

SOUTHERN CROSS CAMPUS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 452

Principal: Mr Robin Staples

School Address: 237 Buckland Road, Mangere 2024

School Postal Address: P O 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	Occupation	Term Expired/ Expires
P Parussini	Chair Person	Elected	Bank Executive	Jun-22
R Staples	Principal	Principal	Principal	Apr-20
N Arkell	Foundation Rep	SCC Foundation	Consultant	May-20
M Stanton	Foundation Rep	SCC Foundation	Medical Lawyer	Jun-22
L Fuli	Parent Rep	Elected	Local Board Chair/Judicial Officer	Jun-22
A Tanuvasa	Parent Rep	Elected	Ministry of Justice Service Manager	Jun-22
S Pua	Parent Rep	Elected	Medical Receptionist	Jun-22
P Sykes	Parent Rep	Elected	Community Advisory	May-22
G Siakimotu	Co-opted	Co-opted	Retired	Jun-22
L Herewini	Staff Rep	Elected	Office Administration	Jun-22
A Pulu	Student Rep	Elected	Student	Nov-20
M Fagaio	Student Rep	Elected	Student	Nov-19

Financial Controller: Judith Langley

SOUTHERN CROSS CAMPUS

Annual Report - For the year ended 31 December 2019

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Southern Cross Campus

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 2019 financial statements are authorised for issue by the Board.

PETER PARUSSINI

Full Name of Board Chairperson



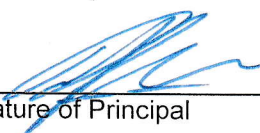
Signature of Board Chairperson

24/4/2020

Date:

ROBIN STAPLES

Full Name of Principal



Signature of Principal

24/4/2020

Date:

Southern Cross Campus

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	14,743,400	12,860,257	13,459,449
Locally Raised Funds	3	377,922	455,687	375,951
Interest income		64,010	75,000	73,184
Gain on Sale of Property, Plant and Equipment		16,216	-	2,559
Trades Academy	4	1,114,500	1,117,100	1,114,500
Other Revenue		-	-	41,000
		<u>16,316,048</u>	<u>14,508,044</u>	<u>15,066,643</u>
Expenses				
Locally Raised Funds	3	177,370	73,777	192,850
Trades Academy	4	1,022,495	1,117,100	1,024,490
Learning Resources	5	9,780,802	9,156,947	9,597,399
Administration	6	904,597	952,156	883,076
Property	7	3,838,801	2,692,064	2,701,106
Depreciation	8	548,732	536,000	536,560
Loss on Disposal of Property, Plant and Equipment		7,757	-	129,233
		<u>16,280,554</u>	<u>14,528,044</u>	<u>15,064,714</u>
Net Surplus / (Deficit) for the year		35,494	(20,000)	1,929
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>35,494</u></u>	<u><u>(20,000)</u></u>	<u><u>1,929</u></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.

Southern Cross Campus

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		3,778,220	3,723,643	3,703,643
Total comprehensive revenue and expense for the year		35,494	(20,000)	1,929
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	72,648
Equity at 31 December	25	3,813,714	3,703,643	3,778,220
Retained Earnings		3,813,714	3,723,643	3,778,220
Reserves		-	(20,000)	-
Equity at 31 December		3,813,714	3,703,643	3,778,220

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.

Southern Cross Campus

Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	906,056	1,000,000	1,288,361
Accounts Receivable	10	653,916	875,000	856,072
GST Receivable		-	100,000	145,425
Prepayments		73,484	25,000	25,516
Inventories	11	52,697	25,000	58,231
Investments	12	1,947,536	1,250,000	1,158,109
Funds due for Capital Works Projects	18	-	-	123,100
		<u>3,633,689</u>	<u>3,275,000</u>	<u>3,654,814</u>
Current Liabilities				
GST Payable		272	-	-
Accounts Payable	14	1,099,067	1,148,011	1,067,386
Revenue Received in Advance	15	96,039	60,712	134,990
Provision for Cyclical Maintenance	16	72,695	80,000	7,288
Finance Lease Liability - Current Portion	17	132,620	92,000	146,087
Funds for RTLB services	19	-	-	122,794
Funds held for Capital Works Projects	18	270,264	-	-
		<u>1,670,957</u>	<u>1,380,723</u>	<u>1,478,545</u>
Working Capital Surplus/(Deficit)		1,962,732	1,894,277	2,176,269
Non-current Assets				
Property, Plant and Equipment	13	2,211,112	2,300,000	2,211,506
		<u>2,211,112</u>	<u>2,300,000</u>	<u>2,211,506</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	233,078	262,434	342,434
Finance Lease Liability	17	127,052	228,200	267,121
		<u>360,130</u>	<u>490,634</u>	<u>609,555</u>
Net Assets		<u>3,813,714</u>	<u>3,703,643</u>	<u>3,778,220</u>
Equity		<u>3,813,714</u>	<u>3,703,643</u>	<u>3,778,220</u>

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

Southern Cross Campus
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		4,386,784	4,230,483	4,320,464
Locally Raised Funds		222,321	455,688	276,496
Trades Academy		1,072,500	1,117,000	1,114,500
Goods and Services Tax (net)		145,697	(10,000)	(44,544)
Payments to Employees		(3,183,272)	(3,082,065)	(3,025,876)
Payments to Suppliers		(1,708,024)	(1,908,667)	(2,087,263)
Cyclical Maintenance Payments in the year		(22,888)	-	(67,269)
Interest Received		65,631	75,000	62,158
Net cash from Operating Activities		978,749	877,439	548,666
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		16,217	14,000	837
Purchase of PPE (and Intangibles)		(601,655)	(600,000)	(462,197)
Purchase of Investments		(789,427)	(500,000)	(29,955)
Net cash from Investing Activities		(1,374,865)	(1,086,000)	(491,315)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	72,648
Finance Lease Payments		(164,415)	(79,800)	(89,363)
Funds Administered on Behalf of Third Parties		(147,677)	-	53,700
Funds Held for Capital Works Projects		325,902	-	117,435
Net cash from Financing Activities		13,810	(79,800)	154,420
Net increase/(decrease) in cash and cash equivalents		(382,306)	(288,361)	211,771
Cash and cash equivalents at the beginning of the year	9	1,288,361	1,288,361	1,076,590
Cash and cash equivalents at the end of the year	9	906,056	1,000,000	1,288,361

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 expenses have been excluded.

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

Southern Cross Campus

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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 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 28.

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

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.

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.

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.

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 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

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) 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 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.

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.

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	5–13 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	3-5 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.

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.

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 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 Ministry 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, painting contracts and term loans.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	3,463,121	3,405,757	3,439,289
Teachers' Salaries Grants	7,543,228	7,029,587	7,538,799
Use of Land and Buildings Grants	2,782,329	1,600,187	1,600,187
Resource Teachers Learning and Behaviour Grants	8,743	13,700	12,761
Other MoE Grants	695,226	488,440	610,260
Other Government Grants	250,753	322,586	258,153
	<u>14,743,400</u>	<u>12,860,257</u>	<u>13,459,449</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	40,525	107,540	73,381
Student Contributions	2,298	2,500	3,178
Activities	309,815	313,147	240,547
Fundraising	-	14,000	-
Other revenue	25,284	18,500	58,845
	<u>377,922</u>	<u>455,687</u>	<u>375,951</u>
Expenses			
Activities	177,370	73,777	192,850
	<u>177,370</u>	<u>73,777</u>	<u>192,850</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>200,552</u>	<u>381,910</u>	<u>183,101</u>

4. Trades Academy

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
Trades Academy Roll	90	90	90
Revenue			
Operations Grant	1,114,500	1,117,100	1,114,500
Expenses			
Administration	63,732	70,100	70,501
Depreciation	42,000	42,000	42,150
Resources and Training costs	64,187	166,000	111,839
Employee Benefit - Salaries	852,576	839,000	800,000
	<u>1,022,495</u>	<u>1,117,100</u>	<u>1,024,490</u>
<i>Surplus/ (Deficit) for the year Trades Academy</i>	<u>92,005</u>	<u>-</u>	<u>90,010</u>

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	210,113	319,145	196,800
Equipment Repairs	39,957	39,700	30,215
Information and Communication Technology	115,221	117,200	117,627
Extra-Curricular Activities	4,801	5,700	12,289
Library Resources	4,733	8,750	4,130
Employee Benefits - Salaries	9,256,693	8,498,652	9,103,389
Staff Development	144,142	167,800	123,361
Overseas Travel	5,142	-	9,588
	9,780,802	9,156,947	9,597,399

The Director of the Junior School, K Mose, attended the annual ACEL Education Conference in Australia using crown funding, the total cost of the trip was \$3,384. The ACEL conference attracts world leaders in Education.

The Director of College, M Alatasi, attended a Leadership Conference in Australia using Crown funding, the cost associated to this trip accumulated to \$1,758. This conference gives ability to coach and develop senior teachers in building/creating a team environment.

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	18,377	16,000	19,701
Board of Trustees Fees	5,450	4,000	4,020
Board of Trustees Expenses	27,664	27,006	11,195
Communication	34,189	38,250	34,940
Consumables	8,355	24,500	26,065
Operating Lease	30,488	36,000	35,437
Other	102,508	96,900	99,278
Employee Benefits - Salaries	609,989	630,500	595,062
Insurance	67,577	79,000	57,378
	904,597	952,156	883,076

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	29,320	25,600	26,073
Consultancy and Contract Services	472,375	461,280	367,672
Cyclical Maintenance Provision	(21,059)	20,000	78,632
Grounds	44,183	45,000	29,235
Heat, Light and Water	171,253	188,213	189,606
Rates	77,511	60,000	87,850
Repairs and Maintenance	114,018	101,284	89,764
Use of Land and Buildings	2,782,329	1,600,187	1,600,187
Security	46,071	47,000	49,722
Employee Benefits - Salaries	122,800	143,500	182,365
	3,838,801	2,692,064	2,701,106

The use of land and buildings figure represents 8% of the school's total property value. 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)	\$
Buildings - School	53,689	48,000	43,550
Furniture and Equipment	167,049	160,000	154,754
Information and Communication Technology	201,919	192,000	204,695
Motor Vehicles	10,545	10,000	9,590
Textbooks	18,102	18,000	18,395
Leased Assets	129,400	140,000	137,908
Library Resources	10,028	10,000	9,818
Trades Academy	(42,000)	(42,000)	(42,150)
	548,732	536,000	536,560

9. Cash and Cash Equivalents

	2019	2019 Budget (Unaudited)	2018
	Actual \$	\$	Actual \$
Cash on Hand	2,150	2,150	2,150
Bank Current Account	33,484	30,000	23,069
Bank Call Account	120,422	967,850	513,142
Short-term Bank Deposits	750,000	-	750,000
Cash and cash equivalents for Cash Flow Statement	906,056	1,000,000	1,288,361

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

Of the **\$906,056** Cash and Cash Equivalents, **\$270,264** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2020** on Crown owned school buildings under the School's Five Year Property Plan.

Of the **\$906,056** Cash and Cash Equivalents, **\$38,132** of unspent ARA and COL grant funding is held by the School. ARA funds will be paid out in 2020 to the ARA Education Charitable Trust whereas the COL funds are held by the school to cover their expenditure.

10. Accounts Receivable

	2019	2019 Budget (Unaudited)	2018
	Actual \$	\$	Actual \$
Receivables	79,246	250,000	127,586
Receivables from the Ministry of Education	656	-	-
Interest Receivable	19,240	15,000	20,861
Teacher Salaries Grant Receivable	554,774	610,000	707,625
	653,916	875,000	856,072
Receivables from Exchange Transactions	99,142	265,000	148,447
Receivables from Non-Exchange Transactions	554,774	610,000	707,625
	653,916	875,000	856,072

11. Inventories

	2019	2019 Budget (Unaudited)	2018
	Actual \$	\$	Actual \$
Stationery	2,457	3,000	3,368
School Uniforms	34,880	10,000	15,895
General Stock	15,360	12,000	38,968
	52,697	25,000	58,231

12. Investments

The School's investment activities are classified as follows:

	2019	2019 Budget (Unaudited)	2018
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	1,947,536	1,250,000	1,158,109
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	1,947,536	1,250,000	1,158,109

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	245,348	126,549	(2,436)	-	(53,689)	315,772
Furniture and Equipment	1,038,805	281,656	(5,287)	-	(167,049)	1,148,125
Information and Communication Technology	418,750	128,147	(35)	-	(201,919)	344,943
Motor Vehicles	6,626	47,070	(1)	-	(10,545)	43,150
Textbooks	43,199	2,818	-	-	(18,102)	27,915
Leased Assets	392,254	10,876	-	-	(129,400)	273,730
Library Resources	66,524	981	-	-	(10,028)	57,477
Balance at 31 December 2019	2,211,506	598,097	(7,759)	-	(590,732)	2,211,112

The net carrying value of equipment held under a finance lease is \$273,730 (2018: \$392,254)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	816,874	(501,101)	315,773
Furniture and Equipment	3,110,763	(1,962,638)	1,148,125
Information and Communication Technology	2,041,637	(1,696,694)	344,943
Motor Vehicles	109,447	(66,298)	43,149
Textbooks	351,556	(323,642)	27,914
Leased Assets	700,957	(427,227)	273,730
Library Resources	160,949	(103,471)	57,478
Balance at 31 December 2019	7,292,183	(5,081,071)	2,211,112

	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

The net carrying value of equipment held under a finance lease is \$392,254 (2017: \$344,244)

	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

14. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	330,464	228,011	174,335
Accruals	34,709	120,000	69,291
Employee Entitlements - Salaries	733,894	700,000	707,625
Employee Entitlements - Leave Accrual	-	100,000	116,135
	<u>1,099,067</u>	<u>1,148,011</u>	<u>1,067,386</u>
Payables for Exchange Transactions	1,099,067	1,148,011	1,067,386
The carrying value of payables approximates their fair value.	<u>1,099,067</u>	<u>1,148,011</u>	<u>1,067,386</u>

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	23,493	35,712	12,502
Funds Held onbehalf of third parties	72,546	25,000	122,488
	<u>96,039</u>	<u>60,712</u>	<u>134,990</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	349,722	322,434	338,359
Increase/ (decrease) to the Provision During the Year	(21,059)	20,000	78,634
Use of the Provision During the Year	(22,890)	-	(67,271)
Provision at the End of the Year	<u>305,773</u>	<u>342,434</u>	<u>349,722</u>
Cyclical Maintenance - Current	72,695	80,000	7,288
Cyclical Maintenance - Term	233,078	262,434	342,434
	<u>305,773</u>	<u>342,434</u>	<u>349,722</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
	\$	\$	\$
No Later than One Year	132,620	92,000	179,994
Later than One Year and no Later than Five Years	127,052	228,200	304,471
Later than Five Years	-	-	-
	<u>259,672</u>	<u>320,200</u>	<u>484,465</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 Contributions /written off	Closing Balances
	2019	\$	\$	\$		\$
Security Fence	<i>complete</i>	(50,861)	-	-	50,861	-
Extra Ordinary works Claim	<i>complete</i>	(62,167)	62,167	-	-	-
MoE New Build Claims	<i>complete</i>	(19,734)	30,198	10,464	-	-
B Block Toilet Refurbishment	<i>in progress</i>	12,309	187,669	210,799	-	(10,821)
Arson Reinstatement	<i>complete</i>	(2,647)	35,974	42,661	8,852	(482)
5YP E7- D1 Roof & Related works	<i>in progress</i>	-	-	383	-	(383)
CW Block 2 Refurbishment JS	<i>in progress</i>	-	131,204	783	-	130,421
5YP Swimming Pool Upgrade 2019	<i>in progress</i>	-	90,000	44,963	-	45,037
5YP Pool Filter System 2020	<i>in progress</i>	-	89,550	1,765	-	87,785
5YP Drainage Works 2019/20	<i>in progress</i>	-	-	383	-	(383)
5YP Block 15 (Old MoE Prefabs)	<i>in progress</i>	-	19,848	-	-	19,848
5YP Reorientation of Senior Sports Field	<i>in progress</i>	-	-	758	-	(758)
Totals		(123,100)	646,610	312,959	59,713	270,264

Represented by:

Funds Held on Behalf of the Ministry of Education	270,746
Funds Due from the Ministry of Education	482
	270,264

		Opening Balances	Receipts from MoE	Payments		Closing Balances
	2018	\$	\$	\$		\$
Security Fence	<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 13/14	<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)

19. Funds for RTLB Services

Southern Cross Campus did not renew it's contract as lead school with the Ministry of Education to provide services to the Resource Teachers of Learning Behaviour Cluster 9 set of schools.

Funds totalling \$70,998 were transferred to Otahuhu Intermediate School during the year.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds held at beginning of the year	122,794	-	69,094
Revenue			
Teachers' Salary Grant	256,751	-	2,299,592
Administration Grant	-	-	98,710
Learning Support Funding	-	-	170,011
Year 11-13 Funding	-	-	-
Travel Grant	-	-	81,110
Other Revenue			14,769
	256,751	-	2,664,192
Total funds available	379,545	-	2,733,286
Expenses			
Employee Benefit - Salaries	256,751	-	2,301,778
Administration	-	-	130,354
Learning Support	-		135,840
Year 11-13	-		-
Travel	-	-	42,520
Other Expenses	-		-
	256,751	-	2,610,492
Transfer of funds to Otahuhu Intermediate	70,998	-	-
Reimbursements to Southern Cross Campus	51,796	-	-
Funds Held at Year End	-	-	122,794
Current Assets			
Cash at bank	-	-	114,119
Non Current Assets			
Property Plant and Equipment	-	-	-
Current Liabilities			
Operating Creditors	-	-	15,762
Non Current Liabilities			
Borrowings	-	-	-
Equity	-	-	98,357

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 or the Southern Cross Campus Foundation Inc.

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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,450	4,060
Full-time equivalent members	0.21	0.20
<i>Leadership Team</i>		
Remuneration	1,227,645	1,239,344
Full-time equivalent members	11	11
Total key management personnel remuneration	1,233,095	1,243,404
Total full-time equivalent personnel	11.21	11.20

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	200-220	220-230
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	2019 FTE Number	2018 FTE Number
110-130	2.00	2.00
100-110	4.00	2.00
	6.00	4.00

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 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	\$0	\$25,000
Number of People	0	1

23. 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.

24. Commitments

(a) Capital Commitments

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

(a) \$288,295 contract to have the B block toilet refurbishment. This project is fully funded by the Ministry and \$187,699 has been received of which \$210,799 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$74,111 contract to have the Swimming Pool Repaired and Repainted . This project is fully funded by the Ministry and \$90,000 has been received of which \$44,963 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$18,926 contract for repairs and carpet in Block 15. The project is fully funded by the Ministry and \$19,848.42 has been received of which nil amount has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: nil)

25. Managing Capital

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

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:

Financial assets measured at amortised cost (2019: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	906,056	1,000,000	1,288,361
Receivables	653,916	-	833,747
Investments - Term Deposits	1,947,536	1,250,000	1,158,109
Total Financial assets measured at amortised cost	3,507,508	2,250,000	3,280,217

Financial liabilities measured at amortised cost

Payables	1,099,067	1,148,011	1,067,386
Finance Leases	259,672	320,200	413,209
Total Financial Liabilities Measured at Amortised Cost	1,358,739	1,468,211	1,480,595

27. 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. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

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.

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 10 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 12 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.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

Independent Auditor's Report

To the readers of Southern Cross Campus School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Southern Cross Campus (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, 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 19, 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 with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 18 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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 27 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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 includes the statement of responsibility, statement of resources, chairperson's report, principal's report, analysis of variance and kiwisport 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 Southern Cross Campus.



Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Statement of Resources

School roll and days open

The school roll at:	1 March 2019	1 March 2018
	1440	1453

The school was open for 380 half days in 2019 (2018: 380).

Current School Land and Property Overview

The school is located on a large parcel of land (9.6 hectares) fronting Buckland Road and Wickman Way and surrounded by low density detached residential dwellings in Mangere East. There are three other educational facilities in close vicinity of the school including Te Kura Maori O Nga Tapuwae, Mary Mackillop Catholic School, Mangere East primary School, and two preschools, Southern Cross Campus Preschool Inc. and McNaughton Kindergarten.

School Spaces

Area Type	Area Size (total square metres)
Land	9.6 ha
Play Space (sporting fields, playgrounds, etc.)	2.9 ha
Teaching and Learning Space	5,396m ²
Administration Space	935m ²

Building/Structures and Utilities

Southern Cross Campus supports two grassed fields, paved playing areas, three concrete tennis/basketball/netball courts and a gymnasium. The school has a 20m wading pool and a nine lane 25m swimming pool.

There are several buildings on the campus including:

- Four classroom blocks, one hall and library space dedicated to the Junior School
- Block 1 Junior School (completed in 2019) two storied MLE open plan classrooms.
- Six large blocks consisting of:
 - College Administration (A Block)
 - The Senior School (B Block)
 - Specialist Art Block (L Block)
 - Auditorium and Performing Arts Centre (V Block)
 - Three small clusters of buildings (E, K and X) made up of 11 standalone buildings.
- Trades Academy (TA) ;
- C Block (completed in 2019) which houses a new Central Administration Centre, Gymnasium, Senior Library, Student Café area, Tuck Shop, Staff Canteen, Senior Learning Centre and an MLE open plan classroom area for years 7 and 8.

There is a physical split across the campus between Junior School 1/8 and the College 9/13.

Students have access to a wide range of ICT equipment, with the infrastructure being upgraded constantly. Approximately 200 computers, 300 Chromebooks and 150 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: (2018 : 118.49 and 25.51 respectively)

	2019	2018
Principal	1	1
Deputy Directors	2	2
Deputy Directors & Associate Directors	6	6
Full time Teachers	103	102
Part time Teachers	2	5
RTLB Teachers	0	26
RTLB Manager	0	1
RTLB Part-time Teacher	0	1

The Board also employed 53 support staff (57)

Financial Controller	1	1
Office Administrators	12	12
Nursing Staff	3	3
Library Assistants	1	2
Teacher Aides	19	23
Grounds Men	3	3
Sports Co-ordinator	1	1
Sports Assistant	0	1
Lab Assistant	1	1
Trades Academy	1	2
Guidance Counsellor	1	2
Security Assistants	0	2
ARA School Engagement Facilitator	1	1
ARA Assistant/Secretary	2	1

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 Club
- 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

Chairperson's Annual Report 2019

Southern Cross Campus had a year of consolidation in 2019 after a period of sustained change.

The new buildings were in full use this year and while there have been some teething problems and changes required in teaching approaches as a result, we were glad to be finally in them.

The new buildings were marked with the blessing of a Pouwhenua at the entrance to the school on Buckland Road. The "pou" was created by a local artist in conjunction with students to represent the many different cultures that make up Mangere and is something everyone in the community can be proud of.

On the day of the blessing the school's Kaumatua Charles "Bunny" Tumai told everyone that the "pou" had all our stories in it and would be there as a guiding light for the future generations who passed through our school.

Sadly, Bunny passed away late in the year but he left much wisdom behind. As a Vietnam War veteran, he was always hopeful of a better world that education would create for the next generation.

The Board of Trustees spent many of its energies this year dealing with the Ministry of Education and the Government on the future physical look of the school and we are pleased to say that we finally have a master plan for our site. This will help us navigate the building upgrades that will be required at the school over the next 10-20 years.

As always, the school's sports teams and cultural groups had great successes in 2019. Not only did they perform well and win on many occasions but also they acquitted themselves with graciousness and humility.

Our Trades Academy continued to do well with pre-apprenticeship training for about 100 students. The partnership with the ARA Trust at Auckland Airport is getting stronger and is part of that success.

In our College we're expecting above average results in this year's NCEA and that's a tribute to our teachers and the application of many students.

In our Junior school we continue to be grateful to the many parents, families and caregivers who assist us with our reading programmes. It makes a huge difference to the learning of our youngsters and sets them on a firm path to their studies later in life.

The Board of Trustees wishes to also thank the parents, families and caregivers who were involved throughout the year with fono, activities and fundraisers. These are an important part of the life of the school.

Finally, we'd like to take the opportunity to pay tribute to our Principal Robin Staples who is retiring at the end of term one in 2020. Mr Staples has been at the school 12 years and has helped transform Southern Cross Campus.

The Board of Trustees has started a process to find a replacement and is hopeful a new Principal will be ready to start by term two of 2020.

Peter Parussini

Chairperson

Board of Trustees

Principal's Annual Report 2019

E nga iwi, e nga reo, e nga mana

Tena kotoa, tena kotoa, tena kotoa kotoa.

Talofa lava, Malo e lele, Kia orana, Fakalofa lahi atu, Namaste, Ni hau.

To our departed kaumatua Bunny Charles Tumai, Haere, haere, haere atu ra. 2019 has challenged us in exiting ways and this will be my last Principal's report as I move on to new horizons at the end of term 1 next year. We have our new facilities in use and I am delighted with the way our students are looking after them! We have made good progress with the help of the Ministry of Education. The building of our new administration, gymnasium and classrooms now provides the Campus with an excellent frontage to Buckland Road and we await the announcement of stage 3 very soon. The Café area is proving to be a useful social centre for both our students and for entertaining guests.

We welcomed our new Board of Trustees in July. Peter Parussini, a foundation pupil, was re-elected unanimously Chairperson. His corporate experience and passion for our community was acknowledged by his election again as a community representative.

The financial planning and operation of the Campus, ably led by our Finance Committee Chairman, Nigel Arkell, and Financial Controller, Judith Langley, continues to provide a solid foundation for the school and community education initiatives. These included services that enabled the Campus to lead the Ara Education Trust, coordinating employment partnerships in the Auckland Airport precinct, and our Whakatipu Akoranga Kahui Ako Community of Learning.

Thanks to Miss Maila Alatasi, our College Director, and Ms Karen Mose, Junior School Director, for your leadership, hard work and vision. Thank you to all our hard working, committed teachers and support staff - leadership of learning, sport and culture. You provide so many exciting possibilities for our students and community.

Excellent Teaching AimHi awards this year acknowledged Laamya Aziz, Maria Paljk and Daniel Lilo for their outstanding work striving for the best in their classrooms. Well deserved!

Thank you to our parents and supporters for assisting us push on to higher achievements - our students and community are worth it.

Our vision of "Working together for Success" was refined based on our foundation of 4Rs *Respect, Relationships, Responsibility, and Resilience* into The SCC Way – an exciting growth progression of "Belong, Learn, Grow, and Succeed". "Belong" because our students need to know they belong in a confident learning place that provides consistent learning progression from year to year. This is the navigation for our journey that aspires to develop character and citizenship. Two examples in 2018 where our alumni students were speaking out – Pania Newton (student rep on the BOT in 2008) now showing outstanding leadership at Ihumatou and Jennifer Thonrithi last year proudly chosen to be interviewed by John Campbell on TV from all the other NZ Youth MPs.

Some highlights of the year were:

The fantastic Junior school assemblies led by the students

- The College Year 13 Graduation ceremony
- Spoken word – South Side Rise – collaboration – professional productions are performed at Mangere Arts Centre - Nga tohu o Uenuku
- 1st XV boys Rugby returned to the 1B competition and finished near the top.
- 1st XV girls Rugby – we will never forget the final where we were joint winners with Onehunga – the character shown by our girls was as example to us all.

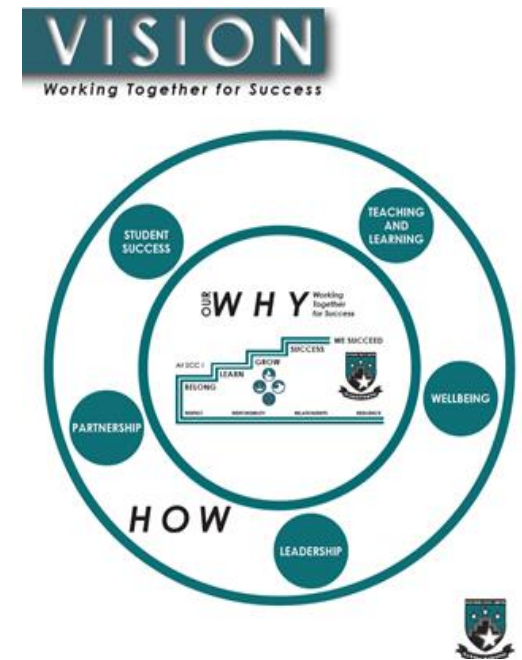
Our motto says *Ina te mahi he Rangitira* – or applying this to us all
"By our deeds we will be known"

Robin Staples

Southern Cross Campus:

Junior School: Years 1-8

Analysis of Variance Report: 2019 Target Outcomes Years 1-8



Feb. 2020

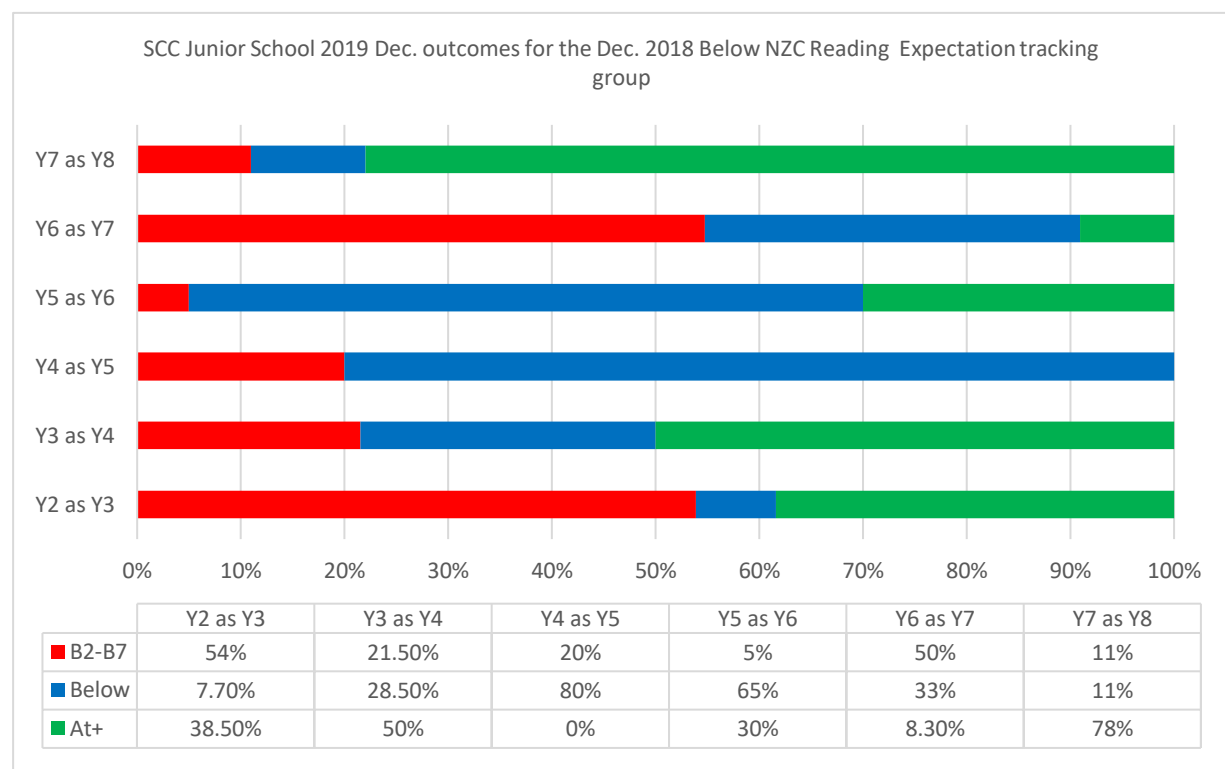
READING

2019 Target 1 Reading

The tracking group of learners who were **BELOW** the NZCurriculum level expected (Dec. 2018) at the end of **2019 year** will make accelerated progress towards being “at” NZCurriculum expectation for their year level

Below at Dec. 2018	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Reading	16	24	17	20	12	9	73 rolled over into 2019
Data set 19	(Y3) =13	(Y4) =14	(Y5)=5	(Y6)=22	(Y7)=14	(Y8)=39	

Outcomes for the Dec 2018 Below expectation Target group by Dec 2019 (73) via a best fit of the NZCurriculum levelling into WB/Below/At+Above:

**Comments on outcomes**

Noted: number of students who dropped into the well below category (<2years below expected year level performance) .

Issues with translating the broad curriculum levelling over a 2year level

Urgency of ongoing identification of risk for those entering below who are not from the start of the year making accelerated progress to add the years growth + acceleration.

Positive movement evident for:

Y2 Below 2018 = 38.5% moved to “at expectation”
 Y3 Below 2018 = 50% moved to “at expectation”
 Y7 Below 2018 = 78% moved to “at expectation”

Impact of not making a full year’s progress within the year has resulted in backwards movement into B2+ or well below.

With Well Below categorised as <2years+ below expectation Year 3 is the “starting point” for being 2 years behind expectation. Teachers from Y3-8 need to understand the urgency for ongoing/deliberate monitoring.

Movement to “At”

**Achieved +70%
=Year 7 into Y8**

**Partially achieved 50+%
= Year 3 into Year 4**

Not achieved
 At <20%
 = Y4 into Y5
 = Y6 into Y7

Effect size on Target group’s Pre-post asttle: 0.4 or greater

**Y4 =
Y5 =
Y6 =**

What we do we believe had an impact on the outcomes

Progress evidence – cohort level:

<p>Year 4 team (50%) “at expected level” had a settled /consistent year with staffing/programming and did not have the additional workload of adapting to the new collaborative teaching environments.</p> <p>However across the Y2-8 Cohorts for 2019 our % at or above was 61% a +6% on increase on 2018 outcomes –attributable to increase in Y7-8 cohorts %. Factors influencing the Year 7 outcome will include a cohort intake from Y6 who had a 60+% at Level 3 and work undertaken to unpack the Literacy progressions / curriculum level expectations Level 3-4.</p> <p>What else was happening that may have impacted on outcomes:</p> <ul style="list-style-type: none">• Moderation processes used in our 2nd year of using NZCurriculum levelling was tighter• Behavioural issues within Y5-7 that impacted on Leadership focus / teachers• Number of days where relievers were not available for either absence cover (classes slit) or leadership release for in-class/discussions	<p>NZC levelling Year levels % at+ were within a 3% variance on 2018 outcomes with the exception of Year 6 who had -13% variance and Y7 who had a + 28% variance. Overall +6% gain from 2018 / 2109.</p> <p>PAT indicates a pattern of gain for each of the Y4-6 cohorts above the expected gain in av. Scale score Y4 = gain 9.8</p> <p>e-asTTle reading effect size calculations indicate an average effective size of:</p> <table><tr><td>Year 4 = 1.13</td><td>Year 5 = 0.89</td><td>Year 6 = 1.2</td></tr><tr><td>Year 7 = 0.77</td><td>Year 8 = 0.13</td><td></td></tr></table>	Year 4 = 1.13	Year 5 = 0.89	Year 6 = 1.2	Year 7 = 0.77	Year 8 = 0.13		<p>Stanine Average + band</p> <table><tr><td>Year 4</td><td>86.6%</td></tr><tr><td>Year 5</td><td>76.6%</td></tr><tr><td>Year 6</td><td>76.1%</td></tr><tr><td>Year 7</td><td>48%</td></tr><tr><td>Year 8</td><td>38%</td></tr></table> <p>easTTle individuals with an Effect size >0.4</p> <table><tr><td>Year 4</td><td>71.4%</td></tr><tr><td>Year 5</td><td>71.6%</td></tr><tr><td>Year 6</td><td>86%</td></tr><tr><td>Year 7</td><td>64%</td></tr><tr><td>Year 8</td><td>39%</td></tr></table>	Year 4	86.6%	Year 5	76.6%	Year 6	76.1%	Year 7	48%	Year 8	38%	Year 4	71.4%	Year 5	71.6%	Year 6	86%	Year 7	64%	Year 8	39%
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Year 8	39%																											

<p>Comments on outcomes 1 Well Below:</p> <p>Students within this group were receiving HLN support or RTLB support due to documented learning/behavioural difficulties. Work sample / task sample analysis showed all students to be making progress within their individual plans. Running record data was used each term to track progress and identify key decoding strategies used/needed. 15% of the 607 students registered within the Well below performance bands. 9% below by 2 years and 6% 3+years.</p> <p>Support staff work programme tracking is being introduced into the 2020 plan alongside 5 weekly review meetings with the ELA/Learning assistants. Additional support to staff to differentiate the curriculum appropriately and to select the key skills/concept needed rather than getting fixated on trying to “fill all the gaps” will continue in 2020.</p>	
<p>New Revised Target for 2020 Y2-8</p>	
<p>Target 1 We have used our December NZCurriculum levelling data to identify all those students who are below the expected curriculum stage in Reading</p> <p>The group of learners who were BELOW their year level expectation for READING (2019) at the end of Year 2 –Year 7 (102), will make accelerated progress towards being “at” the expectation for their year level (2020) by the end of the year. 2019 Y3-7's B2-B5 / Well Below (59) make progress towards the expected level or the next year level on the progressions indicators .</p>	
<p>How the Junior school’s 2020 Action Plan will achieve these targets:</p> <p>How school Action Plan will achieve this target:</p> <ul style="list-style-type: none"> • E-tap Learner hubs established for all students within the target group for the Exec. team members to monitor/ review progress at given points during the year • Team-teacher action plans and inquiry tracking for below groups within classes/teams • Practice analysis conversations related to progress and strategies/approaches during the term for each teacher with a member of the Exec. leadership team –Leader discussions Balanced programmes- • Collaborative planning within teams and inquiry meetings that focus on the needs of those below expectations • Accelerated learning planning meetings between specialist teachers / classroom teachers to ensure alignment between assessment analysis and teaching foci • Engagement with whanau/families to support Buddy reading or specific skill reinforcement (sight words/sound-letters) • Team inquiry meetings review PLD workshop resources and use of Alison Davis Comprehension Kits / Joy Allcock Spelling resources and reference materials. • Assessment /data workshops and webinars enable teachers to understand data and next steps planning • Clarity of understanding of the learning progressions and guidelines for assessment of actual student’s reading practice • Key focus on Deliberate Acts of Teaching – Formative assessment and Differentiation within team/staff workshops – walkthroughs at Team Leader / Exec. Levels 	

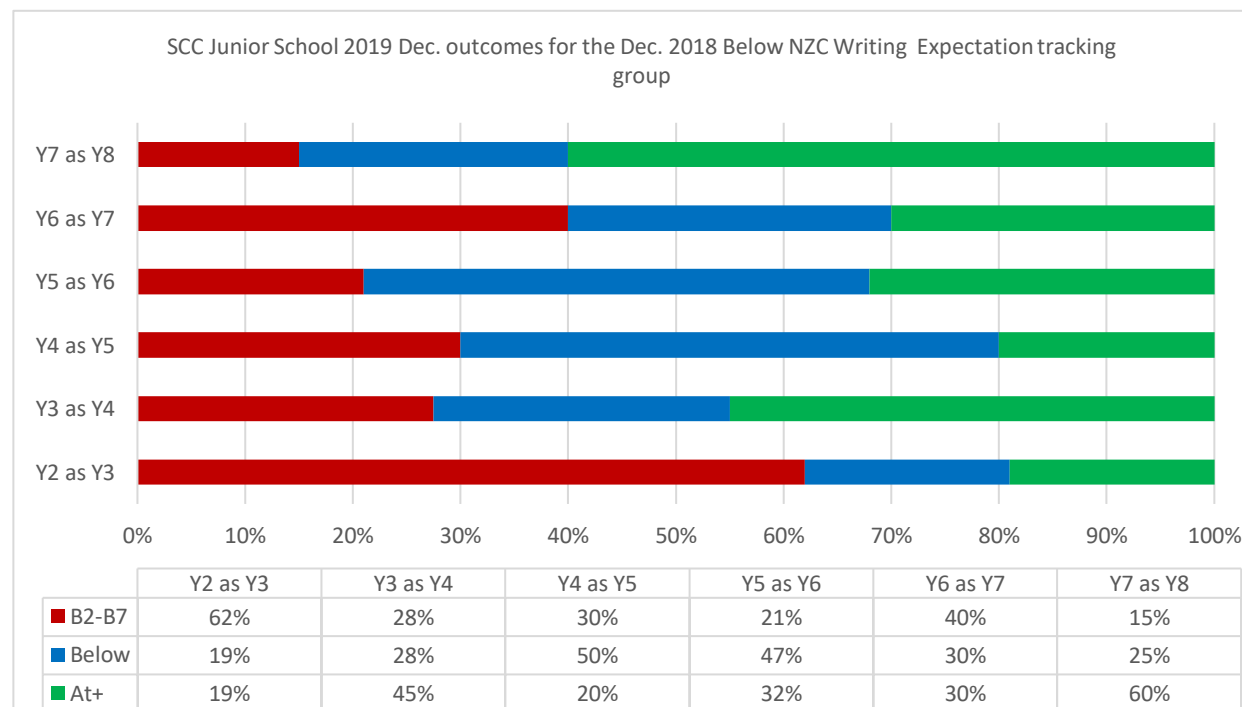
WRITING

2018 Target : Writing

The tracking group of learners who were **BELOW** the NZCurriculum level expected (Dec. 2018) at the end of **2019 year** will make accelerated progress towards being “at” NZCurriculum expectation for their year level

Below at Dec. 2018		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Y2-7
Writing								97 rolled over into 2019
Data set 19		(Y3) =16	(Y4) =22	(Y5)=10	(Y6)=22	(Y7)=10	(Y8)=20	

Below expectation Target group outcomes:



Comments on outcomes :

While each year level's tracking group achieved some shift from below to “at” over Y3-7 it was less than 50%. The group in Y8 was the only group with a 60% gain into “At” . Y4 –Y6 –Y7 did make gains between 30- 45%. In total 36/97 (37%) made accelerated progress – 31/97 remained within below and 30/97 did not make expected progress of a year.

Year 2 into Y3 outcomes review has also looked closely at the 62% (10 learners) who moved backwards into the Well Below performance band. Remembering that it is not until Y3 that students can be “well below” on the curriculum levelling scale.

Positive movement from below in Dec 18 to to “at” expectation Dec 19: thus accelerating more than 1/3 of the tracking group.

2019 as:

- Year 4 = 45%
- Year 6 = 32%
- Year 7 = 30%
- Year 8 = 60%

Movement to “At”

Partially achieved:
>50%
= Year 8

Partially achieved:
20+%
= Year 4
= Year 5
= Year 6
= Year 7

Not achieved :
<20%
= Year 3 19%

<p>What did we do?</p> <ul style="list-style-type: none"> • Team tracking of surface features each 5 weeks through work sample analysis and within and across team moderation • Team Planning from work sample analysis mapped onto progressions to identify key learning needs • Team implementation of PLD 2018's focused work • Use of PACT for all students at mid year <p>What else was happening that may have impacted on outcomes:</p> <ul style="list-style-type: none"> • Unavailability of relief cover to release staff for planned practice analysis discussions or at times absence cover. • Behavioural issues particularly within Y5-7 that impacted on Leadership focus / teachers 	<p>Implications for 2020:</p> <ul style="list-style-type: none"> • Understanding of NZCurriculum requirement for cross curricular writing • Identifying key next steps and designing hot-spot teaching • Hook into writing and authentic engaging activities • Enabling learner agency through AFL/Progressions and genre /purpose selection 	
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<p>Comments on outcomes 2 Well Below:</p> <p>Work sample analysis weeks 5/9 enabled tracking of specifics required for writers who are still learning to construct a sentence, a paragraph or to sequence their work. Progress was relative to the individual's needs as some HLN/Behavioural IEPs had a greater focus on social skill and self-management development.</p>	
<p>New Revised Target for 2020: Years 2-8</p>	
<p>Target 2 We have used our December NZCurriculum levelling data to identify all those students who are below the expected curriculum stage in Writing</p> <p>The group of learners who were BELOW their year level expectation for WRITING (2019) at the end of Year 2 –Year 7 (110), will make accelerated progress towards being “at” the expectation for their year level (2020) by the end of the year. 2019 Y3-7's B2-B5 / Well Below (101) make progress towards the expected level or the next year level on the progressions indicators .</p>	
<p>How school Action Plan will achieve these targets:</p> <p>How school Action Plan will achieve this target:</p> <ul style="list-style-type: none"> • E-tap Learner hubs established for all students within the target group for the Exec. team members to monitor/ review progress at given points during the year • Team-teacher action plans and inquiry tracking for below groups within classes/teams with regular balanced programme discussions for team leaders with Exec. • work sample analysis and tracking to ascertain next learning steps – tracking of student progress onto Team/Kaitiaki progressions charts • Practice analysis conversations related to progress and strategies/approaches each term for each teacher with a member of the Exec. leadership team – inclusive of PACT scaled score data • Collaborative planning within teams and inquiry meetings that focus on the needs of those below expectations using work samples within the planning discussion • Team Leader support of teams – CoLs workshops on leading learning to support focused collaboration and teaching – use of Formative assessment and Cultural responsive pedagogy. • Accelerated learning planning meetings between specialist teachers / classroom teachers to ensure alignment between assessment analysis and teaching foci • Use of digital learning as a tool for motivation and engagement and as a reference to review the skills needed. • PACT use to support understanding of progressions and appropriate challenge at each year level / stage of learning. Levelling each term via PACT. • Oral language PLD programme to support learners in Y1-2 in particular. 	

2018 Target 3 : Mathematics

The tracking group of learners who were **BELOW** the NZCurriculum level expected (Dec. 2018) at the end of **2019 year** will make accelerated progress towards being “at” NZCurriculum expectation for their year level

Below at Dec. 2018 as.....	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Y2-7
Mathematics							93 rolled over into 2019
Data set 2019	(Y3) =17	(Y4) =21	(Y5)=12	(Y6)=23	(Y7)=9	(Y8)=11	

**Movement to
“At”**

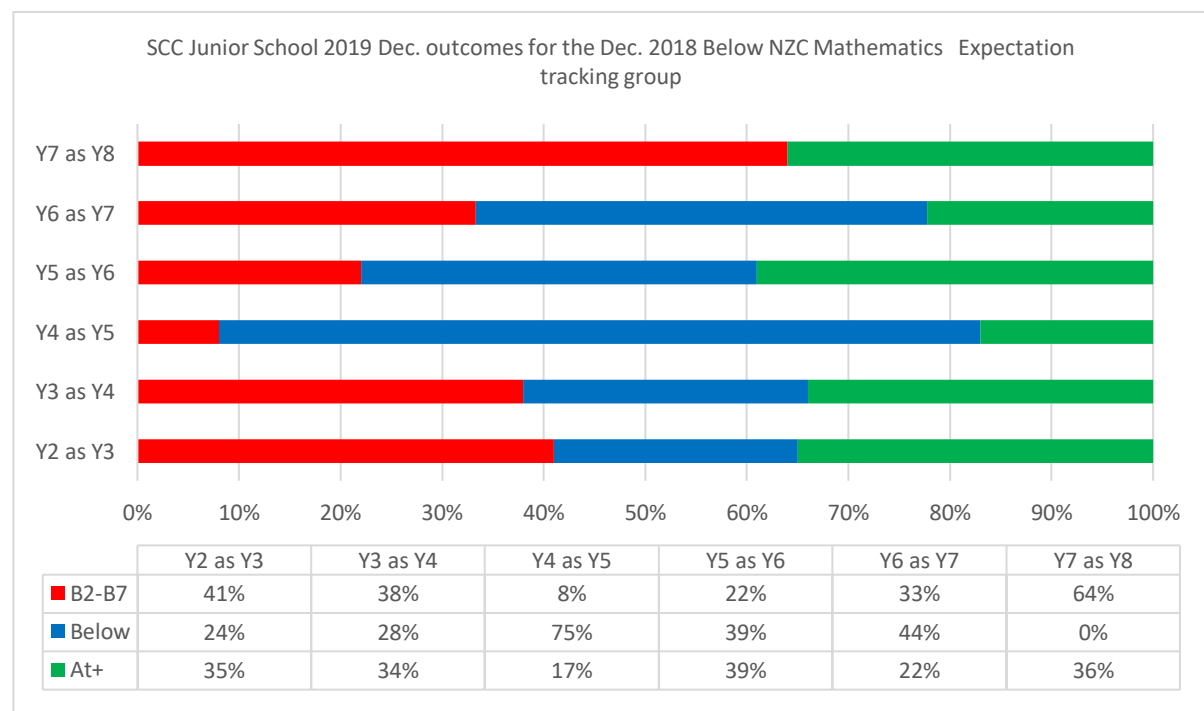
Not Achieved:
Over 60%
= nil

**Partially
achieved:**

Over 20%
Y3 = 35%
Y4 = 33%
Y6 = 36%
Y7 = 22%
Y8 = 36%

Not achieved

Y5 =17%

Below expectation Target group outcomes:**Comments on outcomes :**

Years 2-6 show a relatively common positive gain in the % of the group moving from Below to “at” expected levels/performance.

1/3 of tracking groups in Y3 – Y4 –Y5 and Y8 made accelerated progress to “at” expected NZCurriculum Level.

What is also notable is the drop back to well below was lower than that of reading/writing for Y2 as Y3. Y4 into Y5 was the only team to be at <20% of their below tracking group who moved to “at”.

Also noteworthy is variance between Y3-6 is less than in Reading/Writing with Year 5 an outlier.

Overall 30/93 learners who had performed in the below performance band in Dec. 2018 completed 2019 in the “at” expectation performance band.

What did we do:

- Used PAT analysis Y4-6 to design mathematical big ideas and key understandings into weekly problems.
- DMIC mentor support provided feedback on practice -
- Y7-8 teaching staff were re-introduced to DMIC pedagogy/practice through workshops
- Monitored target student performance within GLOSS/JAM

Implications for 2020

- Deliberate scheduling of PAT analysis workshops for Y4-8 teams with outcomes discussions held between Team Leaders/Exec.
- Use of PACT term 2 onwards to support

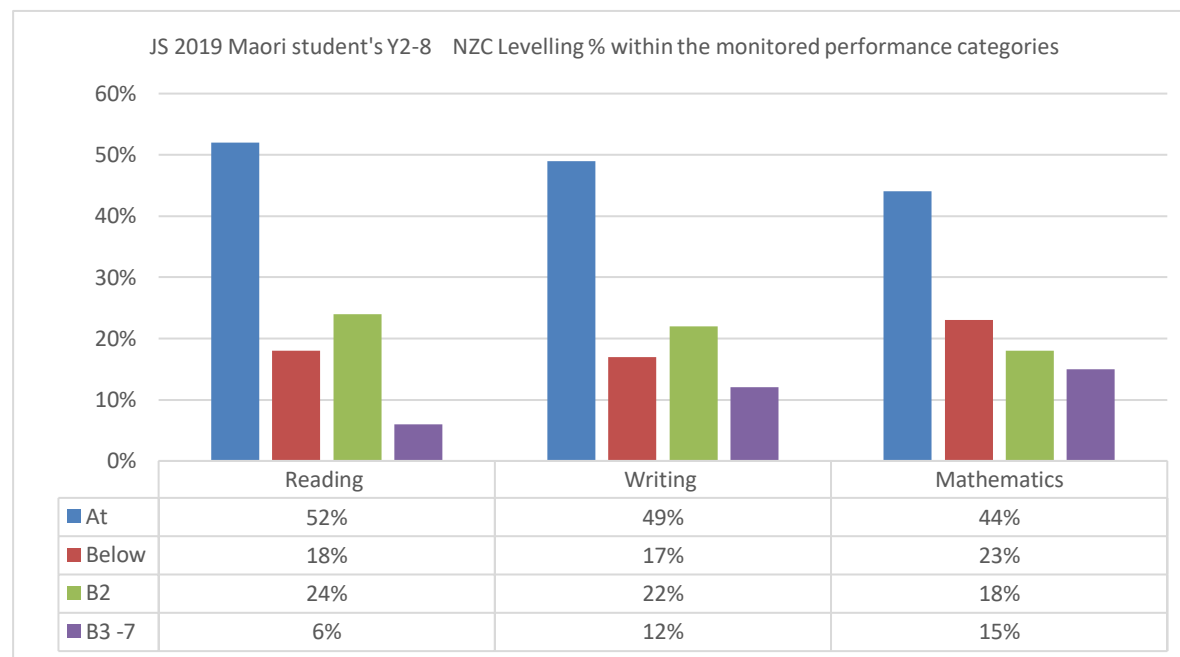
Unfortunately due to staffing (not being able to secure a suitable classroom teacher for a fixed term vacancy) issues we were unable to continue the positions of the MST who were team teaching for 5week blocks within the Year 2-3 levels. This resulted in minimal internal ongoing support in Y2-3 and inability to provide consistent support in Y7-8 dissipating efforts to strengthening and deepening practice in these particular year levels.	<ul style="list-style-type: none"> • DMIC assessment task use and moderation workshops • Clarifying key teaching points relevant at each curriculum level and strong culturally responsive problems 	
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Comments on outcomes Well Below: Teachers used JAM/GLOSS to identify outcomes and next steps – students were carefully grouped within the half class split to support their mathematical thinking and understanding of the wording of problems, the maths within the problem and the possible strategies one could use with visualisation (drawings). Those children on the support register as ICS/HLN continued to show gains in confidence, willingness to take a risk and try a strategy alongside improved number knowledge.		
New Revised Target for 2020: Years 2-8		
Target 3 We have used our December NZCurriculum levelling data to identify all those students who are below the expected curriculum stage in Writing The group of learners who were BELOW their year level expectation for MATHEMATICS (2019) at the end of Year 2 –Year 7 (129) , will make accelerated progress towards being “at” the expectation for their year level (2020) by the end of the year. 2019 Y3-7’s B2-B5 / Well Below (91) make progress towards the expected level or the next year level on the progressions indicators .		
How school Action Plan will achieve these targets: How school Action Plan will achieve this target: <ul style="list-style-type: none"> • E-tap Learner hubs established for all students within the target group for the Exec. team members to monitor/ review progress at given points during the year • DMIC in-class support, assessment task analysis /levelling and planning for learning • Internal MST support of teacher practice in targeted year levels and with new staff • Team-teacher action plans and inquiry tracking for below groups within kaitiaki groups /teams • Collaborative planning within teams and inquiry meetings that focus on the needs of those below expectations • Regular feedback and review of programmes via PLD mentor, student voice, data and peer discussions • ALiM – One Year 3 and one Year 4 teachers to attend/participate in 5 workshops, work with a coach solely on accelerating a target group of students – they feedback learning into their teaching team meetings. • PACT use to support understanding of progressions and appropriate challenge at each year level / stage of learning. • PAT analysis from Dec. to drive initial Action plan focus 1 and then the PAT 2019 Analysis workshop to be held within 2 weeks of data being entered /reports available to inform next steps and Focus 2 of the team’s action plan in Mathematics. 		

Target 3: Maori student learning:

The group of learners who were **BELOW** the National Standard for **in Reading, Writing or Mathematics Y1-7 2018** who return to the Junior School in 2019 will make accelerated progress towards being “at” the Curriculum performance level for their respective year level by the end of the year.

Equity: Gain in % of student “at /above” standard is equal to/greater than that of other tracking groups. NZCurriculum levelling / e-asTTle reading analysis

Outcomes for all Maori students – due to reduced size of Below tracking Dec group:**Comments on outcomes**

Due to the small numbers outcomes have been reported for all Maori students

Equity outcomes:

- % “at” expected performance level for all Maori students Y1-8 (as shown in the graph above) is between 10% less than the school wide cohort.
- Similar to males with a 1-4% variance
- % gain in at or above expected asTTle sublevel in Reading was greater in Y4 and Y6 and = in Y5 to cohort tracking %
- E-asTTle effect size was 1.4 (greater than 0.4) and was ahead of all other tracking groups.
- EastTTle Y5 (85.7%) – Y6 (87.5%) –Y7 (82.3%) students achieved an individual effect size greater than 0.4 The only tracking group to have 3 year levels over 80% Y4 = 75%

Not achieved:
In comparison to cohort but relative to males tracking group

Achieved 4-6
Greater or equal to

Achieved
greater effect size than other tracking groups.

Revised target for 2020 The group of learners who were **BELOW** the NZCurriculum **in Reading, Writing or Mathematics Y2-7 2019** who return to the Junior School in 2020 will make accelerated progress towards being “at” Expected level for their respective year level by the end of the year.

Equity: Gain in % of student “at /above” standard is equal to/greater than that of other tracking groups.

Actions planned to achieve the revised target:

- Executive's planned “Check-in & connect” with focused target groups of 10 children over time/ for a specified time to encourage attendance, clarify goals and next steps , listen to learners view and any concerns – talk with families and share progress /successes
- Maori parent Hui to discuss and build plans to support student learning
- Specific data tracking discussions for target groups as part of Teaching as Inquiry that mains a **focus on equity** for groups of students
- Track all data for equity check : - attendance – assessment – engagement
- Implementation of the actions planned under Reading-Writing-Mathematics and Learning Support

2018 Target 6 (a): 90+ % of parents attend March / July parent interviews											Not achieved																																													
<p>Outcomes :</p> <p>Attendance % for parent interviews:</p> <table><tr><td>April</td><td>Kowhai</td><td>Totara</td><td>Kauri</td><td>Rimu</td><td>Manuka</td><td>Matai</td><td>Miro</td><td>Puriri</td><td>Nikau</td><td>Y1-8</td></tr><tr><td>% attend</td><td>90%</td><td>99%</td><td>93%</td><td>91%</td><td>89%</td><td>90%</td><td>71%</td><td>60%</td><td>71%</td><td>84%</td></tr></table> <table><tr><td>July</td><td>Kowhai</td><td>Totara</td><td>Kauri</td><td>Rimu</td><td>Manuka</td><td>Matai</td><td>Miro</td><td>Puriri</td><td>Nikau</td><td>Y1-8</td></tr><tr><td>% attend</td><td>89%</td><td>92%</td><td>91%</td><td>91%</td><td>88%</td><td>91%</td><td>77%</td><td>76%</td><td>77%</td><td>86%</td></tr></table> <p>Y1-6 April 92% July 90% Y7-8 April; 67% July ; 76.6%</p> <p>Number of students for whom the family was not able to attend the additional opportunities offered: Y1-6 15 /507 = 2.9%</p>											April	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Miro	Puriri	Nikau	Y1-8	% attend	90%	99%	93%	91%	89%	90%	71%	60%	71%	84%	July	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Miro	Puriri	Nikau	Y1-8	% attend	89%	92%	91%	91%	88%	91%	77%	76%	77%	86%	<p>What did we do?</p> <ul style="list-style-type: none">Set targets and goals with teachers on individually achieving the 90+% attendanceContinually acknowledged the importance of parent involvement in their child’s learningUsed on-line booking for March / July interviews with staff supported kiosks in the foyer to go online and book interviewsSetup a clear communications plan with timelines for notice issueStaff completed school wide google docs. template identifying outcomes to (a) centralise data collection and (b) update those who came in within the week followingFollowed up with alternative times for those who could not attend on the nights/days	<p>Achieved Y1-6</p> <p>March 92% July 90%</p> <p>Close to 10% improvement for July Y7-8</p>
April	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Miro	Puriri	Nikau	Y1-8																																														
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<p>Comments on outcomes</p> <p>Year 1 Kowhai – much closer to target this year and held ongoing conversations with parents before/after school as discussed in particular the night’s reader</p> <p>Y7-8 made an improvement in July – issues with staffing / teacher absence and vacancy impacted on connecting with families</p> <p>Need to streamline data collection and monitoring into one system – google sheet for ease of location and review use</p> <p>Plan for 2020 – includes</p> <ul style="list-style-type: none">a review of reporting into real time reportingongoing contact with individual invitations for specific discussions – eg after 6year survey – within 6weeks of schooling for Y1 + NE Needs based specifically for those in below/wellbelow - student lead mid year + portfolio use for during other terms.Contact record google sheet for various tracking groups / PfS groups /formal reporting timesClarity of responsibilities for parent content / monitoring teacher outcomes / cohort and school wide dataOutcomes report format with tracking sheets for 2021 target group / Outcomes summary report for leadership planning discussions in January 2021																																																								

2019 Target 6 (b): School wide actual attendance is above that of 85% and above 90% inclusive of justified absences with Year 1 attendance being within 2% of Y2-3. Unjustified absences levels are at <6%

Partially

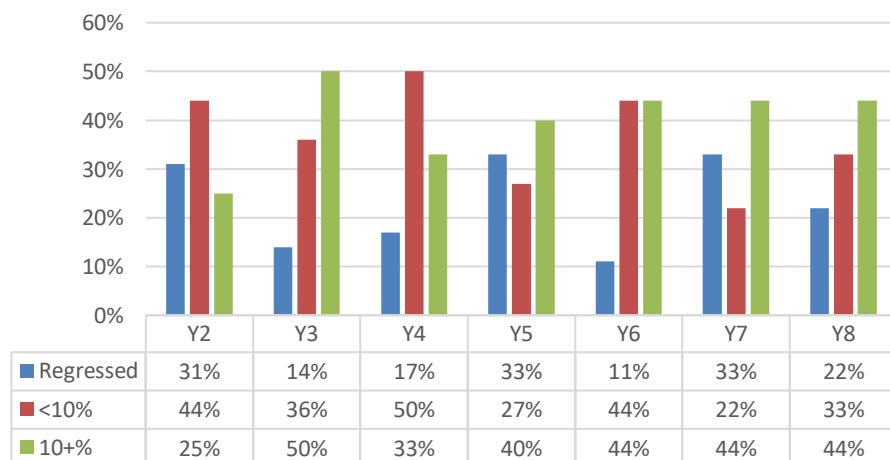
Outcomes per cohort:

Attendance	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Y1-6	Year 7	Year 8	Y7-8	Y1-8
2018	79%	83%	84%	84%	83%	90%	84%	88%	83%	85.5	84%
2019	77.6%	81.5%	84.3%	83.3%	83.5%	84.5%	82.4	85.4%	78%	82%	82%
+ Justified	8.4%	6.5%	5.4%	6.4%	3%	3.1%	5.4	1.3%	2%	1.6	4.25%
=	86%	88%	90%	90%	86.5%	87.6%	88%	86.7%	80%	83.3%	86.25
Unjustified Absences	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Y1-6	Year 7	Year 8	Y7-8	Y1-8
2018	11.4%	11.4%	10.4%	10%	13%	8%	10.7%				
	14%	12%	10%	11%	13.6%	12.3%	12.3%	13.3%	19.7%		13.5%

Target tracking groups for “At Risk” attendance cases (84) based initially on their 2018 attendance and who were tracked throughout 2019 45% or 38 /84 will no longer be classified on the initial 2020 Exec tracking “at risk” group. Over the course of the entire year 353 registered attendance at less than 80% in 1(or more) term placing them within the tracking group. 40% or 141/353 will not need to be rolled over into the term 1 tracking for 2020. 2020 Term 1 tracking group A will include students Y1-7 from the 2019 group. 176students .

Unjustified absences has increased across all cohorts into >10% and will need to be a key focus in our 2020 action plan.

JS 2019 High Risk Term 1 tracking group from 2018 outcomes data:
% of gain Dec18-Dec19 attendance rates



What did we do?

- Targets shared with students and parents
- Attendance discussed at all enrolments
- Monitored with teachers explanation rates
- Awards systems in place with certificates each term for those at target
- Target tracking groups established initially based on end of year data and then from previous term
- Phone calls, Letters to, meetings with parents of children within high risk tracking groups
- Early home visits in first 2 weeks of school for those students on high risk tracking
- Agencies involved as needed

Established a master google sheet tracking document with details added week 10 (Admin) and week 5 (Exec) – unfortunately the consistency of follow up/through for discussion and monitoring as an Exec was not as intended due mainly to competing priority needs

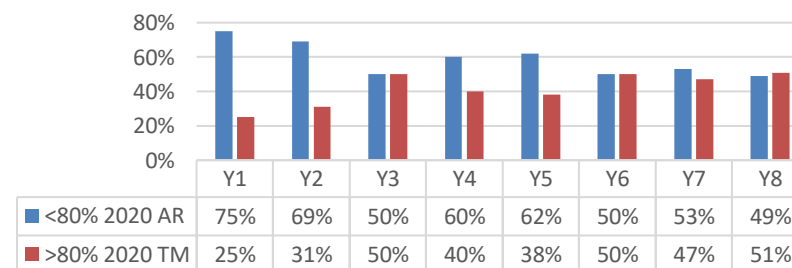
Review of meeting priority times within diaries and beh. Response processes undertaken within the 4th term has established an operating agreement for 2020

Not achieved= -6% on target

Achieved partially inclusive of justified absences for 4-5/6 teams.

Unjustified target not achieved
With a negative upward trend evident across year levels.

2019 attendance risk tracking group outcomes for 2020 tracking



AR =continued at risk (Exec) - TM =teacher monitor during 2020

<p>Comments on outcomes</p> <p>Outcomes are similar to previous years. The time committed did not produce overall the impact we sought. However individual / family improvements were noted. Every attempt to contact families was made throughout the year – ongoing issues with contact numbers proved frustrating as did the lack of improvement for some of the more long term high risk cases. Lateness data tracking through the vistab sign in linked to e-tap gave both teacher and admin valuable data for discussion.</p> <p>Increasing unjustified absences are now at double digit level for all cohorts - initial strategy here will be for teachers to discuss individually with parents the levels of unjustified absences noted on each child's record – Letters generated that show a pie graph of attendance/lateness to be produced and issued for parents at discussions or end of term meetings.</p>	
<p>Revised target for 2019 Years 1-8:</p> <ul style="list-style-type: none"> a) Parent engagement within the formal April/July reporting cycle is at/above 90% b) PfS/Early Literacy – needs based engagement in discussions related to learning and next steps c) School wide actual attendance is above that of 85% and above 90% inclusive of justified absences. Year 1 attendance being within 2% of Y2-3. d) Unjustified absences levels are on average at <11% 	
<p>Actions planned to achieve the revised Engagement targets:</p> <ul style="list-style-type: none"> • Y1-8 all using E-tap data system and Vistab late sign in system that automatically links to e-tap data base. • Spreadsheet with target tracking groups monitored through exec.. leaders – family visits, phone calls • Exec – DD action plan using “effective practice “ guide from Attendance Matters ERO /MoE publication • Parent engagement programme inclusive of HomeSchool Partnership workshops – Fono's – Hui, Open mornings for Mathematics/writing, each term. • Clear timelines and advanced notice of all parent activities • Communication plan using notices, text reminders and emails alongside our notice board flags/banners • Team Well Being action plans are developed to support each target per class • Incentives / rewards system established across learning hubs • Establish and attendance target strategy plan separately within the operations plan and allow time in each operations meeting agenda to review non-attendance and outcomes from interventions • Need to establish a system of survey issue to those families attending interviews outside of the 2 day appointments schedule • Whanau and family meetings early and ongoing acknowledgement of progress and improvement for students 	

Southern Cross Campus: Junior School Years 1-8 Draft Reporting Targets 2020 Overview

NB: Based on Data from e-tap markbook Curriculum Levelling 12th Dec.2019

Focus 1: Reading		data set NAG 2A Template #7 e-tap
Target 1a	Target 1a We have used our December Curriculum expectation data to identify all those students who are below NZC expected level in Reading. The group of learners who were BELOW the Expectation for READING (2019) at the end of Year 1 –Year 7 (104) , will make <u>accelerated progress</u> towards being “at” the NZC Performance level for their year level (2020) by the end of the year.	
Target 1b	Target 1b The group of students, who were noted as well below namely 2years+ but not including NZC Level 1 - (28) the Expectation for Reading at the end Y5-7 (2020) will make <u>accelerated progress</u> towards the expectations of their NZCurriculum level by the end of the current year. Year 1 reading text levels registered in Term 4 show 60%+ operating with the expected text level band.(Level 9-11) & 6 year survey Concepts about Print show a minimum increase of 20% (38%+) on 2019 (18% outcome.	
Focus 2: Writing		data set NAG 2A Template #7 e-tap
Target 2a	Target 2a We have used our December Curriculum expectation data to identify all those students who are below the NZC expected level in Writing. The group of learners who were BELOW the Expectation for WRITING (2019) at the end of Year 1 –Year 7 (110) , will make <u>accelerated progress</u> towards being “at” the NZC Performance level for their year level (2020) by the end of the year.	
Target 2b	Target 2b The group of students, who were noted as well below namely 2years+ but not including NZC Level 1 - (51) the Expectation for Writing at the end Y5-7 (2020) will make <u>accelerated progress</u> towards the expectations of their NZCurriculum level by the end of the current year.	
Focus 3: Maori student achievement		data set NAG 2A Template #7 e-tap
Target 3a	The group of learners who were BELOW the NZCurriculum expectations for in Reading, (11) Writing (11) or Mathematics (15) Y2-7 2019 who return to the Junior School in 2020 will make <u>accelerated progress</u> towards the expectations of their NZCurriculum level by the end of the 2020. Equity: Gain in % of student “at /above” standard is equal to/greater than that of other tracking groups.	
Focus 4: Mathematics		data set NAG 2A Template #7 e-tap
Target 4a	Target 4a We have used our December Curriculum expectation data to identify all those students who are below the NZC expected level in Writing. The group of learners who were BELOW the Expectation for MATHEMATICS (2019) at the end of Year 1 –Year 7 (129) , will make <u>accelerated progress</u> towards being “at” the NZC Performance level for their year level (2020) by the end of the year.	
Target 4b	Target 4b The group of students, who were noted as well below namely 2years+ but not including NZC Level 1 - (52) the Expectation for Mathematics at the end Y5-7 (2020) will make <u>accelerated progress</u> towards the expectations of their NZCurriculum level by the end of the current year.	
Focus 5: Special Needs/Learning Support		
Target 5	Students forming the Literacy Kit A monitoring group Y4-8 will show progress on text level data. ICS-ORS Y1-8 have an expected progress indicator established for reflection against in Nov.	
Focus 6: Engagement		
Targets	a) Parent engagement within the reporting cycle is at/above 90% b) School wide actual attendance is above that of 85% and above 90% inclusive of justified absences. Year 1 attendance being within 2% of Y2-3. Unjustified absences levels are on average at <11% per year level.	

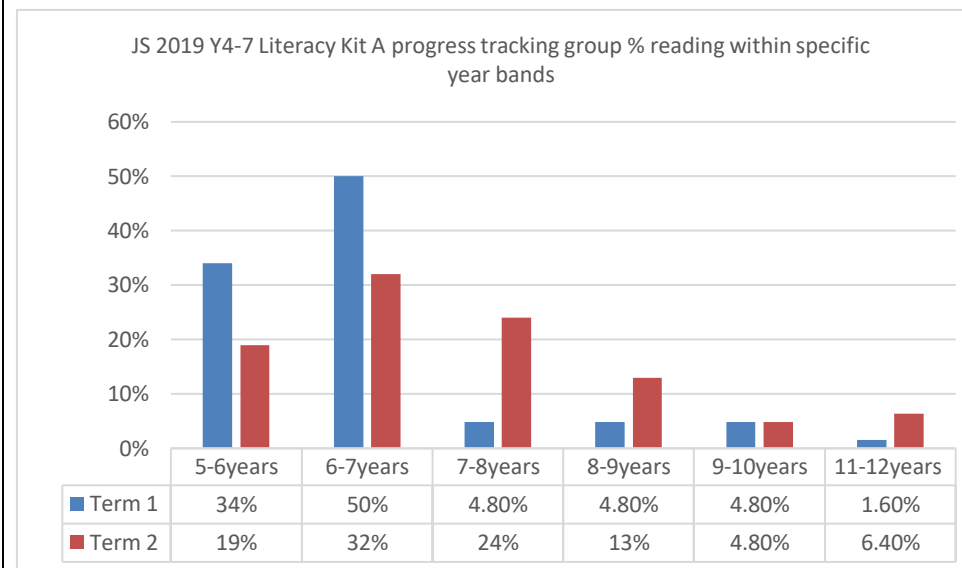
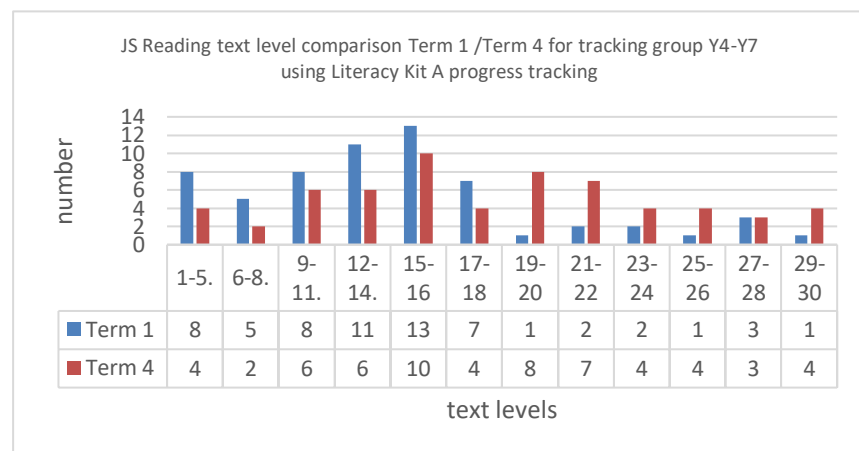
Special Needs Learners

2018 Target 5

(a): Identified learners on the special education needs register as (ongoing)Level 1 or Early Level 2 of NZCurriculum will have learning action plans showing how their learning needs are being met within Literacy.

achieved**Outcomes**

Non standardised testing group from within the Well Below group – reading progress using text levels. Data collated across Y2-7 to provide anonymity for those included where numbers are minimal at specific levels.



Planning and evidence collection phase achieved

Individuals have different expected gain targets due to the nature of their needs/support

Positive movement for students was evident within their individual plans.

What did we do?

Established a learner hub for target tracking group & Reviewed At Risk recording / etap or spreadsheet

Established and reviewed Literacy Kit A for assessments Y4-8

SENCO practice analysis conversations were scheduled with each student's teacher individually during the year.

Established a school wide transition process for students at the end of the year to meet their new teacher/learning space

Each student evidence file was annotated and action plans updated. Transition meetings were arranged for students moving from their 2019 Dec. class/teacher to a new 2020 Kaitiaki group/teacher and for some into the new ILE flexible learning spaces

Revised target for 2020

Students on the at risk register will have individual goals/targets established within their IEP

Students not completing PAT/Easttle assessments at Y4-8 will have an alternative monitoring and data collection process that quantifies progress and outcomes (Literacy Kit A) with 4 data checkpoints.

Actions planned to achieve the revised target:

- SENCO & Teams will establish and update "at risk" register which a shared google doc. For exec review
- Non-testing (e-asttle / PAT) list will be established for Y4-8 with data entered each term as scheduled within the term calendars.
- Data for the Literacy Kit A will be collated, shared and inform term review/ SENCO PACs each term.
- SENCO / Learning support specialist will establish tracking and monitoring systems and processes to check learning progress
- Data and evidence collation and curation will be entered into each students individual progress monitoring file
- Regular SENCO reviews will support progress monitoring and teaching inquiry
- Data reports will be complete at the Beginning of the Year (March) end of November detailing progress outcomes

Southern Cross Campus College 2019 Analysis of Variance: REPORT

What is our Data telling us?

- Decrease in girls achievement across NCEA improved
- NCEA 2019 performance less than 2015 baseline but up on 2019
- Low University Entrance results improved to nearly 30%

What was our current state at the start of 2019?

- 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	Analysis of what happened and Conclusions																											
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 impactCoaching: Development of reflective practiceDDs with HOLs successfully implement their department schemes of workRegular 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.	<div>College performance</div> <table><thead><tr><th></th><th>SCC2018</th><th>SCC2019</th><th>Decile 1</th><th>Decile 3</th></tr></thead><tbody><tr><td>L1</td><td>46.0%</td><td>48.7%</td><td>48.4%</td><td>60.7%</td></tr><tr><td>L2</td><td>55.6%</td><td>55.9%</td><td>61.2%</td><td>73.3%</td></tr><tr><td>L3</td><td>59.8%</td><td>62.9%</td><td>56.3%</td><td>59.1%</td></tr><tr><td>UE</td><td>19.7%</td><td>28.6%</td><td>22.1%</td><td>33.2%</td></tr></tbody></table> <div>Analysis: With a change in NZQA reporting Decile band 1-3 is not available. In 2019 SCC results are all increased on 2018 and above decile 1 except for Level 2</div> <div>Conclusion: The action plan was partially successful. There are three drivers that need to continue in 2020: Scheme development and planning, Coaching, Regular learning walks. Implement Dean’s roles that strengthen Academic Counselling.</div>		SCC2018	SCC2019	Decile 1	Decile 3	L1	46.0%	48.7%	48.4%	60.7%	L2	55.6%	55.9%	61.2%	73.3%	L3	59.8%	62.9%	56.3%	59.1%	UE	19.7%	28.6%	22.1%	33.2%		
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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 communicationContinual follow up and follow through by all DDs and HOLsMeets with parents are purposefulEngage community/parent support to roster sweeping grounds to move students into classWider pastoral team support consistently led (guidance, social workers, strive, Solomon group etc)	Teacher feedback acknowledges improved clarity. Parent feedback is positive.	<div>2019 Attendance Rates: Y9 79.2% Y10 81.3% Y11 77.7% Y12 73.4% Y13 67.4% Overall Attendance rate Y9- 13: 2016 81.8% 2017 78.4% 2018 82% 2019 78.4% Teacher feedback: Late to class, students missing classes at school and student discipline support needs to be strengthened Parent feedback: Increased positive engagement at parent partnership events strengthened but still at a low level. Analysis: Attendance patterns remain at unchanged levels.</div> <div>Conclusion: Continue to build parent partnership successful events. Develop strategies that will increase the time delivered of Deliberate acts of Teaching. Develop measures for this. Continue to strengthen Maitime teacher’s role supported by increased security and reduction of lates.</div>																											
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 implementationEvidence of schemes of work being effectively used by teachers in all classrooms	Increased merit and excellence endorsements across L1 - L3.	<table><thead><tr><th>Level</th><th>Merit</th><th>Excellence</th></tr></thead><tbody><tr><td>2018</td><td>17.3%</td><td>6.7%</td></tr><tr><td>2019</td><td>26.7%</td><td>4.0%</td></tr><tr><td>Level 2</td><td></td><td></td></tr><tr><td>2018</td><td>13.5%</td><td>3.4%</td></tr><tr><td>2019</td><td>6.6%</td><td>1.3%</td></tr><tr><td>Level 3</td><td></td><td></td></tr><tr><td>2018</td><td>8.9%</td><td>1.3%</td></tr><tr><td>2019</td><td>4.5%</td><td>3.4%</td></tr></tbody></table> <div>Analysis: Results here are mixed – generally the merit and excellence endorsements have not increased except for Level 1 Merits.</div> <div>Conclusion: An emphasis on SOLO Taxonomy implemented so that students can understand the requirements to attain merit and excellence grades for all College classes including Years 9 &10. Schemes of work need to provide evidence of planning for this.</div>	Level	Merit	Excellence	2018	17.3%	6.7%	2019	26.7%	4.0%	Level 2			2018	13.5%	3.4%	2019	6.6%	1.3%	Level 3			2018	8.9%	1.3%	2019	4.5%	3.4%
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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 agencyGirls access support when needed	Increased level in female achievement by 5% on 2018.	<div>Gender comparison of Achievement 2019</div> <table><thead><tr><th></th><th>Female (2018)</th><th>Male</th></tr></thead><tbody><tr><td>Y11 L1</td><td>48.7% (47.2%)</td><td>46.0%</td></tr><tr><td>Y12 L2</td><td>63.5% (56.6%)</td><td>49.3%</td></tr><tr><td>Y13 L3</td><td>64.6% (69.4%)</td><td>61.3%</td></tr><tr><td>Y13 UE</td><td>35.4% (23.6%)</td><td>22.7%</td></tr></tbody></table> <div>Analysis: Female average increase of 3.9% on 2018 1.1% less than the target</div> <div>Conclusion: Females performed better than males and in line with expectations. Need to clarify barriers to achievement for all students in 2020.</div>		Female (2018)	Male	Y11 L1	48.7% (47.2%)	46.0%	Y12 L2	63.5% (56.6%)	49.3%	Y13 L3	64.6% (69.4%)	61.3%	Y13 UE	35.4% (23.6%)	22.7%												
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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 effectivenessDifferentiated workshops for staffPLD for HOL to be able to run and facilitate own department PLD	Improved achievement levels by 5% across L1-L3. College performs at or above decile 1-3 average.	<div>Achievement Level</div> <table><thead><tr><th></th><th>SCC2018</th><th>SCC2019</th><th>Decile 1</th><th>Improvement</th></tr></thead><tbody><tr><td>L1</td><td>46.0%</td><td>48.7%</td><td>48.4%</td><td>2.7%</td></tr><tr><td>L2</td><td>55.6%</td><td>55.9%</td><td>61.2%</td><td>0.3%</td></tr><tr><td>L3</td><td>59.8%</td><td>62.9%</td><td>56.3%</td><td>3.1%</td></tr><tr><td>UE</td><td>19.7%</td><td>28.6%</td><td>22.1%</td><td>8.9%</td></tr></tbody></table> <div>Analysis: Only the UE rate met the target of over 5%</div> <div>Conclusion: There is scope for further improvement especially with constant monitoring of 2020’s year 13s given their lower rate in Level 2. Walkthroughs need to confirm implementation of SOLO Taxonomy at all levels of the College and strengthened implementation if Assessment for Learning strategies.</div>		SCC2018	SCC2019	Decile 1	Improvement	L1	46.0%	48.7%	48.4%	2.7%	L2	55.6%	55.9%	61.2%	0.3%	L3	59.8%	62.9%	56.3%	3.1%	UE	19.7%	28.6%	22.1%	8.9%		
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Kiwi Sport Annual Report 2019

Yrs 1-8

The Junior School has undertaken a full programme of physical activity and physical education during 2019.

Focus 1: We have participated in the Innerfit (previously named CrackerJacks) 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 participation within this programme with the purchase of equipment after the donation from Inner fit (who manage the Crackerjacks programme) for training hours and the 2019 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 large and small ball drills, specific equipment suitable for 5-6year olds for coordination catching, throwing and rolling alongside new equipment to enable our older students to have appropriate sized softball gear.

Our 3rd 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: PROVIDING equipment for the Invasion games from the Inner fit programme – providing enough minor equipment to allow multiple classes to participate in physical activity throughout the week easily – using cage storage equipment to make it accessible to staff, easy for the person responsible for the equipment audits, and secure to reduce losses. Reducing the process / issues of ordering for staff has improved the regularity of teachers taking sessions with students. 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. Our daily fitness programme option provides time for daily physical activity and involves the use of mainly skipping ropes and marker cones. Our annual Physical activity & sports budget includes: sports administration fees Y5/6-7-8, transport, equipment purchasing to the total of \$ 13,500 without accounting for sports uniforms.

Karen Mose
Director Junior School

Yrs 9-13

The Kiwi Sport fund has helped support the College Year 9-13 Sport programme for 2019. 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 had been exposed to a wide variety of Sport in 2019. 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

Maila Alatasi
Director College School