11	0	0%	6	54.5%	4	36.4%	1	9.1%	45.5%
Asian - 99	8	8.1%	18	18.2%	41	41.4%	32	32.3%	73.7%
European-22	1	4.6%	5	22.7%	7	31.8%	9	40.9%	72.7%
MELAA- 1	0	0%	1	100%	0	0%	0	0%	0%
Other -0	0	0%	0	0%	0	0%	0	0%	0%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 14	0	0%	9	64.3%	4	28.6%	1	7.1%	35.7%
After 2yrs 21	5	23.8%	5	23.8%	11	52.4%	0	0%	52.4%
After 3yrs 11	0	0%	3	27.3%	8	72.7%	0	0%	72.7%
EoY4 21	1	4.8%	6	28.6%	2	9.5%	12	57.1%	66.6%
EoY5 13	1	7.6%	0	0%	6	46.2%	6	46.2%	92.4%
EoY6 19	0	0%	4	21.0%	6	31.6%	9	47.4%	79.0%
EoY7 26	2	7.7%	5	19.2%	9	34.6%	10	38.5%	73.1%
EoY8 14	0	0%	1	7.1%	9	64.3%	4	28.6%	92.9%

READING	2013	2014	2015	2016	2017	MAC 2018	2019
Elim MAC Y1-8						87.4%	69.8%
Elim GC Y1-8	86%	84%	89%	87%	87%	81.5% Y1-6	83.4%
Elim GC/MAC Combined						82.5% Y1-6	80.5%
Howick	83%	82%	81%	81%			
Auckland	77%	77%	77%	77%			
NZ	78%	78%	78%	78%			

## 2019 National Standard Reporting MAC Y1-8

## WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 139	6	4.3%	21	15.1%	86	61.9%	26	18.7%	80.6%
Y1-8 2018 119	5	4.2%	14	11.8%	65	54.6%	35	29.4%	84%
Male - 71	5	7.0%	16	22.5%	43	60.6%	7	9.9%	70.5%



Male - 58	3	5.2%	12	20.7%	34	58.6%	9	15.5%	74.1%
Female-68	1	1.5%	5	7.4%	43	63.2%	19	27.9%	91.1%
Female-61	2	3.3%	2	3.3%	31	50.8%	26	42.6%	93.4%
Māori -6	1	16.7%	3	50%	2	33.3%	0	0%	33.3%
Pasifica-11	0	0%	3	27.3%	8	72.7%	0	0%	72.7%
Asian-99	4	4.0%	10	10.1%	65	65.7%	20	20.2%	85.9%
European-22	1	4.5%	5	22.7%	10	45.5%	6	27.3%	72.8%
MELAA-1	0	0%	0	0%	1	100%	0	0%	100%
OTHER -0	0	0%	0	0%	0	0%	0	0%	0%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 14	1	7.2%	2	14.3%	11	78.6%	0	0%	78.6%
After 2yrs 21	0	0%	2	9.5%	19	90.5%	0	0%	90.5%
After 3yrs 11	0	0%	1	9.1%	10	90.9%	0	0%	90.9%
EoY4 21	1	4.8%	5	23.8%	11	52.4%	4	19.0%	71.4%
EoY5 13	1	7.7%	0	0%	7	53.8%	5	38.5%	92.3%
EoY6 19	0	0%	4	21.1%	7	36.8%	8	42.1%	78.9%
EoY7 26	3	11.5%	7	26.9%	11	42.3%	5	19.3%	61.6%
EoY8 14	0	0%	0	0%	10	71.4%	4	28.6%	100%

WRITING	2013	2014	2015	2016	2017	MAC 2018	MAC 2019
Elim Mac Y1-8						84%	80.6%
Elim GC Y1-8	75%	75%	74%	75%	79%	74% Y1-6	80.2%
Elim GC/MAC Combined						76% Y1-6	80.4%
OLSS Y1-6							88.5%
SMCP Y1-6							89%
St Marks Y1-6							76%

Kingsgate School Y1-8							74%
Howick	77%	77%	77%	76%			
Auckland	71%	71%	71%	71%			
NZ	71%	72%	71%	71%			

**2019 National Standard Reporting  
MAC Y1-8**

**MATHEMATICS**

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 139	5	3.6%	24	17.3%	69	49.6%	41	29.5%	79.1%
Y1-8 2018 -119	2	1.7%	10	8.4%	48	40.3%	59	49.6%	89.9%
MALE - 71	3	4.2%	13	18.3%	37	52.1%	18	25.4%	77.5%
MALE - 58	1	1.7%	6	10.3%	22	38%	29	50%	88%
FEMALE - 68	2	2.9%	11	16.2%	32	47.1%	23	33.8%	80.9%
FEMALE - 61	1	1.6%	4	6.6%	26	42.6%	30	49.2%	90.3%
Māori - 6	1	16.7%	2	33.3%	3	50%	0	0%	50%
Pasifika -11	0	0%	5	45.5%	6	54.5%	0	0%	54.5%
Asian - 99	3	3.0%	12	12.1%	49	49.5%	35	35.4%	84.9%
European -22	1	4.5%	4	18.2%	11	50%	6	27.3%	77.3%
MELAA - 1	0	0%	1	100%	0	0%	0	0%	0%
Other - 0	0	0%	0	0%	0	0%	0	0%	0%

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	

After 1 yr 14	0	0%	4	28.6%	9	64.3%	1	7.1%	71.4%
After 2yrs 21	3	14.3%	3	14.3%	12	57.1%	3	14.3%	71.4%
After 3yrs 11	0	0%	3	27.3%	8	72.7%	0	0%	72.7%
EoY4 21	1	4.8%	4	19.0%	9	42.9%	7	33.3%	76.2%
EoY5 13	1	7.7%	1	7.7%	5	38.4%	6	46.2%	84.6%
EoY6 19	0	0%	5	26.4%	7	36.8%	7	36.8%	73.6%
EoY7 26	0	0%	4	15.3%	12	46.2%	10	38.5%	84.7%
EoY8 14	0	0%	0	0%	7	50%	7	50%	100%

Mathematics	2013	2014	2015	2016	2017	2018	2019
Elim MAC Y1-8						89.9%	79.1%
Elim GC Y1-8	79%	82%	85%	86%	88%	91% Y1-6	87.8%
Elim GC/MAC Y1-8 Combined						90.8% Y1-6	86.0%
Howick	82%	82%	81%	82%			
Auckland	75%	76%	76%	76%			
NZ	75%	75%	76%	75%			

## 2017-2019 Priority Learners Data Analysis

### Writing- Maori students

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
GC/MAC Y1-8 2019 655	15	2.2%	114	17.4%	404	61.7%	122	18.7%	80.4%



GC/MAC Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
GC Y1-8 2017 470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
GC/MAC Y1-8 Māori – 26 2019	1	3.8%	9	34.7%	15	57.7%	1	3.8%	61.5%
GC/MAC Y1-6 Maori – 18 2018	1	5.6%	6	33.3%	11	61.1%	0	0%	61.1%
GC Y1-8 Maori – 19 2017	1	5.3%	7	36.8%	11	57.9%	0	0%	57.9%
GC/MAC Y1-8 Māori Boys– 13 2019	0	0%	8	61.5%	5	38.5%	0	0%	38.5%
GC/MAC Y1-6 Māori Boys – 9 2018	1	5.6%	6	33.3%	4	61.1%	0	0%	61.1%
GC Y1-8 Māori Boys– 6 2017	0	0%	3	50%	3	50%	0	0%	50%
GC/MAC Y1-8 Māori Girls– 13 2019	1	7.7%	1	7.7%	10	76.9%	1	7.7%	84.6%
GC/MAC Y1-6 Māori Girls – 9 2018	0	0%	2	22.2%	7	77.8%	0	0%	77.8%
GC Y1-8 Māori Girls– 13 2017	1	7.7%	4	30.8%	8	61.5%	0	0%	61.5%

- All students at GC/MAC Y1-8 combined are achieving at **80.4%** at/ab the expected level in Writing in 2019.
  - This is a **4.9%** increase overall.
  - All students at GC Y1-8 are achieving **80.2%** at/ab in Writing in 2019. This is a **6.2%** increase from last year.
  - All students at MAC Y1-8 are achieving **80.6%** at/ab the expected level in Writing in 2019. This is a **3.4%** decrease.
- 
- All Maori students at GC/MAC Y1-8 combined are achieving **61.5%** at/ab the expected level in Writing in 2019. This is only a **0.4%** increase in at/ab in Writing. Last year **61.1%** to **61.5%** at/ab the expected level.
  - Maori boys have not performed well dropping to **38.5%** at/ab for Writing. This is a **22.6%** drop since last year. (**61.1% to 38.5%**) However, the number of students is very low. In 2019, when compared with Pasifica boys **75%**, European boys **69%**, Asian boys **76.1%** and MELAA boys **75%**, it can be seen that Maori boys have the lowest writing results, and this is an area for continued work.
  - Maori Girls' writing shows excellent results **84.6%** at/ab and are currently working on a par with Pasifica girls **93.7%**, European girls **85.7%**, Asian girls **90.6%**, MELAA girls **86.7%** and other girls **100%**

## Writing- Pasifica students

Writing:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
GC/MAC Y1-8 2019 655	15	2.2%	114	17.4%	404	61.7%	122	18.7%	80.4%
GC/MAC Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
GC Y1-8 2017 470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
GC/MAC Y1-8 Pasifica – 40 2019	0	0%	7	17.5%	27	67.5%	6	15%	82.5%
GC/MAC Y1-6 Pasifica – 26 2018	0	0%	5	19.2%	16	61.6%	5	19.2%	80.8%
GC Y1-8 Pasifica – 19 2017	0	0%	4	21.1%	14	73.7%	1	5.3%	79.0%

GC/MAC Y1-8 Pasifica Boys– 24 2019	0	0%	6	25%	15	62.5%	3	12.5%	75.0%
GC/MAC Y1-6 Pasifica Boys – 16 2018	0	0%	5	31.3%	10	62.5%	1	6.3%	68.8%
GC Y1-8 Pasifica Boys– 11 2017	0	0%	3	27.3%	8	72.7%	0	0%	72.7%
GC/MAC Y1-8 Pasifica Girls– 16 2019	0	0%	1	6.3%	12	75.0%	3	18.7%	93.7%
GC/MAC Y1-6 Pasifica Girls – 10 2018	0	0%	0	0%	6	60%	4	40%	100%
GC Y1-8 Pasifica Girls– 8 2017	0	0%	1	12.5%	6	75.0%	1	12.5%	87.5%

- All students at GC/MAC Y1-8 combined are achieving at **80.4%** at/ab the expected level in Writing in 2019. This is a **4.9%** increase overall.
- All students at GC Y1-8 are achieving **80.2%** at/ab in Writing in 2019. This is a **6.2%** increase from last year.
- All students at MAC Y1-8 are achieving **80.6%** at/ab the expected level in Writing in 2019. This is a **3.4%** decrease.
- All Pacifica students at GC/MAC Y1-8 combined are achieving **82.5%** at/ab the expected level in Writing in 2019. This is only a **1.7%** increase in at/ab in Writing. Last year **80.8%** to **82.5%** at/ab the expected level.
- Pacifica boys at GC/MAC are **75%** at/ab for Writing. This is a **6.2%** increase on last year. In 2019, when compared with Maori boys **38.5%**, European boys **69%**, Asian boys **76.1%** and MELAA boys **75%**, it can be seen that Pacifica boys are performing well but not as well as the girls generally or Pacifica girls.
- Pacifica Girls' writing shows excellent results **93.7%** at/ab and are currently working on a par or better than Maori girls **86.4%**, European girls **85.7%**, Asian girls **90.6%**, MELAA girls **86.7%** and other girls **100%**.



## Reading - Maori students

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
GC/MAC Y1-8 2019 655	22	3.3%	106	16.2%	336	51.3%	191	29.2%	80.5%
GC/MAC Y1-6 2018 445	5	1.1%	73	16.4%	211	47.4%	156	35.1%	82.5%
GC Y1-8 2017 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
GC/MAC Y1-8 Maori – 26 2019	0	0%	7	26.9%	17	65.4%	2	7.7%	73.1%
GC/MAC Y1-6 Maori – 18 2018	0	0%	5	27.8%	9	50%	4	22.2%	72.2%
GC Y1-8 Maori – 19 2017	1	5.3%	7	36.8%	8	42.1%	3	15.3%	57.9%
GC/MAC Y1-8 Maori Boys– 13 2019	0	0%	6	46.2%	6	46.2%	1	7.7%	53.9%
GC/MAC Y1-6 Maori Boys – 9 2018	0	0%	3	33.3%	4	44.4%	2	22.2%	66.6%
GC Y1-8 Maori Boys– 6 2017	0	0%	3	1%	6	54.5%	3	27.3%	81.8%
GC/MAC Y1-8 Maori Girls– 16 2019	0	0%	2	12.5%	8	76.9%	6	37.5%	77.5%

GC/MAC Y1-6 Maori Girls – 9 2018	0	0%	2	22.7%	5	55.6%	2	22.2%	77.8%
GC Y1-8 Maori Girls– 13 2017	1	7.7%	4	30.8%	7	53.8%	1	7.7%	61.5%

- All students at GC/MAC Y1-8 combined are achieving at **80.5%** at/ab the expected level in Reading in 2019. This is a **2%** decrease overall on last year.
- All students at GC Y1-8 are achieving **83.4%** at/ab in Reading in 2019. This is a **1.9%** decrease from last year.
- All students at MAC Y1-8 are achieving **69.8%** at/ab the expected level in Reading in 2019. This is a **17.6%** decrease from last year.
- All Maori students at GC/MAC Y1-8 combined are achieving **73.1%** at/ab the expected level in Reading in 2019. This is only a **0.9%** increase in at/ab in Reading. Last year **72.2%** to **73.1%** at/ab the expected level.
- Maori boys have dropped to **53.9%** at/ab for Reading. This is a **12.7%** decrease. However, the number of students is very low. In 2019, when compared with Pasifica boys **70.8%**, European boys **77.5%**, Asian boys **76.2%** and MELAA boys **87.5%**, it can be seen that Maori boys have the lowest Reading results, and this is an area for future inquiry.
- Maori Girls' Reading shows excellent results **92.3%** at/ab and are currently working on a par if not better than Pasifica girls **87.5%**, European girls **83.4%**, Asian girls **85.7%**, MELAA girls **71.4%** and other girls **100%**.

## Reading - Pasifika students

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
GC/MAC Y1-8 2019 655	22	3.3%	106	16.2%	336	51.3%	191	29.2%	80.5%
GC/MAC Y1-6 2018 445	5	1.1%	73	16.4%	211	47.4%	156	35.1%	82.5%
GC Y1-8 2017 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
GC/MAC Y1-8 Pasifica– 40 2019	0	0%	9	22.5%	22	55.0%	9	22.5%	77.5%

GC/MAC Y1-6 Pasifica– 26 2018	0	0%	6	23.1%	11	42.3%	9	34.6%	76.9%
GC Y1-8 Pasifica – 19 2017	0	0%	2	10.5%	10	52.6%	7	36.8%	89.4%
GC/MAC Y1-8 Pasifica Boys– 24 2019	0	0%	7	29.2%	14	58.3%	3	12.5%	70.8%
GC/MAC Y1-6 Pasifica Boys – 16 2018	0	0%	6	37.5%	7	43.8%	3	18.8%	62.6%
GC Y1-8 Pasifica Boys– 11 2017	0	0%	2	18.2%	6	54.5%	3	27.3%	81.8%
GC/MAC Y1-8 Pasifica Girls– 16 2019	0	0%	2	12.5%	8	76.9%	6	37.5%	77.5%
GC/MAC Y1-6 Pasifica Girls – 10 2018	0	0%	0	0%	4	40%	6	60%	100%
GC Y1-8 Pasifica Girls– 8 2017	0	0%	0	0%	4	50%	4	50%	100%

- All students at GC/MAC Y1-8 combined are achieving at **80.5%** at/ab the expected level in Reading in 2019. This is a **2%** decrease overall on last year.
- All students at GC Y1-8 are achieving **83.4%** at/ab in Reading in 2019. This is a **1.9%** decrease from last year.
- All students at MAC Y1-8 are achieving **69.8%** at/ab the expected level in Reading in 2019. This is a **17.6%** decrease from last year.
- All Pacific students at GC/MAC Y1-8 combined are achieving **77.5%** at/ab the expected level in Reading in 2019. This is only a **0.6%** increase in at/ab in Reading. Last year **76.9%** to **77.5%** at/ab the expected level.

- Pacifica boys at GC/MAC are **70.8%** at/ab for Writing. This is an **8.2%** increase on last year. In 2019, when compared with Maori boys **53.9%**, European boys **69%**, Asian boys **76.1%** and MELAA boys **75%**, it can be seen that Pacific boys are performing well but not as well as the girls generally or Pacific girls.
- Pacifica Girls' Reading shows excellent results **87.5%** at/ab and are currently working on a par with Maori girls **92.3%**, European girls **83.4%**, Asian girls **85.7%**, MELAA girls **71.4%** and other girls **100%**.

## Mathematics – Maori Students

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 -655	23	3.5%	69	10.5%	322	49.2%	241	36.8%	86.0%
Y1-6 2018 -445	3	0.7%	38	8.5%	236	53%	168	37.8%	90.8%
Y1-8 2017-470	9	1.9%	49	10.4%	277	58.9%	135	28.7%	87.6%
GC/MAC Y1-8 Māori – 26 2019	4	15.3%	6	23.1%	12	46.2%	4	15.4%	61.6%
GC/MAC Y1-6 Maori – 18 2018	0	0%	5	27.8%	10	55.5%	3	16.7%	72.2%
GC Y1-8 Maori – 19 2017	0	0%	7	36.8%	8	42.1%	4	21.1%	63.2%
GC/MAC Y1-8 Māori Boys–13 2019	2	15.4%	3	23.1%	6	46.2%	2	15.4%	61.6%
GC/MAC Y1-6 Māori Boys – 9 2018	0	0%	3	33.3%	5	55.6%	1	11.1%	66.7%
GC Y1-8 Māori Boys– 6 2017	0	0%	1	16.7%	2	33.3%	3	50%	83.3%



GC/MAC Y1-8 Māori Girls–13 2019	2	15.4%	3	23.1%	6	46.2%	2	15.4%	61.6%
GC/MAC Y1-6 Māori Girls – 9 2018	0	0%	2	22.2%	5	55.6%	2	22.2%	77.8%
GC Y1-8 Māori Girls– 13 2017	0	0%	6	46.2%	6	46.2%	1	7.7%	53.9%

- All students at GC/MAC Y1-8 combined are achieving at **86%** at/ab the expected level in Mathematics in 2019. This is a **4.8%** decrease overall.
- All students at GC Y1-8 are achieving **87.8%** at/ab in Mathematics in 2019. This is a **3.2%** decrease from last year.
- All students at MAC Y1-8 are achieving **79.1%** at/ab the expected level in Mathematics in 2019. This is a **10.8%** decrease from last year.
- All Maori students at GC/MAC Y1-8 combined are achieving **61.6%** at/ab the expected level in Mathematics in 2019. This is a **10.6%** decrease in at/ab in Mathematics from last year. **72.2%** to **61.6%** at/ab the expected level.
- Maori boys are **61.6%** at/ab for Mathematics. This is a **5.1%** decrease from last year. However, the number of students is very low. In 2019, when compared with Pasifica boys **83.3%**, European boys **86.1%**, Asian boys **86.9%** and MELAA boys **100%**, it can be seen that Maori boys have the lowest Mathematics results, and this is an area for us to focus on this year.
- Maori Girls' Mathematics shows the same results as the boys at **61.6%** at/ab and are currently not performing as well as the Pasifica girls **87.6%**, European girls **82%**, Asian girls **93.1%** but better than the MELAA girls **57.2%** and other girls **0%** (only 1 student). Maori girls also have the one of the lowest results in Mathematics, along with our MELAA girls. **This will be our area of focus for 2020.**

## Mathematics - Pasifica students

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2019 -655	23	3.5%	69	10.5%	322	49.2%	241	36.8%	86.0%
Y1-6 2018 -445	3	0.7%	38	8.5%	236	53%	168	37.8%	90.8%
Y1-8 2017-470	9	1.9%	49	10.4%	277	58.9%	135	28.7%	87.6%

GC/MAC Y1-8 Pasifaa– 40 2019	0	0%	6	15.0%	25	62.5%	9	22.5%	85.0%
GC/MAC Y1-6 Pasifica– 26 2018	0	0%	4	15.4%	15	57.7%	7	26.9%	84.6%
GC Y1-8 Pasifica – 19 2017	1	5.3%	3	15.8%	9	47.4%	6	31.6%	79.0%
GC/MAC Y1-8 Pasifica Boys–24 2019	0	0%	4	16.7%	14	58.3%	6	25%	83.3%
GC/MAC Y1-6 Pasifica Boys – 16 2018	0	0%	2	12.5%	9	56.3%	5	31.3%	87.6%
GC Y1-8 Pasifica Boys– 11 2017	1	9.1%	2	18.2%	3	27.3%	5	45.5%	72.8%
GC/MAC Y1-8 Pasifika Girls–16 2019	0	0%	2	12.5%	11	68.8%	3	18.8%	87.4%
GC/MAC Y1-6 Pasifica Girls – 10 2018	0	0%	2	20%	6	60%	2	20%	80%
GC Y1-8 Pasifica Girls– 8 2017	0	0%	1	12.5%	6	75.0%	1	12.5%	87.5%

- All students at GC/MAC Y1-8 combined are achieving at **86%** at/ab the expected level in Mathematics in 2019. This is a **4.8%** decrease overall.
- All students at GC Y1-8 are achieving **87.8%** at/ab in Mathematics in 2019. This is a **3.2%** decrease from last year.
- All students at MAC Y1-8 are achieving **79.1%** at/ab the expected level in Mathematics in 2019. This is a **10.8%** decrease from last year.
- All Pacifica students at GC/MAC Y1-8 combined are achieving **85%** at/ab the expected level in Mathematics in 2019. This is a **0.4%** increase in at/ab in Mathematics from last year. **84.6%** to **85%** at/ab the expected level.

- Pacifica boys are **83.3%** at/ab for Mathematics. This is a **4.3%** decrease from last year. However, the number of students is very low. In 2019, when compared with Maori boys **61.1%**, European boys **86.1%**, Asian boys **86.9%** and MELAA boys **100%**, it can be seen that Pacific boys are performing well in Mathematics.
- Pacifica Girls' Mathematics is **87.4%** at/ab and are performing as well if not better than the Maori girls **61.6%**, European girls **82%**, Asian girls **93.1%**, MELAA girls **57.2%** and other girls **0%** (only 1 student).

## Review (Analysis of Variance) of 2019: Annual Plan Actions

### NAG2A (b)(i) Area of Strength

National Standard subjects: **Mathematics**

#### Discussion:

We are pleased with our Mathematics Progress and Achievement Data in 2019.

#### *Golflands GC and Mt Albert Campus MAC Combined Y1-8:*

We have **86.0%** of our Y1-8 students either at or above the expected curriculum level in Mathematics. Boys and girls continue to achieve at a comparable rate: Boys **85.6%** at/above and girls **86.1%** at/above. Maori students – at/ab **61.6%**. Pasifica students – at/ab **85.0%**, Asian students – at/ab **90.1%**, European students – at/ab **84.3%**, MELAA students – at/ab **80.0%** and other students (only 1) – **0%**.

However, there has been a 5% decrease in our overall results from last year. This is not unexpected as last year we were not able to include our Y7-8 student data in the analysis as this was unavailable; and our 2018 data also included our new Mt Albert Campus data. Mt Albert Campus (previously operating as an independent school) were using different assessment protocols to assess their students at that time. These factors would have affected the data spread and made it difficult to compare with the previous years. In 2019, the Mt Albert Campus teachers are starting to use the same assessment protocols as the Golflands Campus, so the data is becoming more reliable and comparable.

**In Mathematics**, our 2019 GC/MAC combined results show we have the following year levels reaching 85% at and above the required curriculum

level:

**85.2%** 'After 1 year at school'

**87.1%** 'After 3 Years',

**86.4%** 'End of Year 4'

**85.5%** 'End of Year 5'

**91.7%** 'End of Year 6'

**61.6%** of our Maori students were at/ab the expected curriculum level. (Last year 72.2% Maori students were at/ab, so this is a 10.6% decrease. We have very low numbers of Maori students at our school: 26 in Y1-8 this year and 18 last year.)

Maori Boys – **61.6%** and Maori Girls – **61.6%** have similar results in Mathematics. This is an area for focus in 2020 as Maori students have the lowest results in Mathematics.

**85.0%** of our Pasifica People students were at/ab the expected curriculum level. (Last year 84.6% were at/ab)

Pasifica Boys – at/ab **83.3%** and Pasifica Girls – **87.6% at/ab** the expected level.

**90.1%** of our Asian students were at/ab the expected curriculum level. (Last year 95.3% Asian students were at/ab, so a 5.2% decrease.) Boys - **86.8%** and girls – **91%**

**84%** of our European students at/ab the expected curriculum level. (Last year 88.2% European students were at/ab, so a 4.2% decrease)

Boys - **86%** Girls – **82%**

#### ***Golflands Campus GC Y1-8:***

We have **87.8%** of our Y1-8 students either at or above the expected curriculum level in Mathematics. This is a **3.2%** decrease from our **2018** results. However Y7-8 were not included in the 2018 data collection. In **2017** our results for **Y1-6** showed us to have **88.3% of students at/ab**, compared to **91% at/ab in 2018** and this year or Y1-6 only, **89.7% at/ab** the curriculum level in Mathematics. So this is really only a 1.3% decrease from last year when Y1-6 students are directly compared.

**In Mathematics**, our 2019 GC results show we have, the following year levels reaching 85% at and above the required curriculum level:

**89.4%** 'After 1yr at school'



**85.2%** 'After 2yrs at school'

**90.3%** 'After 3yrs at school'

**84.9%** 'At the end of Y4'

**92.8%** 'At the end of Y5'

**95.5%** 'At the end of Y6'

**88.9%** 'At the end of Y8'

***Mt Albert Campus MAC Y1-8:***

We have **79.1%** of our Y1-8 students either at or above the curriculum level in Mathematics. In 2018, they had **89.9%** of students at/ab the curriculum level. This is a **10.8%** decrease in their at/ab results. However, these results are now more reliable as their assessment protocols are being brought in line with PaCT and the National Standard guidelines and are becoming more reliable and comparable.

**In Mathematics**, our 2019 MAC results show we have, the following year levels reaching 85% at and above the required curriculum level:

**84.6%** 'At the end of Y5'

**84.7%** 'At the end of Y7'

**100%** 'At the end of Y8'

**NAG2A (b)(i) Areas for improvement**

National Standard subjects: **Writing**

**Discussion:**

We are pleased with our progress with our Writing Progress and Achievement Data in 2019 but would still like to see further improvement.

***Golflands GC and Mt Albert Campus MAC Combined Y1-8:***

We have continued to work hard to lift our achievement in **Writing** again this year.

Our combined Golflands Campus GC and Mt Albert Campus MAC Y1-8 results show **80.4% at/ab** the expected curriculum level in **Writing**. This is a **4.7% increase** from **75.5%** last year. However, last year's data did not include Y7-8 results as they were unavailable for analysis and our 2018 data also

included our new Mt Albert Campus data. Mt Albert Campus (previously operating as an independent school) were using different assessment protocols to assess their students at that time. These factors would have affected the data spread and made it difficult to compare with the previous years. In 2019, the Mt Albert Campus teachers are starting to use the same assessment protocols as the Golflands Campus, so the data is becoming more reliable and comparable.

Overall, Boys – **71.7%** (6.1% increase on last year – fantastic!) Girls – **88.5%** (3% increase on last year) Girls continue to out perform boys in Writing.

Maori students – **61.5%**. Boys – 38.5% Girls – 84.5%.

Pasifica students – **82.5%**. Boys – 75% Girls – 93.7%

Asian students – **83.3%** Boys – 76.1% Girls – 90.1%

European students – **77.5%** Boys – 69% Girls - 85.7%

MELAA students – **86.7%** Boys – 75%. Girls – 100%

Other students – **100%**. Boys – 0% Girls – 100%

#### ***Golflands Campus GC Y1-8:***

Golflands Campus GC Y1-8 at/ab the expected curriculum level – **80.2%**. For a more direct comparison, if we look at **Y1-6 in 2019**, at/ab is **78.4%** and **Y1-6 in 2018** we were **76.6%** at/ab. This is a **1.8%** increase in performance from 2018 to 2019. This shows a steady improvement.

#### ***Mt Albert Campus MAC Y1-8:***

Mt Albert Campus MAC Y1-8 achieved **80.6%** 'at or above' the expected curriculum level in Writing. This is a **3.4%** decrease in performance from **84%** in 2018. However, the 2019 results are now more reliable as MAC's assessment protocols are being brought in line with PaCT and the National Standard guidelines and are becoming more reliable and comparable.

We acknowledge that we have still not yet reached the target of **85%** of students 'At or Above' in Writing but we continue to make good progress towards achieving the goal of 85% students at/ab the expected curriculum level.

Over the past few years this has been an area of much attention in our Golflands Campus teachers' inquiries. We have reviewed and changed our writing delivery for both surface and deeper features by changing over the years the spelling programmes, writing programmes and phonics programmes; and we have also introduced the PaCT. This tool gives our teachers guidance on more deliberate ways to plan Writing across the

curriculum, so that students can consolidate, through practise, the skills they were being taught in their Writing lessons. Our PAT (Punctuation and Grammar) and e-asttle Writing results continue to show high overall achievement.

In 2019, we focused our attention on the **34.4%** of boys who were well below or below the standard in Writing, especially the **38.9%** of Māori Boys well below and below the standard and **31.2%** Pasifica Boys well below and below the standard. We inquired in our teams on new ways to engage them in the writing process by exploring our Oral language programmes from Y1-6. We also began to do more work around Play based Learning at Y0-3 to see how this would impact oral language skills. We also looked at improving our phonics teaching in Y0-2 and ways to increase and enrich student vocabulary throughout Y1-6. Some teachers in Y1 also looked at how our bilingual/multilingual students may need a different approach to language acquisition. We also had more targeted acceleration Writing groups for Y4-6 Boys.

**Our results have shown that:**

- Overall Boys Writing performance at/ab has improved by **6.1% since last year. (65.6% to 71.7%)**
- Maori Boys Writing performance at/ab has decreased by **22.6% since last year. (61.1% to 38.5%)**
- Pasifica Boys Writing performance at/ab has improved by **6.2% since last year. (68.8% to 75%)**
- However, European Boys Writing continues to need improvements with only a 1% increase since last year. **(68% to 69%)**

We will continue to work hard to engage our boys in the writing process in 2020, particularly our Māori and European boys. (There are only 26 Maori students in Y1-8 across two campuses) We are specifically looking at Learner Agency as part of our Kahui Ako Achievement Challenge, so we will encourage our teachers to provide more self-directed learning, greater control of the writing process and more feedback from our students but particularly boys around our writing programmes and how we can engage them more fully in the writing process. Our Kahui Ako academic challenge is to improve our Writing results, especially with Māori boys, by inquiring into learner Agency in 2020.

**NAG2A (b)(ii) Basis for identifying areas for improvement and Planned Actions to continue to lift achievement in 2020 for Writing.**

**Discussion:** Our data reveals these are the areas for improvement in 2020 for Writing.

- We will continue to develop our Inquiry Through Play in Years 1-3, enrich and increase our students' vocabulary through enriched oral language programmes and more experiential activities from Y1-6 and

- Develop our accelerated writing programmes for targeted boys in Y4-6.
- Y7-8 will continue to develop their writing programmes as the new Middle Years has senior English teachers with the Y7-8 students now.
- We will also engage with our Kahui Ako professional development programme around Learner Agency, which will also provide us with a better understanding around developing student learning ownership.
- We will also continue to collaborate with our other Kahui Ako school members around the work on Play Based Learning to develop Oral Language and the social skills of students. However, this will be a more minor focus for us in 2020.

#### **WRITING:**

**All Boys 2019 Well Below 2.8% (12) Below 25.2% (80) the expected curriculum level. Total WB/B 28%**

**Māori Boys Well Below 0% (0) Below 61.5% (8) Total WB/B 61.5%**

**European Boys Well Below 1.6% (2) Below 29.5% (38) Total WB/B 31.1%**

#### **NAG2A (b)(iii) Planned actions in 2020 for Developing Improved Consistency and Reliability of Teacher OTJs in Mathematics using the Progress and Achievement Tool. (PaCT)**

#### **Discussion: Mathematics:**

Our Progress and Achievement OTJ data for Mathematics continues to be a strength at Elim Christian College Y1-8. (86% of students achieving at/ab the expected curriculum level. Of note is that 61.6% of Maori students are achieving at/ab in Mathematics and they are the lowest performing group at Elim.) However, since 2017 we have been using the PaCT to make our OTJs in Writing and have found this a very useful tool for greater consistency and reliability in making our OTJs, and it also supports the targeted teaching of Writing in our learning spaces.

Therefore, we would like to now embrace the use of this tool in Mathematics to not only support our teachers in making their OTJs but also to inquire into our teaching of Mathematics to see if this tool can also improve our approach to the teaching and learning of Mathematics from Y1-6.



Actions to achieve your objectives	What will success look like?	Who	When / Time frame
<b>Term 1</b> <ul style="list-style-type: none"> <li>a. Engage with Professional Development on PaCT with an external facilitator – Evaluation Associates.</li> <li>b. Progress and Achievement OTJ (NS) Data for Mathematics for all students will be presented to all staff for discussion.</li> <li>c. Teachers gather Mathematics data on their 2020 students, especially their priority learners including Māori and Pasifika students for follow up.</li> <li>d. Teachers develop their inquiry focus based on Mathematics with Learner Agency as the lens with the support of the WSLs.</li> <li>e. Make changes to their assessment protocols, teaching practice and/or teaching programmes if required.</li> </ul>	<ul style="list-style-type: none"> <li>a. All GC and MAC Y1-6 teachers will attend this first PaCT PLD session for Mathematics</li> <li>b. Teachers take note of the analysis of Mathematics data presented on the first TODs and see where there is room for improvement.</li> <li>c. Teachers look closely at their student data for Mathematics in 2019. Any new students will be assessed. The students will be grouped into targeted teaching groups for term 1. Priority learners will be targeted and tracked so that all necessary support is provided to ensure a successful learning year.</li> <li>d. Inquiry goals will have been established and published in teachers' Appraisal Connector folders.</li> <li>e. Teachers will make first changes to their teaching practice, programmes or assessment protocols to include the PaCT.</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>a.TOD 1 29/1/20 pm session</li> <li>b.TOD 2 30/1/20 am session</li> <li>c. Weeks 1-3 in Term</li> <li>d. Weeks 1-5 in Term</li> <li>e. End of Term 1</li> </ul>
<b>Term 2</b> <ul style="list-style-type: none"> <li>a. Continued Professional Development on the Mathematics PaCT from the Elim leadership team.</li> <li>b. Sharing teaching tips and resources on Mathematics with Junior Years teachers.</li> <li>c. Continue to make changes to Mathematics teaching practice, programmes and/or assessment protocols.</li> <li>d. Gather mid year Mathematics assessment data on students ready for moderation,</li> </ul>	<ul style="list-style-type: none"> <li>a. All teachers will have attended PLD on PaCT this term and be familiar with the Mathematics PaCT Aspects and Sets for the curriculum levels.</li> <li>b. At least one PLD session where teachers share their goals and any teaching tips and resources they have found they could share.</li> <li>c. All teachers reflecting on their Mathematics teaching and student learning and writing regular reflection entries on Appraisal Connector.</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>a. In Term 2</li> </ul>

	d. All teachers to attend moderation meetings to ensure the PACT is being used correctly to make their OTJs.			
<b>Term 3</b>  a. Report back to Junior Teams on how changes in Mathematics programmes/practice/assessment protocols are going. What works, what didn't. b. Continue to work with targeted students in classes. c. Gather assessment data on Mathematics	a. Feedback session at GC and MAC for all Junior teachers to present the progress of their inquiries, their mid-year Mathematics results and what they feel is working or not. WSLs to organise. b. All teachers have ideas, changes and goals for making further improvements in their Mathematics programmes especially for targeted students into T3 and T4. c. Continued use of PaCT to gather assessment data and guide teaching.	All teachers  WSLs	In term 3	
<b>Term 4</b>  a. Final presentations of Teaching as Inquiry goals and outcomes, progress of students and next steps in the inquiry process.	<b>Term 4</b>  a. Final presentations of teaching as inquiry results show progress has been made towards achieving a 1% improvement in our Mathematics Progress and achievement data, especially Māori students as we continue to work towards 85% of our students 'at or above' the expected level.	All teachers	In term 4.	

## Review (Analysis of Variance) of 2019 Annual Plan Actions

### Review of 2019 Annual Planning Goals for BHAGS

#	Goals Supporting BHAGs	Annual Plan Actions 2019	% & Comment
1	<p><b>1. NCEA / NS Data</b></p> <ul style="list-style-type: none"> <li>Analysis of cohorts, levels, priority learners</li> <li>Review NCEA performance</li> </ul> <p>How to interpret, understand and present NCEA results</p> <ul style="list-style-type: none"> <li>How to understand and communicate NZQA protocols and their impact on use and presenting of data</li> <li>How are we best to communicate our results - so they are clear and well explained? This is for our parents and those looking at coming to ELIM?</li> </ul> <ul style="list-style-type: none"> <li>University Entrance</li> <li>How many/what percentage chose non-UE valid courses.</li> <li>What percentage of our students who did do courses that qualified for UE attained their UE qualification?</li> <li>Of the 39 students who required special assessment conditions in Year 11-13, what were their results?</li> <li>Although UE result is not good on paper, what are the genuine reasons such as course choices we need to note and</li> </ul>	<ul style="list-style-type: none"> <li>Achieve 85% of students getting required credits per NCEA level</li> <li>85% of students achieving at 'At' or 'Above' for NS</li> <li>0% of students at NS 'well below'</li> </ul> <p><b>NCEA - Improving the results – Refer Run Sheet</b></p> <ul style="list-style-type: none"> <li>We will review the annual report to the BOT and tweak accordingly</li> <li>UE criteria is understood</li> <li>Success for students is reaching their potential</li> <li>Upcoming MNA (Managing national Assessment) 3-yearly Review by NZQA</li> </ul> <p>Parent/student evenings on "Preparing for NCEA Academic Success" (BC and MAC)</p> <ul style="list-style-type: none"> <li>UE criteria is understood</li> <li>Well understood by BOT and communicated to the community.</li> </ul>	<p>Elim Christian College recieved an excellent MNA review in 2019. Effective processes and procedures are in place to ensure quality delivery of NCEA. This is underpinned by strong pastoral care, data tracking, effective learning design and authentic valid assessemnts to ensure success of our students.</p> <p>Before and including 2017, NCEA results were analysed as "participation based". 2018 results are now reported as school "roll based".</p> <p>Majority of the student population is on track to achieve NCEA success. At-risk and priority learners have been identified and well supported through personalised learning pathways. Enhanced vocational pathways through Gateway are being provided.</p> <p>Students who multilevel need to be considered in the analysis of results. At risk students have been identified and monitored by subject teachers, the Student Support team and Whanau leaders. External factors such as student well being, exam preparation during study leave, and health during external exams play a contributing factor to final outcomes.</p>

<p>manage? How do we show this in our data analysis?</p> <ul style="list-style-type: none"><li>• What does the data actually tell us?</li><li>• Review the annual subject department reports</li><li>• Analysis of similar schools in same decile</li><li>• Review our knowledge of ‘cohorts.’</li><li>• To what extent this impacts on our expectations for annual results.</li><li>• What is the place of class comparisons?</li><li>• Is there any difference between long-term Elim students and those that enter at Y9 and Y7?</li><li>• Specify and evaluate the impact of the following possible drivers:<ul style="list-style-type: none"><li>· Learning Needs increase since 2012</li><li>· Large number of BTs commencing their teaching journey with us /young staff</li><li>· Trips (OE, Sport, DoE, curric, leadership) during the weeks of learning</li><li>· We have good numbers of male teachers - our male student performing better than females</li><li>· Build a stronger literacy programme as a common denominator in all subjects</li><li>· More time give to assemblies than other schools?</li><li>· Teacher-led holiday tuition programmes</li><li>· Catch up credits - staff available to do this</li></ul></li></ul>	<ul style="list-style-type: none"><li>• We have intentional tracking of Maori Pacifica students</li><li>• Investigate how relatively small cohorts impact the data</li></ul> <p>Improve the communication to the BOT of annual actions to improve results Summary compiled of actions for further consideration</p> <ul style="list-style-type: none"><li>• We will have annually compiled and tracked ‘real-time’ student data for each cohort communicated to staff with an agreed expectation that this will inform teaching</li><li>• Tracking of all students using PAT scores in Y9-10</li><li>• Increased cohort monitoring</li><li>• Improved identification of at-risk students</li><li>• Evaluation of time out of classroom, absences, well-being, part-time jobs etc..</li><li>• Learning Support impacts positively on student achievement</li></ul> <p>We have an environment conducive to achieving academically</p> <p>We provide an opportunity for all students to discover how fearfully and wonderfully they are made</p> <p>Both Excellence and Merit well above national average</p>	<p>The Empowerment Wall has been introduced to support Maori and Pacific students to succeed. Final NCEA results will be available in term 1 next year.</p> <p>Academic Mentoring by tutor teachers will be an area of development and training in 2020 with the focus on raising student achievement.</p> <p><b>Analysis of 2019 Progress and Achievement Data (NS): READING</b></p> <table><tr><th>Campus</th><th colspan="2">Well below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th>At/Ab</th></tr><tr><td><b>GC and MAC Combined Y1-8 - 655</b></td><td><b>22</b></td><td><b>3.3 %</b></td><td><b>106</b></td><td><b>16.3 %</b></td><td><b>336</b></td><td><b>51.3 %</b></td><td><b>191</b></td><td><b>29.2 %</b></td><td><b>80.5 %</b></td></tr><tr><td><b>GC Y1-8 - 516</b></td><td><b>13</b></td><td><b>2.5 %</b></td><td><b>73</b></td><td><b>14.1 %</b></td><td><b>281</b></td><td><b>54.5 %</b></td><td><b>149</b></td><td><b>28.9 %</b></td><td><b>83.4 %</b></td></tr><tr><td><b>MAC Y1-8 - 139</b></td><td><b>9</b></td><td><b>6.5 %</b></td><td><b>33</b></td><td><b>23.7 %</b></td><td><b>55</b></td><td><b>39.6 %</b></td><td><b>42</b></td><td><b>30.2 %</b></td><td><b>69.8 %</b></td></tr></table> <p><b>Reading results</b> have been declining for <b>Elim GC Y1-8</b> for 4 years. Our peak result in 2015 of 89% at/ab has now decreased to 83.4%.</p>	Campus	Well below		Below		At		Above		At/Ab	<b>GC and MAC Combined Y1-8 - 655</b>	<b>22</b>	<b>3.3 %</b>	<b>106</b>	<b>16.3 %</b>	<b>336</b>	<b>51.3 %</b>	<b>191</b>	<b>29.2 %</b>	<b>80.5 %</b>	<b>GC Y1-8 - 516</b>	<b>13</b>	<b>2.5 %</b>	<b>73</b>	<b>14.1 %</b>	<b>281</b>	<b>54.5 %</b>	<b>149</b>	<b>28.9 %</b>	<b>83.4 %</b>	<b>MAC Y1-8 - 139</b>	<b>9</b>	<b>6.5 %</b>	<b>33</b>	<b>23.7 %</b>	<b>55</b>	<b>39.6 %</b>	<b>42</b>	<b>30.2 %</b>	<b>69.8 %</b>
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<ul style="list-style-type: none"><li>Survey both parents and students asking the question<ul style="list-style-type: none"><li>“What expectations are there of our academic performance?</li><li>What does the Elim community actually want for their students?</li></ul></li><li>Who is our community – our demographic, ethnicities, backgrounds etc...</li><li>Are we pushing our students? BOT, community, staff, Proprietors response?</li><li>Inquire regarding core beliefs and heart-beat of our Elim DNA concerning education for the whole person -mind, soul, body, spirit etc.....</li><li>Review the place of excellence and merit endorsements – our current statistics, what this means and what our goals should be</li><li>Evaluate the factor and impact of staff performance as a driver</li><li>Inquire into our value of current ‘net of care’ practices of:<ul style="list-style-type: none"><li>Whanau Leaders</li><li>Counselling</li><li>Mentoring</li><li>Academic mentors</li><li>During-the-week subject based tutor times based on student choice</li></ul></li><li>Form a position on advocacy for students to sit NCEA Scholarship Exams</li></ul>	<p>All teachers developing the same reflective inquiry questions</p> <p>All teachers embracing a review of good classroom practice</p> <p>Student Support team to be developing strong tracking of students-at-risk and effective interventions</p> <p>Encourage students to reach their potential keeping mindful of UE limited entry requirements</p> <p>Students provided with an opportunity to access such standards</p> <p>Tracking of students and alumni</p> <p>Increasingly effective communication between Careers and Student Support</p> <p>Every teacher is a Careers advisor</p>	<p>That’s a 5.6% decrease. This is an area that I would like our teachers to enquire into in 2021.</p> <p>In 2018, Maori students were 64.3% at/ab for Reading (16/20 students). In 2019, they were 80% at/ab for Reading. (9/14 students) That is a 15.7% increase.</p> <p>In 2018, Pasifika students were 75% at/ab for Reading. (12/16 students) In 2019, they were 89.7% at/ab for Reading. (26/29 students). That is a 14.7% increase.</p> <p><b>Elim MAC Y1-8</b> Reading results have decreased from 87.4% (2018) to 69.8% at/ab the expected level. (2019) This dramatic drop of 17.6% can be somewhat accounted for as MAC teachers move to assessing students using the same assessment protocols as GC and becoming more familiar with making OTJ’s using the PaCT and National Standard guidelines.</p> <p>In 2018, Maori students were 100% at/ab for Reading. (4/4 students) In 2019, 50% students were at/ab in Reading. (3/6 students)</p> <p>In 2018, Pasifika students were 81.5% at/ab in Reading. (9/11 students) In 2019, they were 45.5% at/ab for Reading. (5/11 students)</p> <p>Girls continue to out-perform boys in Reading on both campuses. Boys 75.7% at/ab and Girls 85.2% at/ab the expected level.</p> <p><b>WRITING</b></p> <table><tr><th>Campus</th><th colspan="2">Well below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th>At/ Ab</th></tr><tr><td><b>GC and MAC Combined Y1-8 - 655</b></td><td><b>1</b></td><td><b>2.</b></td><td><b>1</b></td><td></td><td><b>4</b></td><td><b>61.</b></td><td><b>1</b></td><td><b>18.</b></td><td><b>80.4</b></td></tr><tr><td></td><td><b>5</b></td><td><b>2</b></td><td><b>1</b></td><td><b>17.4%</b></td><td><b>0</b></td><td><b>7%</b></td><td><b>2</b></td><td><b>7%</b></td><td><b>%</b></td></tr><tr><td></td><td></td><td><b>%</b></td><td><b>4</b></td><td></td><td><b>4</b></td><td></td><td><b>2</b></td><td></td><td></td></tr></table>	Campus	Well below		Below		At		Above		At/ Ab	<b>GC and MAC Combined Y1-8 - 655</b>	<b>1</b>	<b>2.</b>	<b>1</b>		<b>4</b>	<b>61.</b>	<b>1</b>	<b>18.</b>	<b>80.4</b>		<b>5</b>	<b>2</b>	<b>1</b>	<b>17.4%</b>	<b>0</b>	<b>7%</b>	<b>2</b>	<b>7%</b>	<b>%</b>			<b>%</b>	<b>4</b>		<b>4</b>		<b>2</b>		
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<ul style="list-style-type: none"><li>● Inquire into Religious Education Achievement Standards on offer</li><li>● Inquire into the extent to which top academic students are our story or theirs</li><li>● Review our careers guidance and advice concerning pathways. Year level starting points etc...</li></ul>	<table><tr><td><b>GC Y1-8 - 516</b></td><td><b>9</b></td><td><b>1. 7 %</b></td><td><b>9 3</b></td><td><b>18%</b></td><td><b>3 1 8</b></td><td><b>61. 6%</b></td><td><b>9 6</b></td><td><b>18. 6%</b></td><td><b>80.2 %</b></td></tr><tr><td><b>MAC Y1-8 - 139</b></td><td><b>6</b></td><td><b>4. 3 %</b></td><td><b>2 1</b></td><td><b>15.1%</b></td><td><b>8 6</b></td><td><b>61. 9%</b></td><td><b>2 6</b></td><td><b>18. 7%</b></td><td><b>80.6 %</b></td></tr></table> <p><b>Elim GC Y1-8</b> Writing results have improved from last year. 80.2% in 2019 from 74% in 2018, a 6% increase. Boys were 72% at/ab in Writing in 2019 compared to 64.8% in 2018. This is a 7.2% improvement. Girls were 88.1% at/ab compared to 83.5% last year. This is a 4.6% increase.</p> <p>In 2018, Maori students were 57.2% at/ab in Writing. (8/14 students) and in 2019 this had improved to 70% at/ab. (14/20 students) The numbers of students are small but this is a 12.8% increase.</p> <p>In 2018, Pasifika students were 87.6% at/ab in Writing. (14/16 students). In 2019, 86.2% are at/ab in Writing. (25/29 students) This is a 1.4% slight decrease.</p> <p>Boys continue to out-perform girls in writing at GC. Boys 79.1% at/ab and Girls 87.4% at/ab in Writing.</p> <p><b>Elim MAC Y1-8</b> Writing results have declined slightly by 3.4%. In 2018, 84% of Y1-8 students were at/ab in Writing and in 2019, 80.6% were at/ab. Boys were 70.5% at/ab in 2019 and 74.1% in 2018. That's a 3.6% decrease. Girls were 91.1% at/ab in 2019 compared with 93.4% last year. That's a 2.3% decrease.</p> <p>In 2018, Maori students were 75% at/ab in Writing. (3/4 students. In 2019, 33.3% were at/ab in Writing. (2/6 students)</p> <p>In 2018, Pasifika students were 72.8% at/ab in Writing. (8/11 students) In 2019, 72.7% at/ab in Writing. (8/11 students) Very similar results.</p>	<b>GC Y1-8 - 516</b>	<b>9</b>	<b>1. 7 %</b>	<b>9 3</b>	<b>18%</b>	<b>3 1 8</b>	<b>61. 6%</b>	<b>9 6</b>	<b>18. 6%</b>	<b>80.2 %</b>	<b>MAC Y1-8 - 139</b>	<b>6</b>	<b>4. 3 %</b>	<b>2 1</b>	<b>15.1%</b>	<b>8 6</b>	<b>61. 9%</b>	<b>2 6</b>	<b>18. 7%</b>	<b>80.6 %</b>
<b>GC Y1-8 - 516</b>	<b>9</b>	<b>1. 7 %</b>	<b>9 3</b>	<b>18%</b>	<b>3 1 8</b>	<b>61. 6%</b>	<b>9 6</b>	<b>18. 6%</b>	<b>80.2 %</b>												
<b>MAC Y1-8 - 139</b>	<b>6</b>	<b>4. 3 %</b>	<b>2 1</b>	<b>15.1%</b>	<b>8 6</b>	<b>61. 9%</b>	<b>2 6</b>	<b>18. 7%</b>	<b>80.6 %</b>												

			<p>Girls out-perform boys by 13.1% on this campus. Boys 63.4% at/ab and Girls 76.5% at/ab the expected level.</p> <p>Overall, the work that has been done in 2019 to enrich, enhance and improve our students’ writing through greater learner agency, ‘Inquiry Through Play’ and improved oral language programmes, has clearly born fruit with an overall 4.7% increase in performance across Y1-8 on both campuses. (GC showed a 6.2% increase but MAC showed a 3.4% decrease.)</p> <p><b>MATHEMATICS</b></p> <table><tr><th>Camp us</th><th colspan="2">Well below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th>At/ Ab</th></tr><tr><td>GC and MAC Combined Y1-8 - 655</td><td>23</td><td>3.5 %</td><td>69</td><td>10.5%</td><td>322</td><td>49.2 %</td><td>241</td><td>36.8%</td><td>86.0 %</td></tr><tr><td>GC Y1-8 - 515</td><td>18</td><td>3.5 %</td><td>45</td><td>8.7%</td><td>253</td><td>49.0 %</td><td>200</td><td>38.8%</td><td>87.8 %</td></tr><tr><td>MAC Y1-8- 139</td><td>5</td><td>3.6 %</td><td>24</td><td>17.3%</td><td>69</td><td>49.6 %</td><td>41</td><td>29.5%</td><td>79.1 %</td></tr></table> <p>In 2019, <b>Elim GC Y1-8</b> achieved 87.8% at/ab in Mathematics. This was a 3.2% decrease on our 2018 result of 91% at/ab in Mathematics. Boys results decreased by 3.3% - 91.5% to 88.2%. Girls</p>	Camp us	Well below		Below		At		Above		At/ Ab	GC and MAC Combined Y1-8 - 655	23	3.5 %	69	10.5%	322	49.2 %	241	36.8%	86.0 %	GC Y1-8 - 515	18	3.5 %	45	8.7%	253	49.0 %	200	38.8%	87.8 %	MAC Y1-8- 139	5	3.6 %	24	17.3%	69	49.6 %	41	29.5%	79.1 %
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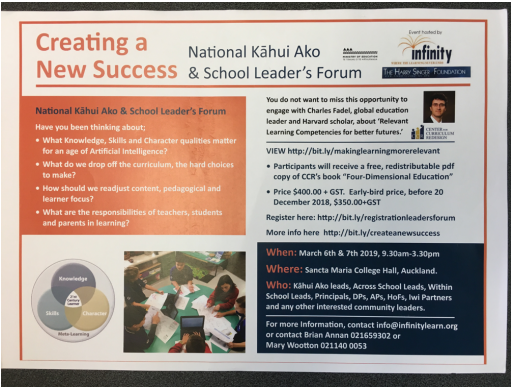
		<p>dropped by 3.2% from 90.6% to 87.4%. Boys and girls continue to perform at a similar level.</p> <p>In 2018, Maori students were 64.3% at./ab in Mathematics. (9/14 students) In 2019, the results were the same – 64.3% (13/20 students)</p> <p>In 2019, Pasifika students were 100% at/ab in Mathematics. (16/16 students) In 2019, 96.5% were at/ab in Mathematics. (28/29) That's a 3.5% drop.</p> <p>In 2019, <b>Elim MAC Y1-8</b> achieved 79.1% at/ab in Mathematics. This was a 10.8% decrease in performance. Boys dropped from 88% to 77.5% - a 10.5% decrease. Girls went from 90.3% to 80.9%, a 9.4% decrease.</p> <p>In 2018, Maori students were 100% at/ab in Mathematics. (4/4 students) in 2019, Maori students were 50% at/ab in Mathematics. (3/6 students)</p> <p>In 2018, Pasifika students were 63.6% at/ab in Mathematics. (7/11 students) in 2019, Pasifika students were 54.4% at/ab. (6/11 students) A 9.2% decrease.</p> <p>Overall, across the combined campuses our results in Reading and Mathematics have decreased. However, last year Y7-8 results were not included in the data analysis as they were unavailable at GC and of course the Mt Albert Campus came on board. In 2019, MAC teachers changed to the Elim GC curriculum and assessment protocols. This continues to be a steep learning curve for them as they make changes to their curriculum, the way they teach and the way they assess their students. Making triangulated OTJs was new to many of the teachers at MAC. We will undoubtedly see improvements as we align our assessments and the making of OTJs becomes more in line with PaCT and the National Standard guidelines.</p>
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			<p>However, GC also continues to see a decline in their Reading results which needs to be addressed at some stage.</p> <p>Our Writing results have improved on our combined campuses. The changes in Oral Language programmes, Inquiry Through Play and improved learner agency have made a definite impact. Also the targeted Writing programmes for boys at Y4-6 at GC have shown steady improvements for these boys' writing. Our greater focus on engaging our boys and particularly Maori boys in the writing process has yet to impact our Maori boys writing results at GC. Overall, both GC and MAC need to continue to work with boys and particularly Maori boys to improve their writing results.</p> <p>In 2020, both GC and MAC Y1-6 will be inquiring into our assessment processes and procedures in Mathematics as we undertake professional development in the use of the PaCT for making more consistent and reliable OTJs in Mathematics. This also include us inquiring into the teaching and learning of Mathematics through the lens of learner agency.</p>
<b>2</b>	<p><b>Learning Design Team</b></p> <p>1. Review the training of ATLAS and its implementation by all users in order to define next steps</p> <p>2. New(next) teacher Orientation takes place</p> <p>3. Complete and then Promote Learner profiles for all staff</p> <p>4. Understanding by Design</p>	<p><b>1.1</b> Refer Run Sheet</p> <p><b>1.2</b> UBD – Understanding by Design</p> <p>1. Complete at least one review meeting in each subject area in ATLAS- short term, immediate and long-term actions are recorded.</p> <p>2. Teachers will grow in confidence knowing, using and explaining UbD as the Middle Years pedagogy.</p> <p>3. Shared and common language around learner profiles to enhance learner agency.</p> <p>4. Workshopping with all MY's teachers</p>	<ul style="list-style-type: none"> <li>• Understanding by Design to be signature Pedagogy for Middle Years GC and MAC.</li> <li>• Staff survey results request more in depth training with our systems. KAMAR, ATLAS and SCHOLOGY.</li> <li>• Ongoing challenge to support MAC staff in curriculum review and a deeper understanding of the (transitions) Learner Profiles.</li> <li>• Middle Years teachers issued a Middle Years resource booklet- to be trialled for the start of 2020 based on but a lighter version of ELIM 101 GCJY.</li> <li>• Version 2 Learner Profiles (aligned with Learner Agency PL) scheduled for Term 3 and will feature community voice.</li> </ul>

<p><b>3 PB4L and Student Agency (Kahui Ako)</b></p> <p>PB4L team to meet together to decide on the settings in Kamar (already done in T4 2018 and during holidays)</p> <p>Schoolwide PL to demonstrate why Kamar is used to track and manage student behaviour and how it is used (PL needs to be booked by Team Leader)</p> <p>Follow up PL session to look at 'success stories' and 'implications' from the use of Kamar to track and manage student behaviour</p>	<p><b>1.3</b> Refer Run Sheet</p> <p>2 Teachers across campuses will use Kamar to track student behaviour to provide clear data for WLs and Campus Leads when communicating with whanau and carrying out disciplinary procedures</p>	<p>All WSL's will continue for another year. The focus for 2020 will be to mobilise learner agency through the work of WSL's to reach other teachers further.</p> <p>PB4L Team Leader - changed from Gary to Maria Hirschi</p> <ul style="list-style-type: none"> <li>• Under new leadership, coaches from all campuses have met and identified key goals for the rest of 2019.</li> <li>• A new PB4L (PL) timetable has been created and confirmed with Chhaya and the PL Team for T3.</li> <li>• The external Schoolwide Evaluation Tool Advisor has begun campus visits to conduct SET meetings which will guide our next steps in the PB4L process.</li> </ul> <p>The E of ARISE is....Kindness Aroha Diligence</p>
<p><b>4 Establishment of Middle Years</b></p> <p>1.ATLAS is fully embedded as the collaborative planning and review (design) curriculum tool.</p> <p>2.Effective strategic workshops for collaborative curriculum planning</p> <p>3. Learner profiles thoroughly entrenched in teaching and learning programs to impact learner agency</p>	<p>Operation of an expanded GC</p> <p>1.Collaboration in action at frequent short subject/learning planning sessions</p> <p>2.Enhancing the confidence of teaching staff in the delivery of Middle Years programs.</p> <p>3. Best fit Middle Years Student charter</p>	<ul style="list-style-type: none"> <li>• Set up in classrooms and expectations</li> <li>• Commitment of staff to the success of Middle Years</li> <li>• Great work of Whanau Leaders</li> <li>• Valuable addition of Mandy as Assistant Lead</li> <li>• Ongoing learning for all - PB4L, Collaborative teaching, Schoology, Atlas etc.</li> <li>• Improvement of communication with students through Schoology</li> <li>• Future goals - current google form for feedback</li> </ul>
<p><b>5 Growing our Staff</b></p>	<p>HOD Development &amp; Whanau Leaders</p> <p>MAC Lead working effectively</p>	<p>We achieved some traction around HOD and WL development through the ELN programme, the Populous Training programme for WLs and regular HOD / Assist HOD meetings led by the DP.</p> <p>The MAC Campus Lead was a complete success story</p>



6.	<p><b>Mt Albert Campus – the 2<sup>nd</sup> Year</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Practice</li> <li>• Leadership</li> <li>• Roll Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately and increasingly reflecting the Elim DNA of professional, student-focused, achievement-driven, character-led etc.....</li> <li>• Restructured primary schooling reflecting accurate student placement, provision for student needs, growth in teaching staff classroom practice, cross campus alignment with GC(Primary) and BC Secondary</li> <li>• Effective Campus Wide leadership team - meeting regularly and functioning collegially.</li> <li>• Giving room for Campus Lead to explore leadership, build culture, grow organizational structure etc....</li> <li>• Ongoing expression of interest tours</li> <li>• Building public profile</li> <li>• 2020 focused</li> </ul>	<ul style="list-style-type: none"> <li>• <b>80%</b> - one school 3 campuses clearly seen and in strong development mode</li> <li>• <b>55%</b> - not the progress we had hoped but a number of critical factors were addressed as we worked through the year – it represented some worthwhile and strategic shaping</li> <li>• <b>75%</b> - a great start was made on this, surveys done, protocols developed, expectations set and relationships strongly built</li> <li>• <b>100%</b> - this was exceptional, very evidence-based in both the short and long-term; right place, right time, right leader.</li> <li>• <b>100%</b> - we had a significant number of parents come through over multiple EOIs leading to excellent roll growth</li> <li>• <b>75%</b> - We did achieve positively in this area through the EOI tours – the word spread; parents noted gradual improvement in property and staff development</li> <li>• <b>100%</b> - the work done at MAC by MAC staff led with highly capable leadership achieved an excellent platform for 2020</li> </ul>
7	<p><b>‘South East Christian Kahui Ako’</b></p> <p>Together we... collective energy, true collaboration We challenge each other; we are working on transition between schools; we supports, professional conversations across schools; appreciative lens; tapping into experts, leadership growth high commitment, transparency, bigger educational picture</p>	<p>Teacher inquiries including:</p> <ul style="list-style-type: none"> <li>• Transitions/Key</li> <li>• Competencies</li> <li>• Literacy and Numeracy</li> <li>• Modern Learning Pedagogy</li> <li>• Project Based Learning</li> <li>• Wellbeing</li> <li>• Digital Technologies Curriculum</li> </ul> <p>Learner Agency Teacher inquiries including:</p> <ul style="list-style-type: none"> <li>• Transitions/Key</li> </ul>	<p>Achieved a MOE PLD Contract for Learner Agency – with Dr. Alison Davis (100 hours) Director of Vision Education, a professional development and research company working in schools to improve literacy achievement and instruction and Learner agency as an umbrella for inquires. Support ASL’s, WSL’s. We also achieved an MOE PLD Contract for DT Curriculum with OMGTech - Vivian Chandra - 200 hours wide range of educational environments, from an urban secondary school, through to training adults in a corporate environment.</p>

		<ul style="list-style-type: none"> <li>• Competencies</li> <li>• Literacy and Numeracy</li> <li>• Modern Learning Pedagogy</li> <li>• Project Based Learning</li> <li>• Wellbeing</li> <li>• Digital Technologies Curriculum</li> <li>• Learner Agency</li> <li>•</li> </ul>	<p>We benefitted from the Infinity Education partnership, the Kahui Ako Leadership Forums – the sharing of ideas and best practice nationally, the Eastern Learning Network - building middle leaders, wider networking issues, with Kahui Ako specific sessions; Charles Fadel - provided early inspiration and later a platform on an international level - Soft skills, competencies, future of education and Lyn Sharratt - data driven leadership</p> <p>The power of KA is that the change is being driven from within and totally evidenced and needs based. (Not driven from top down or done to). This has the potential to lead to real and sustainable change - generating lateral learning as a lever for change.</p>
8	<b>Success for Maori and Pasifika Students</b>	<ul style="list-style-type: none"> <li>• Continue to foster and grow Cultural Groups on both campuses</li> <li>• Ensure that cottage meetings always include consultation with Maori and Pasifika parents</li> <li>• Actively cognisant of growing our Maori and Pasifika students as leaders; increase the number of cultural leaders</li> <li>• Continue development of GC Pasifika Performing Group (<b>Inclusion, Belonging, Family, Spirituality, Relationships</b>)</li> <li>• Continue to identify Maori students for careers opportunities beyond school in terms of scholarships if student requirements are met. (<b>Whanaungatanga / Tangata Whenuatanga</b>)</li> <li>• BC students attending the 2019 Polyfest</li> <li>• Continue weekly Te Reo snippets for staff and use of Waiata in staff gatherings</li> <li>• Set up an opportunity for whole staff to visit the Marae, share a meal and engage in a professional learning session based around Ti Kanga and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>60%</b> - we maintained rather than grew</li> <li>• <b>40%</b> it was struggle in 2019 to maintain 2 cottage meetings per term hence this goal was not advanced sufficiently</li> <li>• <b>40%</b> we failed to identify a staff member to lead this initiative in 2019 – we did develop our student Whanau Leaders but did not actively grow our Cultural Leaders also</li> <li>• <b>100%</b> our GCMY pasifika group was exceptional – strong, vibrant, positive, enthusiastic</li> <li>• <b>100%</b> - has continued to be an area of strength</li> <li>• <b>100%</b> - opportunity was made available</li> <li>• 100% but need to include more Waiata in staff gatherings</li> <li>• No progress and need to engage with this in 2020</li> </ul>

		<p>protocol. To help staff develop ability and skill to best support the Maori and Pasifica planned <b>(Manaakitanga)</b></p>	<ul style="list-style-type: none"> <li>At Y11-13 level we have identified students who are Maori and Pasifica and added specific symbols next to their names for easy identification in class.</li> <li>An empowerment wall has been set up where teachers make regular contributions as to how these students are achieving, etc.</li> <li>Students have been well supported through a strong guidance committee. School wide data tracking system set up to track Maori/Pacific students with shifts in students achievement. See attached doc. This will be further strengthened in 2020 through academic mentoring with Infinity Learn at BC and MACSY. There is a need to gain a better understanding of Tapasaa</li> </ul>
9	<p><b>Best Practice Learning &amp; Teaching</b></p> <p><b>Term 1</b></p> <p>a. Engage with Professional Development with an external facilitator – Within School Leads (WSL) will attend.</p> <p>b. WSLs facilitate professional development with teachers on Golfland and Mt Albert Campuses based on their learnings from the external PLD.</p> <p>c. Teachers gather writing data on their targeted writers especially Māori and</p>	<ul style="list-style-type: none"> <li>GC integrative, inquiry programme</li> <li>Minecraft / Coding / Digital Fluency /ECCO /Seesaw</li> <li>Digital Technology Curriculum (Kahui Ako) and Oral Language</li> </ul> <p><b>Term 1</b></p> <p>a. WSLs attended the Louise Dempsey and Sheena Cameron Oral Language Professional Development Seminar on 29.1.19.</p> <p>b. WSLs presented their learnings from the day at a GC Staff Meeting 8/2/19. An Oral Language Padlet is set up to capture our learnings, our goals, our programme changes etc for sharing and tracking our progress.</p> <p>c. Oral Language assessment data collected for Y1-2. Māori and Pasifica boys' writing data collected and</p>	<p>Staff have strategically aligned lesson plans to incorporate Minecraft in various parts of the school. Chhaya's ASL inquiry across 4x Year 9 Science classes showed that Minecraft improves learner agency. This continues to be used in high primary classes as well through oral language, maths, and writing and have shown positive impact. See ppt attached for inquiry. Best practice will continue to be shared with staff.</p> <p>DT implementation will shift to BAU for Elim and with the appointment of Emily Bagrie, this will help consolidate and support staff around the implementation of the DT curriculum. There will be a deliberate shift to increase the connectedness across schools to strengthen relationships at the middle management level for HOD's and team leaders</p> <p>Year 3-6 Reviewing, adapting and developing the teaching of Oral Language skills to our students in our Literacy</p>

<p>Pasifika boys. (Junior Years 1-2 will also collect Oral Language data) NS Data for Writing for all students analysed and targeted students identified for follow up.</p> <p>d. Teachers develop their inquiry focus based on Oral Language with Learner Agency as an overarching umbrella.</p> <p>e. Make changes to their Oral Language/Writing programmes.</p> <p><b>Term 2</b></p> <p>a. Continued Professional Development with WSLs on Oral Language.</p> <p>b. Sharing tips and resources on Oral Language within Junior Years and then with Middle Years teachers.</p> <p>c. Continue to make changes to Oral Language/Writing programme.</p> <p>d. Gather mid-year assessment data on student Writing.</p> <p><b>Term 3</b></p> <p>a. Report back to Junior Teams on how changes in Oral Language programmes are going. What works, what didn't.</p> <p>b. Continue to work with targeted students in classes.</p> <p>c. Gather assessment data on student</p>	<p>analysed for each class.</p> <p>d. Plans put in place as to how boys especially M/P will be motivated and engaged in Writing lessons. Every teacher to set themselves a teaching as inquiry goal based on oral language and enters it into Appraisal Connector.</p> <p>e. Explain changes being made to their Oral Language programme on Appraisal Connector.</p> <p><b>Term 2</b></p> <p>a. PLD sessions undertaken for GC and MAC to continue developing their Oral Language programmes which will feed into their writing programme as they develop their phonics skills at Y1-2, develop rich vocabulary from Y1-6 and the ability to express themselves orally.</p> <p>b. Oral language and writing programmes in their learning spaces have all been refined and redeveloped to especially cater for their targeted writers.</p> <p>c. Mid-year assessment data ready for mid-year reports and already shows improvements in the progress of targeted writers.</p> <p><b>Term 3</b></p> <p>a. Feedback session at GC and MAC for all Junior teachers to present the progress of their inquiries, their mid-year writing results and what they feel is working or not. WSLs to organise.</p> <p>b. All teachers have ideas, changes and goals for</p>	<p>programmes.</p> <ul style="list-style-type: none"> <li>● New Speech competition at Year 5-6: Rehu Tai which includes formal speech, spoken word, rap and 10 Squared Flash Talk.</li> <li>● Acceleration Writing groups for struggling Year 4-6 Boys - aim is to exit group by the end of the year.</li> <li>● Changes to our ESOL programme and the way we approach teaching literacy to bilingual and multilingual students in our classrooms. (Brieta and Evelyn post-grad study)</li> </ul>
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	<p>Writing.</p> <p><b>Term 4</b> a. Final presentations of Teaching as Inquiry goals and outcomes, progress of students and next steps in the inquiry process.</p>	<p>making further improvements in their oral language and writing programmes especially for targeted students into T3 and T4.</p> <p>c. Continued use of PaCT to gather assessment data and guide teaching.</p> <p><b>Term 4</b> a. Final presentations of teaching as inquiry results show progress has been made towards achieving a 2% increase in boys' writing, especially Māori and Pasifica boys as we continue to work towards 85% of our students 'at or above' the expected level.</p>	
	<p><b>11. NAG Compliance</b></p>	<ul style="list-style-type: none"> <li>• Provide well-designed and resourced 'fit for purpose' facilities</li> <li>• Finances managed with Board policies and financial accounting legislation. An excellent auditors' report</li> <li>• Manage all BOT property and assets.. Property managed according to relevant approvals, policies, and budget restraints</li> <li>• Implementation of 10 Year joint Property Plan Proprietor and BOT</li> <li>• Ensure enrolment procedures and practice comply with the Enrolment Policy as per the Deed of Integration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>100%</b></li> <li>• <b>80%</b> - We have engaged with the MOE/auditor regarding expenditure of crown funds. In spite of excellent management of all financial matters by a very skilful BOT Finance Committee and Business / Finance Manager we did not achieve the audit report we aimed for. The matter of concurrence and our recent decision to work with our proprietors in the cleaning and property management contracts proved to be a (now surmountable) stumbling block.</li> <li>• Joint work of the BOT/Proprietor in developing a transparent 10 Year joint Property Plan is progressing well</li> </ul>