

SOUTHERN CROSS CAMPUS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	452
Principal:	Robin Staples
School Address:	253 Buckland Road, Mangere East
School Postal Address:	PO Box 43242 Mangere Town Centre 2153
School Phone:	09 2550404
School Email:	rstaples@southerncross.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term End
P Parussini	Chair Person	Elected	Jun-19
R Staples	Principal	Principal	
N Arkell	Parent Rep	SCC Foundation	
A Church	Parent Rep	SCC Foundation	
L Fuli	Parent Rep	Elected	Jun-19
A Polinati	Parent Rep	Elected	Jun-19
D Taramai	Parent Rep	Elected	Jun-19
G Siakimotu	Parent Rep	Co-opted	Jun-19
L Herewini	Staff Rep	Elected	Jun-19
M Vaoleti	Student Rep	Elected	Nov-17
M Fagaio	Student Rep	Elected	Nov-18

Accountant: In House

Judith Langley

SOUTHERN CROSS CAMPUS

Financial Statements - For the year ended 31 December 2018

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 10</u>	Statement of Accounting Policies
<u>11-19</u>	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Southern Cross Campus

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Peter Parussini

Full Name of Board Chairperson



Signature of Board Chairperson

31/5/2019

Date:

Robin Staples

Full Name of Principal



Signature of Principal

31/5/2019

Date:

Southern Cross Campus
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	13,459,449	13,259,653	13,089,540
Locally Raised Funds	3	375,951	438,464	426,744
Interest Earned		73,184	85,000	68,628
Gain on Sale of Property, Plant and Equipment		2,559	-	-
Trades Academy	4	1,114,500	1,117,000	1,105,000
Other Income		41,000	-	-
		<u>15,066,643</u>	<u>14,900,117</u>	<u>14,689,912</u>
Expenses				
Locally Raised Funds	3	192,850	182,914	294,815
Trades Academy	4	1,024,490	1,117,000	1,113,579
Learning Resources	5	9,597,399	9,784,103	10,130,335
Administration	6	883,076	1,050,412	887,072
Property	7	2,701,106	2,326,200	2,291,223
Depreciation	8	536,560	438,000	486,218
Loss on Disposal of Property, Plant and Equipment		129,233	-	10,727
		<u>15,064,714</u>	<u>14,898,629</u>	<u>15,213,969</u>
Net Surplus / (Deficit) for the year		1,929	1,488	(524,057)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>1,929</u>	<u>1,488</u>	<u>(524,057)</u>

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

Southern Cross Campus

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	3,703,643	3,703,643	3,854,653
Total comprehensive revenue and expense for the year	1,929	1,488	(524,057)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant in the year 2018	72,648	-	373,047
Equity at 31 December	3,778,220	3,705,131	3,703,643
Retained Earnings	3,778,220	3,705,131	3,703,643
Reserves	-	-	-
Equity at 31 December	3,778,220	3,705,131	3,703,643

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

Southern Cross Campus
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	1,288,361	1,093,386	1,076,590
Accounts Receivable	10	856,072	1,022,257	818,023
GST Receivable		145,425	90,000	100,881
Prepayments		25,516	50,000	49,584
Inventories	11	58,231	40,000	41,787
Investments	12	1,158,109	1,200,000	1,128,154
Funds held for Capital Works Projects	18	123,100	-	251,671
		<u>3,654,815</u>	<u>3,495,643</u>	<u>3,466,690</u>
Current Liabilities				
Accounts Payable	14	1,067,386	1,250,784	1,083,037
Funds held on behalf of third parties	15	134,990	99,996	142,364
Provision for Cyclical Maintenance	16	7,288	20,000	20,412
Finance Lease Liability - Current Portion	17	146,088	70,000	102,115
Funds for RTLB services	19	122,794	19,732	69,094
		<u>1,478,546</u>	<u>1,460,512</u>	<u>1,417,023</u>
Working Capital Surplus/(Deficit)		2,176,269	2,035,131	2,049,668
Non-current Assets				
Property, Plant and Equipment	13	2,211,506	2,300,000	2,182,034
		<u>2,211,506</u>	<u>2,300,000</u>	<u>2,182,034</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	342,434	300,000	317,947
Finance Lease Liability	17	267,121	330,000	210,112
		<u>609,555</u>	<u>630,000</u>	<u>528,059</u>
Net Assets		<u>3,778,220</u>	<u>3,705,131</u>	<u>3,703,643</u>
Equity		<u>3,778,220</u>	<u>3,705,131</u>	<u>3,703,643</u>

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

Southern Cross Campus Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		4,320,464	4,600,000	4,368,253
Locally Raised Funds		276,496	600,000	1,474,502
Trades Academy		1,114,500	1,100,000	-
Goods and Services Tax (net)		(44,544)	(60,000)	(12,136)
Payments to Employees		(3,025,876)	(2,200,000)	(2,807,673)
Payments to Suppliers		(2,087,263)	(2,950,680)	(3,050,253)
Cyclical Maintenance Payments in the year		(67,269)	300,000	-
Interest Received		62,158	75,000	76,315
Funds Administered on Behalf of Third Parties		53,700	19,732	18,240
Net cash from / (to) the Operating Activities		602,366	1,484,052	67,249
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		837	(14,000)	12,673
Purchase of PPE (and Intangibles)		(462,197)	(500,000)	(373,274)
Purchase of Investments		(29,955)	(400,000)	(47,289)
Net cash from / (to) the Investing Activities		(491,315)	(914,000)	(407,890)
Cash flows from Financing Activities				
Furniture and Equipment Grant		72,648	-	373,062
Finance Lease Payments		(89,363)	400,000	(56,892)
Funds Held for Capital Works Projects		117,435	-	(273,540)
Net cash from Financing Activities		100,720	400,000	42,630
Net increase/(decrease) in cash and cash equivalents		211,771	970,052	(298,011)
Cash and cash equivalents at the beginning of the year	9	1,076,590	1,280,000	1,374,601
Cash and cash equivalents at the end of the year	9	1,288,361	2,250,052	1,076,590

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"

Southern Cross Campus

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

Southern Cross Campus 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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board’s use of the land and buildings as ‘occupant’ is based on a property occupancy document. Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense. Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	20 years
Furniture and equipment	10-13 years
Information and communication technology	4 -5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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 \$1,000 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.

m) 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.

n) Accounts Payable

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

o) 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.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

Borrowings are recognised at the amount borrowed. 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 the balance date.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	3,439,289	3,598,628	3,509,952
Teachers' salaries grants	7,538,799	7,538,798	7,450,338
Use of Land and Buildings grants	1,600,187	1,281,219	1,281,219
Resource teaching learning and behaviour grants	12,761	30,800	35,247
Other MoE Grants	610,260	360,837	491,199
Other government grants	258,153	449,371	321,584
	<u>13,459,449</u>	<u>13,259,653</u>	<u>13,089,540</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	73,381	100,000	27,957
Fundraising	-	7,000	16,348
Other revenue	58,845	36,450	44,772
Trading	-	-	6,102
Student Contributions	3,178	3,500	3,021
Activities	240,547	291,514	328,543
	<u>375,951</u>	<u>438,464</u>	<u>426,744</u>
Expenses			
Activities	192,850	182,914	289,586
Trading	-	-	5,229
	<u>192,850</u>	<u>182,914</u>	<u>294,815</u>
Surplus for the year Locally raised funds	<u>183,101</u>	<u>255,550</u>	<u>131,929</u>

4. Trades Academy

	2018	2018	2017
	Actual	Budget	Actual
	Number	(Unaudited)	Number
Student Roll	90	90	90
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Operation Grants	1,114,500	1,117,000	1,105,000
	<u>1,114,500</u>	<u>1,117,000</u>	<u>1,105,000</u>
Expenses			
Administration	70,501	80,000	70,447
Depreciation	42,150	35,000	37,342
Resources and Training costs	111,839	196,900	205,556
Employee Benefit - Salaries	800,000	800,000	799,989
Staff Development	-	5,100	246
	<u>1,024,490</u>	<u>1,117,000</u>	<u>1,113,579</u>
	<u>90,010</u>	<u>-</u>	<u>(8,579)</u>

5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	196,800	353,000	351,241
Equipment repairs	30,215	42,200	25,287
Information and communication technology	117,627	118,800	121,914
Extra-curricular activities	12,289	16,300	17,110
Library resources	4,130	7,000	2,619
Employee benefits - salaries	9,103,389	9,092,703	9,442,579
Resource/attached teacher costs	56,812	71,400	80,474
Staff development	66,549	65,700	89,112
Overseas Travel	9,588	17,000	-
	<u>9,597,399</u>	<u>9,784,103</u>	<u>10,130,335</u>

(The Director of the Junior School, K Mose, attended the annual ACEL Education Conference in Australia together with two Deputy Directors of the Junior School, D Valgre and P Krishnan. The ACEL conference attracts world leaders in Education).

6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	19,701	15,000	16,760
Board of Trustees Fees	4,020	5,000	3,420
Board of Trustees Expenses	11,195	11,550	11,126
Communication	34,940	36,750	34,763
Consumables	26,065	37,800	32,453
Operating Lease	35,437	68,512	33,903
Other	99,278	93,800	58,909
Employee Benefits - Salaries	595,062	703,000	624,081
Insurance	57,378	79,000	71,655
	<u>883,076</u>	<u>1,050,412</u>	<u>887,072</u>

7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	26,073	25,300	28,221
Consultancy and Contract Services	367,672	359,400	351,804
Cyclical Maintenance Expense	78,632	20,000	28,964
Grounds	29,235	48,450	46,254
Heat, Light and Water	189,606	190,000	184,906
Rates	87,850	60,000	59,984
Repairs and Maintenance	89,764	113,331	103,145
Use of Land and Buildings - Non-Integrated	1,600,187	1,281,219	1,281,219
Security	49,722	45,000	41,392
Employee Benefits - Salaries	182,365	183,500	165,334
	<u>2,701,106</u>	<u>2,326,200</u>	<u>2,291,223</u>

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

8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	43,550	55,000	52,388
Furniture and Equipment	154,754	140,000	129,873
Information and Communication Technology	204,695	180,000	237,130
Motor Vehicles	9,590	14,000	13,386
Textbooks	18,395	11,000	12,922
Leased Assets	137,908	65,000	69,025
Library Resources	9,818	8,000	8,835
Trades Academy Depreciation	(42,150)	(35,000)	(37,342)
	<u>536,560</u>	<u>438,000</u>	<u>486,218</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	2,150	2,150	2,000
Bank Current Account	23,069	43,236	34,955
Bank Call Account	513,142	798,000	789,635
Short-term Bank Deposits	750,000	250,000	250,000
Cash equivalents and bank overdraft for Cash Flow Statement	1,288,361	1,093,386	1,076,590

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

10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	127,586	430,000	117,734
Receivables from the Ministry of Education	-	-	36,907
Interest Receivable	20,861	10,000	9,860
Teacher Salaries Grant Receivable	707,625	582,257	653,522
	856,072	1,022,257	818,023
Receivables from Exchange Transactions	148,447	440,000	117,734
Receivables from Non-Exchange Transactions	707,625	582,257	700,289
	856,072	1,022,257	818,023

11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,368	40,000	2,457
School Uniforms	15,895	-	6,303
General Stock	38,968	-	33,028
	58,231	40,000	41,787

12. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,158,109	1,200,000	1,128,154

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	325,435	53,478	(90,015)	-	(43,550)	245,348
Furniture and Equipment	924,750	301,877	(33,069)	-	(154,754)	1,038,804
Information and Communication Technology	456,020	171,736	(4,310)	-	(204,695)	418,751
Motor Vehicles	13,656	-	2,560	-	(9,590)	6,626
Textbooks	55,789	5,806	(1)	-	(18,395)	43,199
Leased Assets	339,815	190,347	-	-	(137,908)	392,254
Library Resources	66,569	12,449	(2,676)	-	(9,818)	66,524
	-	-	-	-	-	-
Balance at 31 December 2018	2,182,034	735,693	(127,511)	-	(578,710)	2,211,506

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	693,825	(448,477)	245,348
Furniture and Equipment	2,851,988	(1,813,183)	1,038,805
Information and Communication Technology	1,933,548	(1,514,798)	418,750
Motor Vehicles	109,555	(102,929)	6,626
Textbooks	348,739	(305,540)	43,199
Leased Assets	690,081	(297,827)	392,254
Library Resources	159,968	(93,444)	66,524
	-	-	-
Balance at 31 December 2018	6,787,704	(4,576,198)	2,211,506

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	337,758	36,617	-	-	(52,388)	321,987
Furniture and Equipment	1,013,990	206,081	(6,148)	-	(129,873)	1,084,050
Information and Communication Technology	441,200	114,302	(6,525)	-	(237,130)	311,847
Motor Vehicles	27,043	-	-	-	(13,386)	13,657
Textbooks	53,215	7,133	-	-	(12,922)	47,426
Leased Assets	121,941	291,328	-	-	(69,025)	344,244
Library Resources	58,528	9,131	-	-	(8,835)	58,824
	-	-	-	-	-	-
Balance at 31 December 2017	2,053,675	664,592	(12,673)	-	(523,560)	2,182,034

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	907,842	(585,855)	321,987
Furniture and Equipment	2,688,358	(1,606,310)	1,082,048
Information and Communication Technology	1,795,504	(1,483,657)	311,847
Motor Vehicles	130,046	(116,390)	13,656
Textbooks	328,185	(278,757)	49,428
Leased Assets	377,746	(33,502)	344,244
Library Resources	162,446	(103,622)	58,824
	-	-	-
Balance at 31 December 2017	6,390,127	(4,208,093)	2,182,034

14. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	174,335	632,527	360,165
Accruals	69,291	36,000	47,266
Employee Entitlements - salaries	707,625	582,257	653,522
Employee Entitlements - leave accrual	116,135	-	22,084
	<u>1,067,386</u>	<u>1,250,784</u>	<u>1,083,037</u>
Payables for Exchange Transactions	1,067,386	1,250,784	1,083,037
	<u>1,067,386</u>	<u>1,250,784</u>	<u>1,083,037</u>

The carrying value of payables approximates their fair value.

15. Funds held on behalf of third parties

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry	12,502	69,996	3,003
Funds Held onbehalf of third parties	122,488	30,000	139,361
	<u>134,990</u>	<u>99,996</u>	<u>142,364</u>

16. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	338,359	300,000	349,835
Increase to the Provision During the Year	78,634	20,000	28,964
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(67,271)	-	(40,440)
Provision at the End of the Year	<u>349,722</u>	<u>320,000</u>	<u>338,359</u>
Cyclical Maintenance - Current	7,288	20,000	20,412
Cyclical Maintenance - Term	342,434	300,000	317,947
	<u>349,722</u>	<u>320,000</u>	<u>338,359</u>

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 7 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2018. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

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:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	179,994	70,000	102,115
Later than One Year and no Later than Five Years	304,471	330,000	210,112
Later than Five Years	-	-	-
	<u>484,465</u>	<u>400,000</u>	<u>312,227</u>

18. Funds Held for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	\$	\$	\$		\$
Security Fence Stage 2	<i>complete</i>	(50,861)	-	-	-	(50,861)
Extra Ordinary works Claim	<i>complete</i>	(62,167)	-	-	-	(62,167)
Carpet Replacement	<i>complete</i>	(90,423)	90,423	-	-	-
Carpet Replacement	<i>complete</i>	(27,012)	27,012	-	-	-
Roofing Contract	<i>complete</i>	(14,006)	14,006	-	-	-
Flood Damage	<i>complete</i>	(7,202)	7,202	-	-	-
Canopy Replacement	<i>complete</i>	-	18,900	18,900	-	-
MoE New Build Claims	<i>in progress</i>	-	-	19,734	-	(19,734)
B Block Toilet Refurbishment	<i>in progress</i>	-	20,000	7,691	-	12,309
Arson Reinstatement	<i>in progress</i>	-	-	2,647	-	(2,647)
Totals						
		(251,671)	177,543	48,972	-	(123,100)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

12,309
(135,409)

(123,100)

		Opening Balances	Receipts from MoE	Payments	BOI Contribution/ (Write-off to R&M)	Closing Balances
	2017	\$	\$	\$		\$
Security Fence Stage 2	<i>complete</i>	(50,861)	-	-	-	(50,861)
Extra Ordinary works Claim	<i>complete</i>	(62,167)	-	-	-	(62,167)
Carpet Replacement	<i>complete</i>	(90,423)	-	-	-	(90,423)
Carpet Replacement	<i>complete</i>	(27,012)	-	-	-	(27,012)
Roofing Contract	<i>in progress</i>	15,038	-	(29,044)	-	(14,006)
Flood Damage	<i>in progress</i>	(9,985)	-	2,783	-	(7,202)
Totals						-
		(225,410)	-	(26,261)	-	(251,671)

19. Funds for RTLB Services

Southern Cross Campus is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools. This note discloses how the Ministry grant was applied to RTLB services. The note does not reflect (a) RTLB expenditure funded from other sources, or (b) extra staffing entitlements generated for RTLB services.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds held at beginning of the year	69,094	-	154,699
<i>Revenue</i>			
Teachers' Salary Grant	2,299,592	2,164,000	2,137,363
Administration + Lead School Grant	98,710	98,710	98,710
Learning Support Funding	170,011	170,011	170,011
Year 11-13 Funding	-	-	89,080
Travel Grant	81,110	81,110	81,110
Other Revenue	14,769	10,201	13,561
	<u>2,664,192</u>	<u>2,524,032</u>	<u>2,589,835</u>
Total funds available	<u>2,733,286</u>	<u>2,524,032</u>	<u>2,744,534</u>
<i>Expenses</i>			
Employee Benefit - Salaries	2,301,778	2,164,000	2,139,618
Administration	130,354	129,800	137,136
Learning Support	135,840	156,700	218,897
Year 11-13	-	-	132,174
Travel	42,520	53,800	43,961
Other Expenses	-	-	3,654
	<u>2,610,492</u>	<u>2,504,300</u>	<u>2,675,440</u>
Purchase of Assets	-	-	-
Funds Held at Year End	<u>122,794</u>	<u>19,732</u>	<u>69,094</u>

20. 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.

Controlled Entities

The school is deemed by the auditor General to not have control over Southern Cross Campus Foundation Trust and Foundation.

21. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Salaries and Other Short-term Employee Benefits	4,060	3,420
Full-time equivalent members	0.20	0.20
<i>Leadership Team</i>		
Remuneration	1,239,344	1,185,603
Full-time equivalent members	11.00	9.60
Total key management personnel remuneration	1,243,404	1,189,023
Total full-time equivalent personnel	11.20	9.80

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	200-210
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110-120	2.00	2.00
100-110	2.00	1.00
	4.00	3.00

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

22. 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 in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2018 Actual \$25,000	2017 Actual
Total	1	-
Number of People		

The full amount of the compensation was settled through the school's insurance company.

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

24. Capital Commitments

As at 31 December 2018 the Board has entered into no contract agreements for capital works.
(Capital commitments at 31 December 2017: nil)

25. 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

26. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	1,288,361	1,093,386	1,076,590
Receivables	833,747	1,022,257	1,069,694
Investments - Term Deposits	1,158,109	1,200,000	1,128,154
Total Loans and Receivables	<u>3,280,217</u>	<u>3,315,643</u>	<u>3,274,438</u>

Financial liabilities measured at amortised cost

Payables	1,067,386	1,250,784	1,083,037
Finance Leases	413,209	400,000	312,227
Total Financial Liabilities Measured at Amortised Cost	<u>1,480,595</u>	<u>1,650,784</u>	<u>1,395,264</u>

27. Events After Balance Date

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

SOUTHERN CROSS CAMPUS

LAST NAME	FIRST NAME	BOARD POSITION	START DATE
VOTING MEMBERS(TRUSTEES)			
ARKELL	Nigel	Foundation Member	22.05.2010
CHURCH	Anthony	Foundation Member	27.02.2013
FULI	Lotu	Deputy Chairperson/Parent Trustee	06.06.2013
HEREWINI	Lynette	Staff Trustee	12.04.2012
PARUSSINI	Peter	Chairperson/Community Trustee	22.03.2011
POLONIATI	Ana	Parent Trustee	27.05.2014
STAPLES	Robin	Principal/Board Secretary	25.11.2005
TARAMAI	Dawn	Parent Trustee	13.06.2016
VAIOLETI	Malakai	BOT Student Trustee	20.09.2016
FAGAIO	Manaia	BOT Student Trustee	01.11.2018
CONTRIBUTING ADVISORS/MEMBERS OF SUBCOMMITTEES			
LANGLEY	Judith	Financial Controller	27.02.2001
MOSE	Karen	Director Junior School Y1-8	27.02.2001
SIKIMOTU	Granby	Co-opted Advisor	22.05.2011
ALATASI	Malia	Director College Y9-13	28.01.2018
BOT MINUTE SECRETARY			
RICHARDSON	MELISSA	Executive Assistant to Robin Staples / BOT Minute Secretary	13.04.2011-07.07.2018
RIKI	Tiere Matenga	Executive Assistant to Robin Staples / BOT Minute Secretary	16.07.2018

Statement of Resources

School roll and days open

The school roll at: 1 March 2018 1 March 2017

1485 1503

The school was open for 380 half days in 2018 (2017: 380).

Physical resources

The ownership of the land and buildings that make up the School site is vested in the Ministry of Education. The current Valuation New Zealand valuation of this property is \$34,500,000 (effective 1/10/2008). The Board of Trustees is responsible for the management of the land and buildings under an occupancy agreement with the Ministry. These are made up of:

- 9.76 hectares of land.
- A new Administration centre, Gymnasium, Senior Library, and a two level Modern Learning Environment.
- A new Junior Modern Learning Environment two level classroom block, attached to existing hall.
- Permanent and relocatable classrooms .
- A purpose build Trades Academy for 90 students.

Students have access to a wide range of ICT equipment, the infrastructure being upgraded constantly. Approximately 360 computers 172 laptops and 60 iPads connect to the networked computer system.

The School has a range of sports fields, sports and musical equipment.

Human resources

During the year the Ministry approved staffing component was 118.49 full-time teacher equivalents. The Campus also employed 25.51 additional teaching staff and this was made up of:

(2017 118.11 and 25.51 respectively)

	2018	2017
Principal	1	1
Deputy Directors	2	2
Deputy Directors & Associate Directors	6	6
Full time Teachers	102	104
Part time Teachers	5	4
RTLB Teachers	26	26
RTLB Manager	1	1
RTLB Part-time Teacher	1	0

The Board also employed 53 support staff (57)

	2018	2017
Financial Controller	1	1
Office Administrators	12	13
Nursing Staff	3	3
Library Assistants	2	2
Teacher Aides	23	25
Staff Room Support	0	1
Grounds Men	3	3
Sports Co-ordinator	1	1
Sports Assistant	0	1
Lab Assistant	1	1
Trades Academy	1	2
Guidance Counsellor	2	2
Security Assistants	2	2
ARA School Engagement Facilitator	1	0
ARA Assistant	1	0

Other resources

The Board of Trustees wish to acknowledge the financial support given to Southern Cross Campus by the community and local organisations, and in particular:

- Auckland Rugby Union
- The Business Advisory Group (Mr N Arkell)
- Counties Manukau Sports Foundation
- Duffy Book Foundation
- Education First Trust
- Grossroots Trust
- Harbourside Rotary
- Manukau District Health Board
- McKenzie Trust
- MSA Charitable Trust
- NZ Community Trust
- Rugby League Sports Foundation
- Southern Cross Foundation
- Strive Community Trust
- The Lion Foundation
- The Southern Trust
- The Trillian Trust
- The Uniform Group
- The University of Auckland
- The Values Club
- Youth Town

Chairperson's Annual Report 2018

The 2018 year was one of change for Southern Cross Campus.

The first rebuild stage for the campus was completed late in the year. The Pou unveiling and formal Campus Opening will occur in 2019.

A lot of credit goes to our students and teachers for putting up with the disruption of the build for so long and making the transition to different learning environments.

The Board of Trustees is now working with the Ministry of Education and the Government to see if we can get funding for the second and final stage of our school's rebuild. We hope to get a commitment on that next year.

Our sports teams and cultural groups had many successes again in the year. Everyone can be proud not only of their results but how they represent our school and community with discipline and pride every time they performed.

Our Trades Academy continues to do well with about 100 students doing pre-apprenticeship training with a number of private sector employers who see Southern Cross as a great school to partner with.

At Southern Cross we set high standards for academic performance and in our college our NCEA pass rates continue to be strong. Families can rest assured that our teachers aim for strong academic performance at each stage of learning.

In our Junior School we continue to put enormous effort into reading and helping some of our students to catch-up. This is critical learning – if you can read, you can study any subject. We are particularly grateful to parents and families who assist us with our reading programmes.

The next few years will see a lot of change in Mangere. New housing is being built, the Mangere Town Centre is going to be redeveloped, the airport is being rebuilt and new transport links are coming through the suburb.

This means more children coming to Southern Cross because we will continue to be a school of high quality education and vocational training that will produce outstanding young men and women.

On behalf of the Board I want to thank our hard working and dedicated teachers and staff who do an incredible job for our young people and the community. We are grateful they choose to work at Southern Cross.

The Board would also like to thank the families who choose our school to send their children and those who were involved with our activities, fono and fundraisers during the year. Southern Cross belongs just as much to our families as it does to the students who attend and will continue to be a successful school if that participation continues.

Parents who want to make more of a contribution should consider standing in next year's once every three year school board of trustees' elections. The Board has an important role in the governance of Southern Cross and is an incredibly rewarding experience for those who can spare the time.

Peter Parussini

Chairperson

Board of Trustees

Principal's Annual Report 2018

E nga reo, e nga mana, e nga iwi, Tena kotoa, tena kotoa, tena kotoa katoa
Talofa lava, Malo e Lele, Kia orana, Fakalofa lahi atu, Namaste.
Ki nga mate o te wiki, o te marama, o te tau, Haere, Haere, Haere

I acknowledge the passing of Sir John Graham who passed away during the year – he loved coming to prizegivings with his wife Sheila. He would be proud that we continue to wear our special academic gowns as encouragement to our students – we believe that they can all go on to graduate from a university or an apprenticeship qualification.

-Thank you to our Board of Trustees especially our Chairperson – Peter Parussini and Deputy Chair - Lotu Fuli, for your outstanding dedicated leadership. Special thanks to Malachai Vaiotei who has represented students. Thank you to all our Board of Trustees for your vision, support and commitment to Southern Cross Campus.

-Thanks also to our Supporters – Great Potentials for the MATES programme, The University of Auckland, Waikato University, AUT University, Auckland Airport & ARA, Woolf Fisher Foundation, Manukau Institute of Technology, Strive Trust, Mangere East Family Centre and the Southern Cross Campus Foundation

-Our Junior School continues to be well led by Karen Mose setting a stable, experienced base for our younger students for future learning. Thank you for your hard work, leadership and vision. We farewelled Warren Waetford at the end of term 3 and thank him for his contribution to the Campus as Director of the College.

-Thank you to all our hard working, committed senior management, teachers and support staff - fantastic leadership of learning, sport and culture. We are continuing to push our boundaries to establish new curriculum that will give purpose, meaning and cultural foundation for our students. AimHi awards in 2018 go to: Pearl Lene (Outstanding service), Vaainga Ah Mau (Excellent teaching – staff support as a specialist classroom teacher) and Priya Delana (Excellent teaching – curriculum development in science learning in context).

-Thank you to parents and supporters for assisting us push on to higher achievements.

- The rebuilding of SCC is happening. Stage two comprising two new two-storied classroom blocks including administration, gymnasium, staffroom, café and library relocating our main frontage back onto Buckland Road and opening in 2018.

There are three aspects of character I hope we provide: Values, Respect, and Attitude to work

- A belief based on your spiritual values.
- Respect for your fellow human beings – an understanding of good relationships
- Attitude to hard work and the qualification you need to go on from here to make the most of opportunities

All these combined will make our students rise up as good citizens and make our families and community proud. This years' Year 13s have equalled the new standard set last year with consistent results equalling the best ever results this school has ever achieved – but we again expect that next year the current year 12s will do even better!

It is important to have goals but remember we need to be clear about what we believe, use our own culture to relate to others of different cultures and hope students will work hard to make a difference.

Ina te mahi he Rangitira
By deeds a chief is known

Principal

Robin Staples

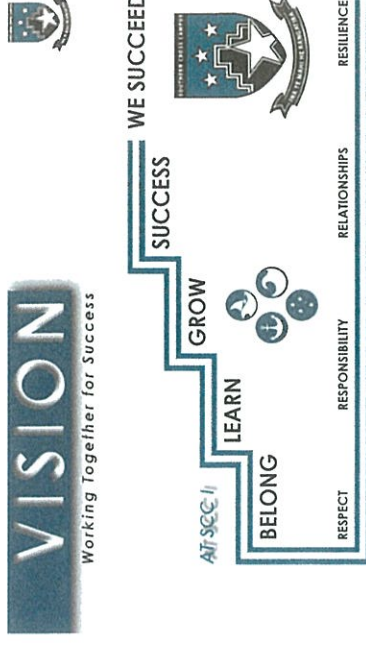
Southern Cross Campus 2019 Analysis of Variance: Charter – Strategic Intent Theory of Action

What is our Data telling us?

- Decrease in girls achievement across NCEA
- NCEA 2018 performance less than 2015 baseline
- Low University Entrance results

What is our current state?

- Our students are not attending externals
- Inconsistency in rigour and teaching practice
- Students truant class because there is no follow up
- Students are disruptive because they are disengaged



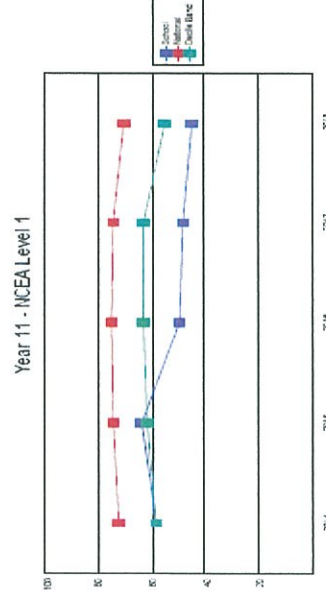
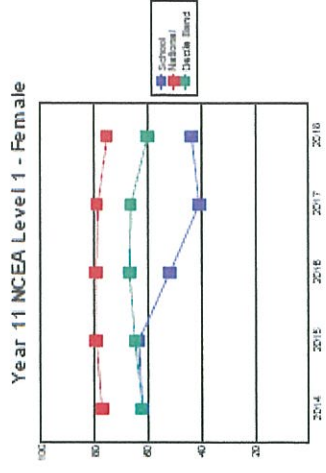
Theory of Action	Action Plan	Where we want to be (Expected outcomes)
As a result of the Coaching & inquiry trios programme, teachers develop their practice to better meet student needs which will impact positively on NCEA results compared to 2018	<ul style="list-style-type: none"> • Regular trio meetings: sharing best practice and challenging assumptions, trialling new strategies and measuring impact • Coaching: Development of reflective practice • DDs to work with HOLs to successfully implement their department schemes of work • Regular learning walks by all staff, SLT and HOL – measure the impact of programme on teaching and learning in the classroom and teacher dialogue of how they have improved their practice 	College performs at or above decile 1-3 average
By clarifying and consistently following our pastoral and department processes we will ensure all students attend classes and have continuity of learning	<ul style="list-style-type: none"> • Clarity of processes – posters, handbook, staff communication • Continual follow up and follow through by all DDs and HOLs • Meets with parents are purposeful • Engage community/parent support to roster sweeping grounds to move students into class • Wider pastoral team support consistently led (guidance, social workers, strive, Solomon group etc) 	<p>Teacher feedback acknowledges improved clarity</p> <p>Parent feedback is positive</p>
By working with HOLs to develop and embed effective schemes of work and developing strong teacher pedagogy to meet specific learning needs, students will be engaged and challenged.	<ul style="list-style-type: none"> • SLT up-line meetings to improve schemes of work implementation • Evidence of schemes of work being effectively used by teachers in all classrooms 	Increased merit and excellence endorsements across L1-L3
As a result of identifying barriers for girls achievement, pastoral and academic support programmes will be developed so that girls are better supported in their learning	<ul style="list-style-type: none"> • Girls are made aware of barriers: workshops identify then address barriers, co-constructed plan increases their agency • Girls confidently access support when needed 	Increased level in female achievement by 5%
As a result of school wide PLD focused on principles of assessment for learning (LFR, A4L, Differentiation) we will see improved clarity in the classroom and student agency – our students will know what they are learning, why and what their next steps are	<ul style="list-style-type: none"> • Focus on the SCC pedagogies each term – SLT & HOL walkthroughs to measure implementation and effectiveness • Differentiated workshops for staff • PLD for HOL to be able to run and facilitate own department PLD 	<p>Improved achievement levels by 5% across L1-L3</p> <p>College performs at or above decile 1-3 average</p> <p>Increased M & E endorsements across L1-3</p>



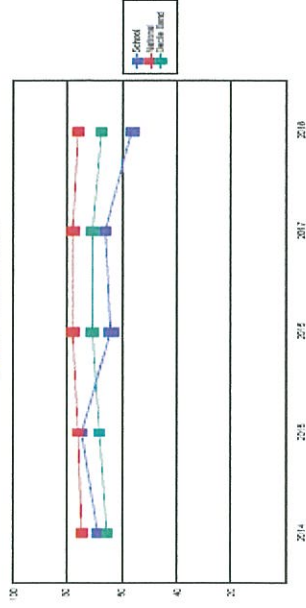
Southern Cross Campus College Analysis of Variance Target 1a: NCEA ACHIEVEMENT

Strategic aim: Best NCEA achievement results for co-educational, decile 1 to 3 schools in the country and improve year by year (Critical Success Factor: Student Success)				2019 target: Improve the levels of achievement by at least 5% from 2018 levels including female achievement at NCEA Levels 1, 2 and 3	
2018 target: Improve the levels of achievement to 2015 levels including 10% increase in female achievement at NCEA Levels 1 and 3					
Baseline data: Data based on NZQA Enrolment Based Cumulative Overall Results					
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3 UE		
2014	58.7	68.6	53.5		
2015	63.7	74.7	61.3		
2016	50.0	63.7	67.5		
2017	48.3	66.3	61.7		
2018	44.8	56.3	55.7		
			16.5		
			21.3		
			22.3		
			19.8		
			18.6		

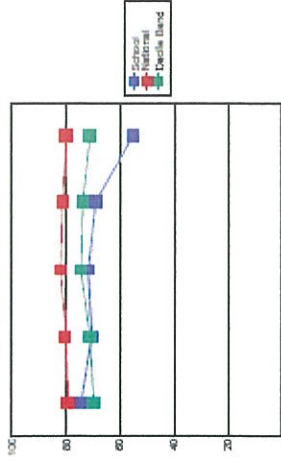
		Year 11 - NCEA Level 1		Year 11 NCEA Level 1 - Female									
100	80	60	40	100	80	60	40	2014	2015	2016	2017	2018	



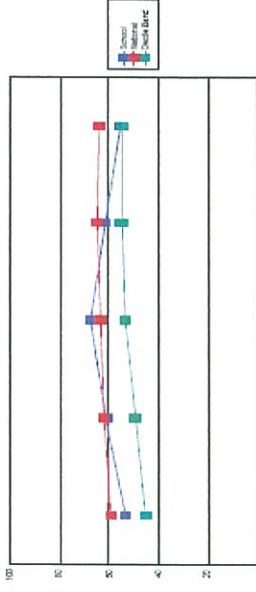
Year 12 - NCEA Level 2



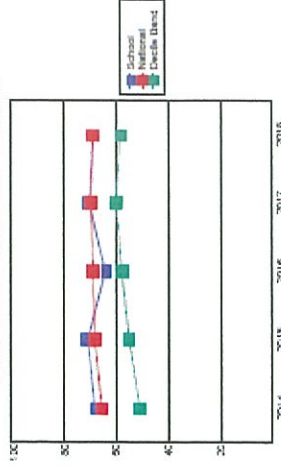
Year 12 NCEA Level 2 - Female

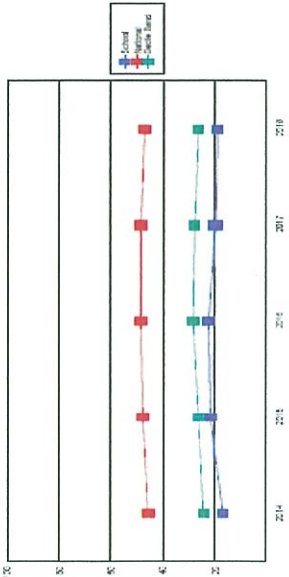
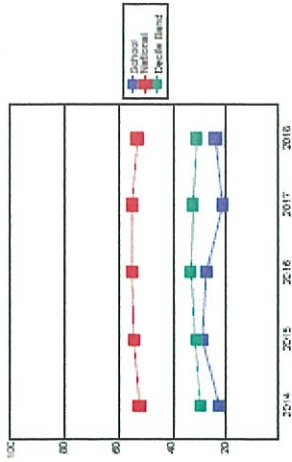


Year 13 - NCEA Level 3



Year 13 NCEA Level 3 - Female



		<div>Year 13 - University Entrance</div>  <div>Year 13 University Entrance - Female</div> 	
Comments: There was a decrease in achievement across Levels 1, 2 and 3. Data also indicates that there is an issue with girls' achievement at Level 1			
When:	What:	Who:	Indicators of progress:
Term 1 2019	Identify target students for 2019 – those who from the previous year had narrowly missed achieving to the expected level and those who had just achieved.	Achievement Coordinator for each year level	Group created and overseen by relevant Achievement Coordinators. A meeting takes place with students to discuss goals and plans for the year.
Term 1 2019	Ensure students are in the correct courses - including Year 11	Achievement Coordinator for each year level	Students courses checked and any adjustments made by March
Term 1 2019	Interview students who did not achieve Level 1 NCEA to find out what the barriers were. Develop a plan to help students to overcome these barriers.	DD in line with year level	A plan and programme are developed to support students, particularly those who are navigating NCEA Level 1
Term 2 - 3	Expo – speakers /workshops/ speakers targeting girls – what is available at tertiary level – help to set goals for 2019 and focus	Careers Advisor to set up	Girls develop clear focus and understanding of pathways

Regular basis through the year	Mentoring programme set up for target Year 11, 12 and 13 students Also mentoring included with external mentors	Achievement Coordinators at senior level coordinating MUH Coordinate - at risk students	Tracking progress of targeted students At risk student have mentor /support to work with.
Monthly	Achievement Coordinators tracking students' progress against the calendar and identifying areas that are positive and possible areas of concern for students	Achievement Coordinators	Checkpoint data collated for all target students monthly and DD and AC sheets kept to track student progress
Termly	Praising student success	DD/AC in line with each year level	Acknowledgement at Year Level assemblies
Each Semester	Organised block courses for those students who need a boost re credit achievement	Students identified by Achievement Coordinators and HOLs	Students have access to STAR courses - block courses take place and credits achieved.
End of Term 3	Structure of the year organised to ensure senior courses finished by the end of Term 3. Achievement data summarised at the end of each term and analysed by HOLs – report to SLT about positives and areas of concern. Development of pedagogy through spirals of inquiries and coaching will impact positively on NCEA results.	HOLs HOLs and DDs in line with each department	Senior students have opportunity to complete assessments at end of Semester 1. NCEA internal credits completed at the end of Term 3. Term 4 focus on preparing for externals and new internal standards if more credits are required. Achievement data is tracked closely within departments. Best practice is shared with others and areas of concern are identified and addressed. Students who need support are identified

Terms 1 - 4	Ensure that accurate data is collated, tracked and followed up when assessments results will appear on KAMAR	VEU, DDs through regular meetings with HOLs	Updated lists kept on file at the end of each term
Terms 1 - 4	Students and parents have access to KAMAR and know how to regularly check their results	DD in charge of PST meetings	Students accessing data
Terms 1 - 4	Ongoing conversations about learning in class and at Partnership meetings	All teachers	Assessment Check and Connect weeks take place three times per term. Students to receive feedback and feedforward for their work in each subject and respond to this during Partnership meetings
Monthly	House Leaders tracking attendance and lateness. Family meetings are held when there is a concern	House Leaders and DDs	Increase in student attendance impacting positively on student learning time and achievement



Southern Cross Campus Analysis of Variance Target 1b: NCEA ENDORSEMENT

Strategic aim: Ongoing annual improvements in students achieving NCEA Levels 1 to 3 and in Merits, Excellences and Endorsements (<i>Critical Success Factor: Student Success</i>)																																																		
2018 target: To improve the NCEA Endorsement rates for Level 2 to above the decile 1-3 band mean for students who have chosen to study at least 4 “01” subjects (These subjects make up the Southern Cross Campus pathway to University courses).	2019 target: To improve Merit and Excellence endorsement rates across Levels 1, 2 and 3 so that we are comparable with other Decile 1 – 3 schools.																																																	
Baseline data: Data based on NZQA Cumulative Results by Percentage																																																		
<table><tr><td>Academic Year</td><td>Year 11 NCEA Level 1</td><td>Year 12 NCEA Level 2</td><td>Year 13 NCEA Level 3</td></tr><tr><td colspan="4">Achieved with Excellence</td></tr><tr><td>2014</td><td>2.0</td><td></td><td>1.5</td></tr><tr><td>2015</td><td>4.3</td><td>0.8</td><td>1.1</td></tr><tr><td>2016</td><td>5.6</td><td></td><td>0.9</td></tr><tr><td>2017</td><td>5.7</td><td></td><td></td></tr><tr><td>2018</td><td>6.8</td><td>3.4</td><td>1.3</td></tr></table>	Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Achieved with Excellence				2014	2.0		1.5	2015	4.3	0.8	1.1	2016	5.6		0.9	2017	5.7			2018	6.8	3.4	1.3	<table><tr><td colspan="3">Decile 1-3</td></tr><tr><td>Year 11 NCEA Level 1</td><td>Year 12 NCEA Level 2</td><td>Year 13 NCEA Level 3</td></tr><tr><td>7.3</td><td>5.3</td><td>4.8</td></tr><tr><td>7.2</td><td>5.9</td><td>5.9</td></tr><tr><td>8.9</td><td>5.8</td><td>7.3</td></tr><tr><td>8.9</td><td>7.0</td><td>7.0</td></tr><tr><td>9.9</td><td>6.8</td><td>8.4</td></tr></table>	Decile 1-3			Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	7.3	5.3	4.8	7.2	5.9	5.9	8.9	5.8	7.3	8.9	7.0	7.0	9.9	6.8	8.4
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3																																															
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8.9	7.0	7.0																																																
9.9	6.8	8.4																																																

<u>Achieved with Merit</u>							
2014	31.7	8.4	4.4			22.9	15.4
2015	29.3	15.3	10.9			24.0	15.4
2016	27.8	9.5	13.2			23.3	14.9
2017	21.8	10.7	9.0			22.8	13.8
2018	17.6	13.5	9.0			24.2	16.6
Comments: There was a rise in Excellence endorsements in 2018 across Levels 1, 2 and 3. However, we are still below the Decile 1 – 3 average.							
	What:	Who:		Indicators of progress:			
Term 1 2019	Identify target students for 2019 – those students whose results indicated they could achieve to Merit/Excellence level.	Achievement Coordinator in line with each year level Gifted and talented team to support		Group created and overseen by relevant Achievement Coordinator - Excellence club.			
Term 1 2019	Identify that students are in the appropriate courses	AC/DD for year level		Students courses checked and any adjustments made by March			
Regular basis through the year	Mentoring programme set up for target Year 12 students	AC at level coordinating		Tracking progress of targeted students			
Termly	Praising student success	DD/AC in line with each Year level		Acknowledgement at College assemblies Excellence Breakfast			
Ongoing	Teachers with Targeted Merit /Excellence students	Teachers in subject areas – guidance and		Students have clarity in regards to what it means to achieve to Merit/Excellence level			

	in their class teach to this level Achievement at Excellence/Merit level is made explicit to the students	PLD facilitated within departments by HOLs	Schemes of work are written to ensure students have the opportunity to reach Merit/Excellence levels – teachers are to unpack the achievement criteria Department meeting time is used to develop teaching practice and curriculum understanding through Assessment for Learning and the use of SOLO
Terms 1 - 4	Ensure that accurate data is collated, tracked and followed up when assessments results will appear on KAMAR	DD in charge of markbooks and Kamar HOLs and DD in line with each department	Updated lists kept on file at the end of each term Achievement data is tracked closely within departments. Best practice is shared with others and areas of concern are identified and addressed.
Monthly	House Leaders tracking attendance and lateness. Family meetings are held when there is a concern	House Leaders and DDs	Increase in student attendance impacting positively on student learning time and achievement



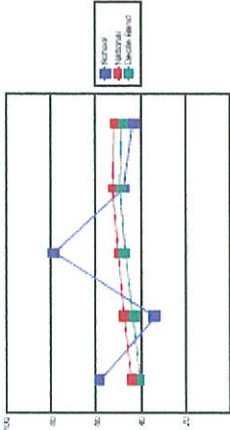
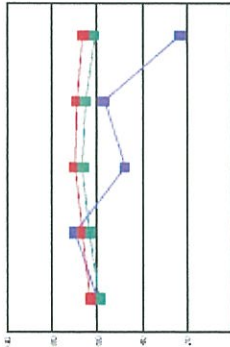
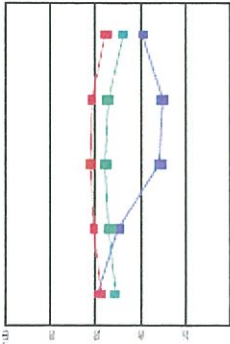
Southern Cross Campus College Analysis of Variance Target 1c: U.E.

Strategic aim: To accelerate the achievement of Year 13 students capable of achieving UE and raise academic achievement with strong foundations in literacy and numeracy (<i>Critical Success Factor: Student Success</i>)																																	
2018 target Increase the number of students achieving UE BY 10%. particular focus on those going into Year 13 who have UE literacy/numeracy, Achieved Level 2 and have a number of credits at Merit/Excellence Level. Target: 40 students.		2019 Target Increase the number of students achieving UE BY 5% from 2018 with a particular focus on those going into Year 13 who have UE literacy/numeracy, Achieved Level 2 and have a number of credits at Merit/Excellence Level. Target: 40 students.																															
Baseline data:																																	
<div><div>Year 13 - University Entrance</div><div><table><thead><tr><th>Academic Year</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th></tr></thead><tbody><tr><td>2014</td><td>58.7</td><td>68.6</td><td>53.5</td><td>16.5</td></tr><tr><td>2015</td><td>63.7</td><td>74.7</td><td>61.3</td><td>21.3</td></tr><tr><td>2016</td><td>50.0</td><td>63.7</td><td>67.5</td><td>22.3</td></tr><tr><td>2017</td><td>48.3</td><td>66.3</td><td>61.7</td><td>19.8</td></tr><tr><td>2018</td><td>44.8</td><td>56.3</td><td>55.7</td><td>18.6</td></tr></tbody></table></div></div>				Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	2014	58.7	68.6	53.5	16.5	2015	63.7	74.7	61.3	21.3	2016	50.0	63.7	67.5	22.3	2017	48.3	66.3	61.7	19.8	2018	44.8	56.3	55.7	18.6
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE																													
2014	58.7	68.6	53.5	16.5																													
2015	63.7	74.7	61.3	21.3																													
2016	50.0	63.7	67.5	22.3																													
2017	48.3	66.3	61.7	19.8																													
2018	44.8	56.3	55.7	18.6																													
Comments: There was a slight decrease from 2017 results. UE achievement is still below the Decile 1 – 3 average																																	
When:	What:	Who:	Indicators of progress:																														
Feb Term 1	Year 13 Orientation Day	DD with staff	Day held - Students develop clarity re UE and relevant courses																														
Feb Term 1	Issue list of students who are capable of achieving their UE based on subjects taken. Colour code them so teachers are clear as to who has the academic background to achieve at UE.	Achievement Coordinator to staff	List collated and issued to staff. Colour coded.																														
March Term 1	Audit with HODs of external exam subjects. Discuss strategies/support	SLT with HOLs	Appropriate changes made to programme and teaching and learning strategies.																														

Term 1	Audit make-up of programmes – so all UE standards offered. Clarity for students about achieving UE	SLT and Achievement Coordinator	Programmes checked so they do allow students to get their UE. By the end of Term 1, publish a list of students who are UE eligible. Tracking of these students with monthly updates.
Term 2	University Information Evening held	DD/HOL Careers	Careers Information Evening – clarity for students as regards requirements
Ongoing	Focused support with teaching and learning	HOLs, teachers, SCT	Teachers scaffolding effectively for clarity re requirements of assessments.
Fortnightly Year Level assemblies	Cohort meeting – let students know of overall progress twice per term	Achievement Coordinator connected to the level present data	Students aware of progress
Throughout at the term at least twice a term	Academic Counselling and checks made by Achievement Coordinators	Achievement Coordinators with students	Students receive interviews and are aware of progress.
Terms 1 - 4	Achievement data summarised at the end of each term and analysed by HOLs – report to SLT about positives and areas of concern. Development of pedagogy through spirals of inquiries and coaching will impact positively on UE results.	HOLs and DD in line with each department	Achievement data is tracked closely within departments. Best practice is shared with others and areas of concern are identified and addressed. Students who need support are identified
Terms 2 & 3	Meeting with parents/families	Subject teachers to meet with students and families. Look at entries - do there need to be any changes made?	Parents/caregivers understanding of progress
Term 4	Extra tutorials/catch- up sessions held for students who may have fallen behind	Achievement Coordinators responsible for Year level coordinate this	Students catch up if necessary. Confidence gained and skills increased to do well in the exams.
Monthly	House Leaders tracking attendance and lateness. Family meetings are held when there is a concern	House Leaders and DDs	Increase in student attendance impacting positively on student learning time and achievement



Southern Cross Campus Analysis of Variance Target 2: Maori Students Year 11 - 13

Strategic aim: Maori students NCEA rates are better than the national averages (Critical Success Factor: Student Success)																												
2018 Target: Increase the number of Maori students achieving NCEA Levels 1, 2 and 3 and UE to be above the Decile 1-3 level of achievement		2019 Target: Increase the number of Maori students achieving NCEA Levels 1, 2 and 3 and UE to be above the Decile 1-3 level of achievement																										
<div>Māori</div> <table><tr><td>2014</td><td>59.1</td><td>60.0</td><td>58.3</td><td>33.3</td></tr><tr><td>2015</td><td>50.0</td><td>70.6</td><td>33.3</td><td>11.1</td></tr><tr><td>2016</td><td>31.6</td><td>47.8</td><td>78.6</td><td>14.3</td></tr><tr><td>2017</td><td>30.4</td><td>57.1</td><td>47.1</td><td>23.5</td></tr><tr><td>2018</td><td>39.3</td><td>23.5</td><td>42.9</td><td></td></tr></table>		2014	59.1	60.0	58.3	33.3	2015	50.0	70.6	33.3	11.1	2016	31.6	47.8	78.6	14.3	2017	30.4	57.1	47.1	23.5	2018	39.3	23.5	42.9		<div>Year 13 NCEA Level 3 - Māori</div>  <div>Year 12 NCEA Level 2 - Māori</div>  <div>Year 11 NCEA Level 1 - Māori</div> 	
2014	59.1	60.0	58.3	33.3																								
2015	50.0	70.6	33.3	11.1																								
2016	31.6	47.8	78.6	14.3																								
2017	30.4	57.1	47.1	23.5																								
2018	39.3	23.5	42.9																									
Comments: There was an increase in Level 1 Maori student achievement but a decrease in Levels 2 and 3. We are still achieving below the Decile 1 – 3 average.																												
When:	What:	Who:	Indicators of progress:																									
Beginning of the year	Develop target group – Maori students. Set up mentors	College Director along with Maori student achievement coordinator	Teachers aware of targeted Maori students																									
Term 1 and ongoing	Develop leadership roles for Maori students	Maori student achievement coordinator working with various staff	Maori students gain confidence through leadership roles.																									
Term 1-4	Determine the levels at which credits have been gained (A, M, E)	Maori student achievement coordinator	Students’ progress towards endorsements is highlighted and acknowledged – ties in to Target 2a																									
Term 1 - 4	Achievement data summarised at the end of each term and analysed by HOLs – report to SLT about positives and areas of concern.	HOLs and DD in line with each department	Achievement data is tracked closely within departments. Best practice is shared with others and areas of concern are identified and addressed. Students who need support are identified																									

	Development of pedagogy through spirals of inquiries and coaching will impact positively on Maori student achievement results.			
Twice a year – end of each semester	Celebrate Maori success	College Director	Newsletters received by whanau and discussed at Parent interview/NCEA evening sessions	
Ongoing	Identify and set up Maori mentors for levels further down	College Director and Maori Student achievement coordinator	Older Maori students working with younger – by a few levels. (Tuakana /Teina)	
Term 2 ongoing	Develop and embed Maori contexts in teaching	Maoris Student achievement coordinator	Staff gain some knowledge and understanding re Maori contexts in their curriculum area	
Term 2	Develop vision for Maori at SCC	College Director and Maori Student achievement coordinator	Staff understanding increased.	
Start Term 2	Plan and facilitate a number of whanau hui through the year	College Director and Maori Student achievement coordinator	Calendar set up, attendance of whanau, discussions and feedback from whanau	
Special initiative for Maori students	Focus on ensuring success for all Y11 Maori students being their foundation year in NCEA	College Director and Maori Student achievement coordinator	Strong foundation of mentoring set up Implementation of a model of individual targeted kanohi ki te kanohi mentoring. (what is the profile of a successful student)	
Monthly	House Leaders tracking attendance and lateness. Family meetings are held when there is a concern	House Leaders and DDs	Increase in student attendance impacting positively on Maori student learning time and achievement	
Responsive practices to engage Maori students at Y9 & 10 in preparation for NCEA	High expectations Only accentuating positive perspectives	College Director and Maori Student achievement coordinator	Consistently high standards evident.	

Kiwi Sport Annual Report 2018

Yrs 1-8

The Junior School has undertaken a full programme of physical activity and physical education during 2018.

Focus 1: We have participated in the CrackerJack Kids programme which comes with professional development staff meeting / co-teaching and co planning sessions for individual teachers and teams. We used funding to support our CrackerJacks programme with the purchase of equipment after the donation from Innerfit (who manage the Crackerjacks programme) for training hours and the 2018 annual membership fee.

Focus 2: In addition, we have purchased sports / PE equipment for small ball, large ball and striking activities to enable teams of 4 classes to collectively schedule their skills sessions. We participated in the majority of sports codes through the local MOSA Y4-6 primary sports programme paying the annual entry fee (\$500) and sending a number of teams to each code. With Y7-8 we participated in the Intermediate South/West sports zone paying the annual subscription based on our role size. We increased our equipment for basketball, rippa rugby and funded new equipment to enable our students to participate in softball and soccer.

Focus 3: focus area has been lunchtime play equipment with a set of balls, skipping ropes, Frisbees and other minor games equipment issued at lunchtimes. Inclusive in this approach has been additional time for some of our support staff to manage/oversee the lunchtime activities.

Focus 4: Basketball – this year we were able to enter a team in an afterschool competition at the local community centre due to the interest from providing outdoor/indoor basketballs to class physical activity sessions. We also purchased two moveable basketball goals that can be locked into place on the outdoor courts and replaced the backboard on our fixed goal.

School based funding has been used to continue to grow the physical activity, physical education and sports programmes to include team uniforms, release for teachers to attend field days and training programmes and to purchase equipment for use across the school in structure PE lesson settings. We have designed and purchased 4 storage trolleys to enable gear to be set up for the day reducing staff time sorting and collating equipment. Our daily fitness programme provides time for daily physical activity and involves the use of mainly skipping ropes and marker cones.

Yrs 9-13

The Kiwi Sport funding has helped support the College Year 9-13 Sport programme for 2018.

Through Kiwi Sport we have been able to offer students the opportunity to be involved in whole school activities, lunchtime activities, after school sport programmes and sport competitions throughout the Auckland region and nationally.

The Kiwi Sport funding enables us to offer students the opportunity to be engaged in sport as participants and learners of leadership in roles such as coaching, managing and officiating.

Southern Cross students have been exposed to a wide variety of Sport in 2018. They are: Rugby, Sevens, Rugby League, Netball, Basketball, Touch, Volleyball, Kilikiti, Tag, Football, Ki o Rahi, Softball. The students who participate in the sport teams have been successful in competing in zone, regional, provincial and national competitions.

It is through the Kiwi Sport funding we are able to expose students to the variety of sport we have here at Southern Cross